

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATED STUDIES
FACULTY OF LIFE SCIENCE
DEPARTMENT OF SPORT SCIENCE

**IMPLEMENTATION OF PHYSICAL EDUCATION LESSON FOR
STUDENTS WITH MOTOR DISABILITY: THE CASE OF SELECTED
SECOND CYCLE ELEMENTARY SCHOOLS IN AMHARA
REGIONAL STATE, OROMIA ZONE.**

BY
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IMPLEMENTATION OF PHYSICAL EDUCATION LESSON FOR
STUDENTS WITH MOTOR DISABILITY: THE CASE OF SELECTED
SECOND CYCLE ELEMENTARY SCHOOLS
IN AMHARA REGIONAL STATE, OROMIA ZONE

By

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STATE, OROMIA ZONE

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Abbreviations and Acronyms

APE	Adaptive physical education
ARGS	Amhara Regional Governmental State
PE	physical education
FGD	focus group discussion
IDEA	individuals with disabilities education act
PA	physical activities
SWDs	students with disabilities
SWPDS	students with physical disabilities
SNE	special need education
SNES	special need education services
CWPDS	children with physical disabilities
SWODs	students without physical disabilities
SWMD	students with motor disabilities
OZ	Oromia zone
OZEB	Oromia zone educational office
SWSN	students with special needs
SSCES	sample second cycle elementary school
SCES	second cycle elementary school
SSI	semi structured interviews

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Abstract

This study investigated how physical education (PE) lesson is implemented for SWMD in regular PE elementary school of OZ western ARGS. 8 schools were selected from 4 districts based on geographical location and convince for study. Both 12 students and 8 teachers from SES using purposive sampling while 4 schools' principals by available methods. Data from these samples collected and analyzed using analytic SSI, FGD and felid observation methods. The thematic analysis revealed four themes: (a) Exercises which are more suitable for SWDs (b) Benefits of PE for SWDS (c) Factors inhibit implementation PE practical lesson for SWDs and (d) Improving teaching materials and adapting the subject to fit with SWDs were presented.

The study results shows that in most sample schools playgrounds, facilities and equipment and physical environments are not appropriate and equitable to teach the subject for both with and without disabilities but for SWDs are more challenging. In addition skill of teachers to teach PA for SWDs and attitudes of schools' principals also affect to teach the subject in elementary schools of OZ. Because of these factors most of SWDs enrolled in SCES of OZ do not have benefits from PEA like their peers. So the study results may formulate the basis for implementation PE lesson at SSCES of OZ.

Chapter one

I. Introduction

1.1. Back Ground of the Study

All students with disabilities have the opportunity to participate in regular physical education with their peers, with supplementary aides and support services as needed to take full advantage of the goals of motor skill acquisition, fitness, knowledge of movement, and psycho social well being, toward the preparation of students for an active lifestyle appropriate to their abilities and interests (Goodwin, 2000).

The Individuals with Disabilities Act of 2003 (IDEA) noted that, students with disabilities can be educated with their non-disabled peers in the least restrictive environments. This Organization also identified physical education as a component of special education that provides for an equitable education experience for students ages 3-21 that is a free, appropriate, public education in the least-restrictive environment. Children with disabilities are increasingly being included in physical education classes (Hutzler, Fliess & Chacham, 2000). However, teachers often lack the practical information needed to implement programs (Amerman & Fleres, 2003). Many researchers agreed that all students would be included in every aspect of physical education including students with disabilities (Goodwin, 2000).

This study focuses on how PE lesson is implemented for SWDs. As Griffiths, E. (2007) defines disability is highly varied and complex condition with a range of implications for social identity and behaviors. Similarly Goodwin (2000) define it as encompasses

problems (e.g. impairments, activity limitations, or participation limitations) that result from interactions between personal and contextual (environmental) factors or disability may refer specifically to activity limitations, again attributed to interactions between personal and contextual factors. Disability largely depends up on the context and is a consequence of discrimination prejudice and exclusion person with disability struggles to overcome this shortcoming which keeps restricting him or her (Axuter, 2001).

PE lesson is very important to SWDs for all rounded development of an individual as any part of the society. If the learners receive a well rounded education, not only their mind be developed but also their body must be evenly built up (Gallahue, 1996). Further, the effectiveness of the learning experience will be enhanced meaningfully to the learner if education program based on nature, interest, needs, abilities, behaviors and characteristics of learners (Axuter, 2001).

According to Gallahue (1996) Physical education is unique to the school curriculum as the only program that training the mind and body through physical activities. These are wheelchair basketball, tennis, swimming, athletics, gymnastics, and organized games such that football and handball.

In the definition of SNE, PE has taken as a means of addressing the needs of special need education, students with disability is a specially designed instruction at no cost to part to that unique needs of SWDs including instruction conducted in the classroom, in the home, in the hospital and instructions and other setting and instructions in PE. As Trusew. T. (2000) notice that CWDs have the right to participate in any activities of the school, however the responsible bodies should understand that the students with disabilities have

unique needs to participate in school activities. They face unique challenges, but in many instance they can still participate in physical activities. According to Griffiths, E. (2007) stated that all children with and without disabilities face challenges as they grow and develop. But for children with disabilities, the scope of challenging is more. It includes physical, sensory, emotional or cognitive impairments that are complicate and magnify the usual demands of childhood.

According to Gallahue (1996) stated that currently, PE is concerned to be a significant subject in any school's time table because of it helps for improvements in child's physical skills and well- being, the critical contribution that it can make to their development in social, psychological skills and academic areas is becoming more widely recognized and accepted. According to Gall PE lesson is an area of practical and experience which is vital to the growth and development of all children, these are more important for students with disabilities. Similarly Grineski (1993) described that daily quality physical education lesson in the nation's schools is an important of a student's comprehensive, well-rounded education program and a means of positively affecting life –long healthy and well being. Physical education lesson is help to improves academic achievement of the learners (Griffiths, E, 2007). ACSDHAPE (2010) ultimately, PE is improved coordinated school health programs, of which it is a central component, will augment other prevention efforts and it helps to reverse the growing epidemic of childhood obesity which threatens to undo decades of progress in the fight against cardiovascular and other diseases.

The educational curriculum needs to be prepared basically to integrate all children with in instructional and extra class programs and to individualize the instructional strategies and

activity areas to support the special needs of children. In PE lessons, some activities will have more restrictions to SWDs than others and some will be less vigorous than others depending on the needs. The teacher in conjunction with other supporting staff should decide if the personal education program required mild, moderate or limited participation (Auxter, 2001).

Physical education teacher should be adapted, modified and changed and /or equipment to meet the needs of students with special needs (SWSN). According to NASPE (2006) noted that all students should participate in regular PE, but many of SWDs have unique learning and motor needs modification may be necessary. Further the Organization explained modifications and adapting the activities should be provided by the physical educator within typical physical education class.

According to (Auxter, 2001) PE is very important for students with disabilities. He was listed significant benefits of quality PE program for learners with disabilities as follows:

- ✓ The development of equilibrium, sensory discrimination and integration and sensory motor function.
- ✓ The development of locomotors and non-locomotors skills
- ✓ The development of object-control skills
- ✓ The development of play, leisure, recreation, and sport skills
- ✓ The development of physical fitness, daily living skills, and health/wellness
- ✓ The development of a repertoire of movement skills necessary for independent living

To investigate the implementation PE lesson for students with disabilities, I went to OZEO. According to (OZEO-2011) in the Zone there are 173 elementary schools licensed to teach students in this academic year. All are government elementary schools. The educational Office statistics department does not show how many SWDs are now enrolled in the elementary schools of Oromia Zone. But I got most of the statistics that concerned about numbers of students with disabilities from schools. I have 4 years experience in teaching PE in the colleges' of the Region students from the Oromia Zone. During these years I go many times for practicum to evaluate student teacher and I observed many elementary schools that accepted SWDs in their schools. Even though they were accepted teaching PE for SWDs, the way deliverers of services for their students are different. So the purpose of this study is to investigate how a PE lesson is implemented for students with physical disabilities in elementary schools' of Oromia Zone in Amhara Regional State.

1.2. Statement of the Problem

By law (PL 105-17) all students must be provided elementary physical education. The law does not distinguish between students who are classified as special education students and those who are classified as general education students.

The problem to be investigated in this study is the implementation of PE lesson for SWPDs in some selected elementary schools of Oromia Zone found in Amhara Regional State. Some PE teachers' those teach PE in elementary school of Oromia Zone said that there are problems in implementation PE for SWDs. Because of these most of time SWDs are restricted to participate in PE lesson during practical classes. So as PE teachers the researcher motivated to investigative to what extent PE lesson is implemented for SWDs in

the Oromia Zone elementary schools. The purpose of this study is to identify how PE lesson is implemented in Oromia Zone elementary schools' found in Ahmara Regional State.

This study will first look at issues addressed in the literature that answer the following questions;

1. How do schools provide PE lesson opportunities for students with motor disabilities?
2. How can PE lesson is implemented in elementary schools of Oromia Zone for students with disability?
3. What can school principals and PE teachers do in order to address factors that hinder implementation PE lesson for SWDs at elementary schools of Oromia Zone?

1.3. Objective of the Study

1.3.1 General Objectives

The main objective of this study is to assess to what extent PE lesson is implemented for students with disabilities in elementary schools of Oromia Zone found in Amhara Regional State.

1.3.2. Specific Objectives

1. To investigate the role of school principals in implementing PE lesson for SWDs in Oromia Zone elementary schools.
2. To know how physical education teachers adapt PE activities for students with physical disabilities in elementary schools.

3. To identify main factors which hinder the implementation of PE lesson for SWPDs in elementary schools of Oromia Zone.
4. To suggest measures to be taken for future to minimize the problems by schools administration, stakeholders and other concerned bodies.

1.4. Significance of the Study

PE lesson is very important for all rounded development of an individual. As any students, SWDs have right to get PE lesson in the school. However, the problems of SWDs have not been addressed to meet their needs. This study was investigated how PE lesson is implemented for SWDs in sample elementary schools of Oromia Zone. Therefore, the study generated basic information, which will serve for:

1. PE teachers to realize the needs of SWDs and accommodate them in physical education lesson.
2. PE teachers to modify and be familiar to adapt PE lesson for SWDs.
3. Planners to improve the curriculum in order to included elementary schools SWDs in PE class.
4. Stakeholders to realize the problem that they can contribute their share in addressing the problems encounter.
5. Desires to fill the gap focusing on the importance of implementation PE lesson to SWDs in elementary schools of OZ and it will lay the base for research in the study area that has been neglected so far.

1.5. Delimitation of the Study

Because of several factors it is not feasible to consider all aspects of study in the area, requires referring many books to write about every aspects of the subject. This however take very long time and is beyond the scope and purpose of this study, therefore, the study focuses only on the investigating the implementation physical education lesson to SWDs and the study is also delimited only to Oromia Zone elementary schools found in Amhara Regional State, this is because of resource limitation (time, money, books etc).

1.6. Limitation of the Study

This study was undertaken in Oromia Zone Amhara Regional State, focusing on limited number of elementary schools those accepted teaching PE for students with disabilities in general PE class. Therefore, the final result of this research may not be representative and applicable to all schools that are accepted teaching PE students with physical disabilities in general PE throughout the region. Some of the major constraints of the study include the time allowed to conduct the research is short time, financial limitation, availability of reliable information, availability of reference and area coverage of the study.

1.7. Operational Definition

World have different meanings at different context in order to avoid the ambiguity of this condition the researcher will be interpret them as follow:

Adapted PE: modified physical education lesson for SWDs at elementary schools.

Students with Disabilities: elementary school students with permanent motor disabled.

Motor impairment: a disability affects the ability to control muscle movement which often limits mobility.

Physical education: an education which is given through physical activities in elementary schools.

Special Education: Specifically designed instruction to meet the unique needs of an individual student to include but not be limited to instruction physical education

Physical fitness: body's ability to function efficiently and effectively.

Special Needs Student: any student who has a multidisciplinary plan

Student: who learn in second cycle elementary schools of OZ.

Teacher: who teach physical education in elementary schools of OZ.

Chapter two

2 .Review Related Literature

“...you might need to write an extensive review of the literature, which generally is not found in program evaluation reports” (Manen, 1997).

Under this chapter, a short but detailed theoretical representation of some concepts from the review of the related literature and discussions are presented. In general it deals with conceptual frameworks related to implementation PE lesson to SWDs in elementary schools. The researcher raised four main issues under this chapter. These are concepts of physical education, the benefits of PE for students with disabilities, the nature and methods of teaching PE and learning Process in the elementary schools of Oromia Zone and benefits of APE.

2.1. Concepts of Physical Education

2.1.1. Meaning of Physical Education

Physical education may be looked at various perspectives. For PE professionals, it is an essential discipline commuted to developing lifetime physical activity patterns. Many educators recognize that PE has a major role to play in the development of young people. However, some individuals mistaken PE to be limited to athletic or competitive sport. To understand PE we have to examine the motivations from which it arise the forms it takes and the way it has developed historically. Based on this the researcher define in the next paragraphs five related concepts in order to understand what it mean PE. In Ethiopia context, very few people know the difference between physical education, physical

activity, play, games, exercise and sports. In fact these terms are used incorrectly but interchangeably with each other. However, these terms are not antagonist though doing not mean exactly the same things.

Exercise refers to a subset of physical activity. It is planned, structured, repetitive movement of the body designed specifically to improve or maintain physical fitness. Physical fitness is a set of physical attributes that allows the body to respond or adapt to the demands and stress of physical effort.

Physical activity is a program, practice, or process, in which body movement is produced by skeletal muscles and results in expenditure of energy. It includes a broad range of occupational, leisure time, and routine daily activities. These activities can require light, moderate, or vigorous effort and thus lead to improved health if they are practiced regularly (Goodwin, D. 2000).

Physical activities are activities that beneficial to any active individual, irrespective of whether they are recreational or commercial activities. According to Hutzler, Fliess & Chacham (2000) active participation in physical activities can reduce anxiety levels or worry.

Play is physical activity in which there are: no formal rules, no pressure, no winner or loser, no set time, no defined playing area, and people just enjoying spontaneous by it. Those activities whether mental or physical, which are self initiated by children, youngster, or adults for the sake of the activity and not for any intended outcome. However, these activities can lead a person involved with them to: explore his/her surroundings, use up

his/her energies, acquire and/ or practice skills, developmental and/ or physical qualities, and so on (Goodwin, D. 2000).

Games are forms of a playful, rule governed competitions in which outcome are determined by skills, strategy, or chance.

Sport is much more organized than play, recreation or games. It involves set rules, area and time, set positions for players, usually vigorous physical activity, complex physical skills which are applied throughout the set time, serious training and preparation, and competition between individuals or teams where winning is important. Sport is institutionalized games and activities in which outcomes are determined by physical skill, prowess, and strategy. Sherrill, C. (2004) also defined sport as any activity, experience or business enterprise for which the primary focus is fitness, recreation, athletics and leisure related. According to Bucher (2003) explain that physical education is an educational process that, it has the aim of improvement human performance and enhancement of human development through the medium of the physical activities selected to realize this outcome. It is not only concerned with the physical out comes that accrue from participation in activities but the development of knowledge and attitudes conducive to lifelong learning and lifespan participation. This show that for benefits of physical education activities to be realized, physical educator must conduct sound physical education programs and selected activities judiciously so that participants may attention the maximum benefits from participation.

In order that physical education adds value in the educational process, it has to encompass in its programs some sort of play, games, and sports activities. When all these activities are

focused on common goals, then the service delivery by physical education shall be effective and efficient. Physical education is defined in a number of ways depending on the writer philosophy. Definitions will vary according to beliefs on either of the following: health related physical fitness, performance related physical fitness, or recreational and outdoor activities, or both, and so on (Hutzler, Fliess & Chacham, 2000). Physical education in schools is part and parcel of the general education. Hence, “physical education is an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well being” (Bucher 2003).

PE is much broader and much more meaningful for day-to-day living than many of those terms discussed above. It is an important part of the educational process. It implies that its program consists of something other than more exercise done at command. A physical education program under qualified leadership aids in the enrichment of an individual life. Sherrill, C. (2004) defined PE as follows:

“Physical education is a planned, sequential curriculum that provides cognitive content and learning experience in a variety of activity areas including basic movement skill: physical fitness, rhythms, and balance. Games, team, dual, and individual sports: tumbling and gymnastics, and aquatics.”

PE should also define in order to address the needs of individual person with disabilities. According to Auxter (2001) cited two major points to define PE from the individual with disability education act there are:

1. PE means the development of

- a. physical education and motor fitness
- b. fundamental motor skills and patterns
- c. skills in aquatics, dance and individual and group games and sport(intramural and life time sports)

2. The term PE includes SPE, APE, movement education and motor development.

IDEA also defines physical education as a direct service, which includes instruction in physical fitness; motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance and individual and group games and sports (including intramurals and lifetime sports).

2.1.2. The Aims and Goals of Physical Education

Physical education programs provide a planned sequence of activities to improve students' motor and cognitive skills, motor fitness, and feelings of self worth (Block, 2003& Gallahue, 1996).

Affective, psychomotor, and cognitive domains frame the goals of physical education. Affective domain goals are designed to strengthen self-concept and body image, to reduce social isolation, develop social behaviors, and to improve attitudes toward physical activity. Psychomotor domain goals include learning fundamental motor skills and patterns and their application to physical activity environments, developing physical fitness, and becoming acquainted with community resources for recreation. Finally, the cognitive domain goals focus on the learning of play and game behavior, enhanced perceptual motor function and sensory integration, and increased creativity in movement and thought (Grineski, 1993; Sherrill, 1998). According to Gallahue, as reported in Etzel-Wise and

Mears (2004), the goal of physical education is to prepare individuals for a lifetime of physical activity. Achievement of this goal begins before birth with reflexive movements that both were survival purposes and prepare us for controlled movement (Grineski, 1993). In an environment such as a PE class, where movement is a requirement, it can be very difficult for the regular physical education teacher to meet the needs of all of the students. Goodwin and Siedentop (2003), state that “when inclusion is haphazardly run, students are “dumped into general physical education without appropriate support services. And when general physical education teachers are not adequately prepared, inclusion can become a negative experience for students with and without disabilities” (Block, 2000).

Along with the placement of the students with disabilities in his/her class, the student may have an IEP which legally requires the teacher to fulfill the requirements of the IEP. Federal law stipulates that each student with a disability requiring adaptations in physical education must have an IEP with specific goals for physical education (Goodwin, 2000).

According to Gallahue (1996) stated that physical activity is working on gross and fine motor skills are both a major emphasis in physical education. An adapted physical education class can give the instructor the time and opportunity to implement IEP goals written for individual students. All students need to be actively involved in what the class is doing. Just having a student enrolled in the class is not enough. Students know whether or not they are contributing to the class, and each student must feel a sense of accomplishment. When the needs of the students are not met, it can cause the student to have a bad day. “A bad day in physical education was characterized as one in which the participants were rejected, neglected, or seen as objects of curiosity by their classmates.”

(Goodwin 2000) noted that goals of physical education as (a) to develop positive attitudes toward physical activity, (b) to promote life-styles oriented to overall well being, and (c) to develop concept-based skills. Ultimately, the overall aim of physical education is to promote the physical well being and health of all students (Grineski, 1993).

Knowledge of the goals and aims of the physical education program is necessary for maximizing student learning, as well as for the writing of formal Personal Program Plans for students with disabilities (Davis, 1989; Sherrill, 1998). Goals guide a person's activity and allow the instructor to measure performance (Bar-Eli, Hartman, & Levy-Kolker, 1994). Grineski (1993) states goal-directed programs motivate children to become physically fit, skillful, and knowledgeable. Goal utilization in instructional planning directs decision making about assessment and helps professionals and what instruments to administer to describe present level of performance in the program (Davis, 1989 & Sherrill, 1998). Davis (1989) further state that establishment of individualized goals in physical education, specific to students with disabilities, is essential for effective teaching and learning in physical education. In general, to extend mobility, dexterity and independence in all children, through tasks which have functional bases and mastery of which achieves meaningful and worthwhile goals, with some purpose PE is taken to be one of the important subjects given the school program (Auxter et al, 2001). Although considerable emphasis is placed on the teaching of specific skills safety procedures and self-care activities, none should of course be taught in isolation. Rather, they should be focused on as the situation arises within the lesson so that their relevance and importance are easily

appreciated, for example, understanding practice becomes much more meaningful when it directly precedes a lesson Griffiths, (2007).

2.1.3. The Value of Physical Education

According to Kirchner, G. (1995) described that physical education (PE) is the cornerstone of a school-based comprehensive physical activity program. It provides the basis and opportunity for young people to gain the knowledge and skills needed to maintain physically active lifestyles throughout childhood and into adulthood. As Davis (1989) quality PE program can increase student participation in physical activity, increase their physical fitness, and enhance their understanding about the purpose and methods of physical activity. According to Davis participation in daily PE is associated with an increased likelihood of participating regularly in moderate to vigorous physical activity Kirchner, G. (1995) argue that physical activity helps control weight, builds lean muscle, reduces fat, and contributes to a healthy functioning cardiovascular system, hormonal regulatory system, and immune system; promotes strong bone, muscle and joint development; and decreases the risk of obesity. Many researchers also have found that physical activity is related to improvements in mental health, helping to relieve symptoms of depression and anxiety and increase self-esteem. In addition, some studies show that physical activity is correlated with improved academic achievement.

In schools physical education is the only subject that deals with total human development of the pupils and/ or students. Pupils / students are developed through physical education spiritually, mentally, and physically Kirchner, G. (1995). Kirchner further described it is as a base for higher level performance in sports that have a strong bond to economic, social,

political, and biological benefits. All students who had developed and managed skills and some knowledge in physical education shall have a great added advantage to economic, social, political, and biological benefits (Kirchner, G., 1995). According to ACSDHPE (2010) regular physical activity reduces the risk of developing or dying from coronary heart disease, noninsulin dependent diabetes, hypertension, and colon cancer. Physical education also reduces symptoms of anxiety and depression, controls weight, and improves the health of bones, muscles, and joints. In similarly way Grinesk (1993) noted that physical activities reduces the risk of developing heart disease and helps to control weight, build lean muscle, reduce fat and prevent osteoporosis.

Quality physical education programs not only enhance the development of both competence and confidence in performing motor skills but also attitudes, habits, and perceptions are critical prerequisites for persistent participation in physical activity. According to National Association for Sport and Physical Education, (NASPE) (2006) quality physical education programs are contributed to the development of self-esteem among children. This means children who are more active may have greater social success and positive relations with peers. Children need many opportunities to experience personal feelings of success and achievement in physical activity settings. Explorations of various movement capabilities contribute to feelings of joy and accomplishment. National Association for Sport and Physical Education, an association of the American Alliance for Health, Physical Education, Recreation and Dance (2010) state that regular physical activity improves functional status and limits disability during the middle and later adult years and contributes to quality of life, psychological health, and the ability to meet physical work

demands. Physical education can serve as a vehicle for helping students to develop the knowledge; attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles (Keith William, 2008). The outcomes of a quality physical education program include the development of students' physical competence, health-related fitness, self-esteem, and overall enjoyment of physical activity. These outcomes enable students to make informed decisions and choices about leading a physically active lifestyle.

In early years children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in their movement ability. Evidence suggests that the level of participation, the degree of skill, and the number of activities mastered as a child directly influences the extent to which children will continue to participate in physical activity as an adult.

Greenwood, M. (2000) categorized some values of teaching PE particularly at the elementary school level as personality, social co-operation and physical development.

Adapted Physical Griffiths, E. (2007) list the following points to allow the commended the value of PE for persons with disabilities;

- ✓ Prepare the differently able for sport competition particularly where no opportunities and programs now exist;
- ✓ Provide special training for coaches to enable them to work with children who are physical challenged;
- ✓ Plan, design and provide appropriate and adequate facilities, equipment and supplies that would cater for the needs of the challenged and

- ✓ Provide training for volunteers and specialists.

2.2. Benefits of Physical Education Lesson for Students with Disabilities

All children benefit and gain enjoyment from physical activity, regardless of ability or disability status, gender, or athletic inclinations and talents. The benefits of physical activity extend beyond childhood to young people who grow up physically active are more likely to be active adults, (Davis, 1989). The benefits and values of physical activity involvement for young people with and without disabilities are the same, except that the needs are greater among persons with activity limitations. By law (PL 105-17) all SWDs must be provided elementary physical education (pecentral.org).

Many researches support the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps all students including SWDs to make inform choices and understand the benefits of leading a physically active lifestyle. The health and social benefits of physical activity and athletic participation for children are well established. These benefits may be even more important for children with disabilities, including those with cognitive and physical disabilities who have a greater risk of being sedentary and having associated health conditions, such as obesity and reduced cardiovascular fitness. National Center on Physical Activity and Disability NCPAD (2006) address us lowering overweight/obesity among youth with disabilities and reduce the potential risk of obesity-related secondary conditions in adulthood must focus on prevention strategies that begin early in life, such as including youth with is abilities in physical education and athletic opportunities, so that healthy lifestyle habits are established during this important developmental period. Studies

have shown that for students with disabilities, regular physical activity may help control or slow the progression of chronic disease, improve muscular strength, control body weight, and enhance students' psychological well-being through additional social ties and improved self-confidence and self-esteem.

The benefits of physical education can affect both academic learning and physical activity patterns of students. According to National Association for Sport and Physical Education, an association of the American Alliance for Health, Physical Education, Recreation and Dance (2010) state that students who participate in physical education are healthy, physically active, more academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem solving competencies. Griffiths, E. (2007) identifying an important need to expand physical activity opportunities for individuals with disabilities in their educational institutions, the Alliance in Support physical Activity for Students with Disabilities works to advance sports opportunities for students with disabilities. Students with disabilities can participate in athletics at consistently lower rates than students without disabilities. Students with physical disabilities want to compete in sports just as their friends and siblings do, providing anything less than what other children receive on a regular basis is not an option. Researches recognized that participation in

sports brings positive benefits to students with disabilities including health, social well being, and improved self esteem.

On the other hand, the lack of opportunity to participate in physical education and athletics has been linked to a higher prevalence of obesity and obesity-related secondary conditions in youth with disabilities compared to youth without disabilities. Despite these benefits, students with disabilities are not receiving the same amount of physical activity and athletic opportunities as students without disabilities. To help close this gap, department of physical education should provide resources to assist state and schools in serving students with disabilities in physical activity settings and to produce guidance to clarify schools' responsibilities. These benefits may be even more important for students with disabilities, who are at a greater risk for being sedentary and developing secondary conditions. Students with disabilities should have an equal opportunity to participate in PE and in extracurricular athletics or adaptive sports if they so desire, and we need to do all we can to encourage such participation. All students, including students with disabilities, should have the opportunities to gain the benefits of physical activity in school and out of school. While many schools have made great strides educating students with disabilities in academic classroom, sports programs and physical education classes are the final frontier for full inclusion in schools.

Case study was conducted in USA (2008) shows that as many as 56 percent of individuals with disabilities fail to participate in any physical activity. The benefit of increased physical activity of all people, including those with disabilities, is well established, but

understanding the barriers to participation specific to students with disabilities is critical to crafting appropriate responses.

The goals and learning outcomes of a balanced physical education program are no different for students with a disability than for their classmates. All will benefit from a well-planned physical education program which addresses motor skill development, fitness and social skills, and leads to an increased knowledge of an active lifestyle (Siedentop, 2003). For SWDs, physical activity can increase strength, optimize physical functioning and enhance overall well-being (NCPAD, 2006). SWDs have lower levels of cardio respiratory fitness and muscular endurance and higher rates of obesity than typical children (Davis, 1989). Children with disabilities who are provided high-quality physical education services have better opportunities integrating into the community, especially in social interaction, improved motor skills to participate successfully, increased participation levels and awareness of physical activity programs and facilities for a lifetime. NASPE (2006) recommends that young people participate in at least 60 minutes of moderate to vigorous physical activity (MVPA) daily to obtain multiple health benefits, such as decreased likelihood of developing heart disease, type 2 diabetes, and obesity. For overweight and obese youth, physical activity can reduce body fatness. Additionally, participation in physical activity is associated with academic benefits such as improved concentration, memory, and classroom behavior.

Axuter (2001) put the significance benefits of a quality of PE for SWDs as follows:

- ✓ The development of equilibrium, sensory discrimination and integration, and sensory motor function.

- ✓ The development of locomotors and non- locomotors skills
- ✓ The development of object control skills
- ✓ The development of play, leisure, recreation, and sport skills.
- ✓ The development of fitness for maintenance of daily living skills and health.

Even if all of the above literatures were point out the importance of PE lesson for all SWDs, but most of schools' administrators and Districts sample elementary schools of Oromia Zone not clearly understood to make program decision and allocate necessary budget in order to facilitate teaching PE lesson for SWDs.

2.2.1. Principles of Physical Education for Students with Disabilities

The teacher should understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students with physical disabilities. In order to include students with physical disabilities in general physical education both general PE and special education teachers should apply the following general principles of teaching students with physical disabilities.

Encourage independence check that the environment is organized to enhance this and that physically it does not impede independence. Also, provide opportunities for taking the initiative and for increasing independence in mobility and self- care areas. Specific skills training might be needed, for example, how to transfer from the wheelchair to the poolside: how to put on certain pieces of the clothing (Auxter et al, 2001).

Focus on ability not disability: both general PE and special education teachers based on children's performance, strength, abilities and aim that help to develop these. According to

Greenwood, M. (2000) noted that teachers should be use areas that they are likely to be able to successes and make sure success is worthwhile, not trivial. In similar way Auxter (2001) state that teachers should understand how can children with disabilities learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner. Both general and special education teachers understand that all children have similar patterns of learning and development that vary individually within and across cognitive, social, emotional and physical areas.

As Keith William (2008) state that children with disabilities may exhibit greater individual variation in learning and development than students without disabilities, and that a disability often influences development and functioning in more than one area. So teachers must use knowledge of the impact of disabilities on learning and development to optimize learning opportunities for each student. In addition to these not only might more time be needed to prepare for the lesson, but also to understand and plan for the task is the most importantly to complete it successfully. According to Auxter (2001) noted that allowing sufficient time to teach or practice the skills for SWPDs help them to understand easily what they learn.

Adapting the instructional opportunities and understand their approaches to learning the subject

Students with disabilities come from a variety of cultures, languages, classes, and ethnicities. Disability, like other aspects of diversity, may affect a student's approach to learning and a teacher's approach to teaching. So that the teacher should understands how students differ in their approaches to learning and creates instructional opportunities that

are adapted to diverse learners. Teachers should understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities and peer/social groups. Based on these it may necessary the teacher to extend his/her normal repertoires in order to be sure that the child appreciates what is wanted and is practicing the desired skill correctly. In order to make skill appropriate for students with physical education teacher uses a variety of instructional strategies and adapt it to encourage students' development of critical thinking, problem solving, and performance skills.

General physical education teachers use a variety of instructional strategies and technologies and know how modify and adapt the general physical education lesson to accommodate individual students' needs. Students with disabilities who have goals related to an expanded curriculum will also need specialized instruction to achieve those goals.

The teacher plans instruction based on knowledge of subject matter, students, and the community and curriculum goals. While students with disabilities often pursue the same learning goals within the general curriculum and benefit from instruction in a manner that is similar to that of their non-disabled peers, they may require adjustments in goals, teaching strategies or supports. Some students with disabilities may require an expanded curriculum that may include areas such as functional life skills, communication skills, or behavior/social skills. Planning for students with disabilities requires an individualized plan of instruction and is a collaborative process that involves special and general educators, the student (when appropriate), families, and other professionals.

Appreciate the student's participation and energy expenditure

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Students' affiliation and acceptance within a community is an important basis for developing social responsibility, self-esteem and positive peer relations. Students learn more effectively when they are valued members of a learning community in which everyone can grow and learn. Teachers welcome students with disabilities and take deliberate action to ensure that they are included as members of the learning community. Teachers may also need to structure activities that specifically foster engagement, self-motivation and independent learning in students with disabilities.

Make more specific use of communication: Appropriate communication can be used to check understanding of the task and then to plan, and reinforce the activity, if the student is allowed time to talk it through. So teacher should use knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. Movement education is an excellent time to develop spatial and directional concepts and ascertain understanding of them. According to Jowsey (1995) stated that ask questions child such as 'which direction are you going to move in?' and 'which part of your body is highest', as he/ she works.

Students with disabilities have own communication or language delays or disorders associated with their disabilities but they may require multiple and alternative modes of communication. Teachers set a high priority on establishing a safe and comfortable

environment in which students with disabilities are encouraged and supported to use language and contribute their ideas.

Apply appropriate assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Individualized comprehensive assessments are required for students with disabilities and are used to determine eligibility for special education services, to plan individualized instruction, and to monitor and evaluate student performance. It is also expected that students with disabilities will participate in the overall assessment programs of the classroom, school district, and state, and that they may require accommodations to demonstrate their knowledge and skills. In addition, some students with disabilities may require assessments related to achievement in an expanded curriculum (i.e. alternate assessments).

2.2.2. The Right to Sport and the Rights of Persons with Disabilities

A case study conducted in United Nations indicated that about 70% of countries in the world reported they have undertaken measures to ensure that persons with disabilities participate in sport. This indicates that most of countries in the word do not have accessible sporting venues and facilities.

Participating in sport activities is a form of physical rehabilitation that is often curial for many persons with disabilities who seek to retain their mobility. In the sport environment one learns teamwork, communication, confidence, respect and leadership. This is particularly important for persons with disabilities; who are often prevented from other

where these skills are acquired. Sport is tools for psychological rehabilitation as well as many persons with disabilities who have been recently traumatized or injured find a peaceful and holistic environment of sport as a way to regain a sense of normalcy. Social interactions that occur in sport can increase the quality of daily (Griffiths, E. 2007).

In schools, ensuring that SWDs participate in physical education classes along with their classmates without a disability helps them grow up with great confidence about their disabilities and educated future generations about the benefits of inclusion of all. Sport is a means for dismantling the stereotypes that exist about persons with disabilities as inactive and with no capacity to participate in sports or other aspects of community life. Sport can facilitate peace building and social mobilization as a form where relationships are developed with team mates and adversaries.

The United Nations Convention on the Rights of Persons with Disabilities (2007) established a legally binding standard and framework for understanding the rights of persons with disabilities in the context of recreational, leisure and sporting activities. The Convention is the first legally binding international instrument focused on recognizing and enforcing the rights of persons with disabilities. States that ratify the Convention must enact laws and other measures to improve disability rights and abolish legislation, customs and practices that discriminate against persons with disabilities. In 1982, the United Nations developed the World Program of Action, a global strategy to enhance disability prevention, rehabilitation and equalization of opportunities.

This stated that member delegations should “encourage all forms of sports activities of disabled persons among other things through the provision of adequate facilities and the

proper organization of these activities.” The Program set the stage for the United Nations International Decade of Disabled Persons 1983–1992, during which governments were encouraged to implement its provisions.

In 1993, the United Nations adopted The Standard Rules for the Equalization of Opportunities for Persons with Disabilities, which also addressed the right to sport for persons with disabilities. Article 30.5 also requires that governments ensure that persons with disabilities have access to sport and recreational venues as spectators and as active participants. The Article also requires that children with disabilities be included in physical education within the school system “to the fullest extent possible” and enjoy equal access to play. For the community, participation by persons with disabilities in sport provides a means of deconstructing disabling images that portray persons with disabilities as passive, inactive and lacking capacities to participate in the wider life of the community. In breaking down stereotypes of disabilities, participation in sport helps build more inclusive communities and therefore greater social cooperation and cohesion.”

According to Morphy (2008), Article 30.5 of the United Nations Convention on the Rights of Persons with Disabilities:

- ✓ Applies to all persons with disabilities and addresses the full spectrum of opportunities in sport
- ✓ Recognizes the athletic potential in all men, women and children with disabilities and gives value and respect to persons with disabilities as athletic participants integral to the global sporting environment.

- ✓ Provides visibility and a voice for persons with disabilities to engage in recreational, leisure and sporting activities, and calls upon all people in society include individuals with disability in the community of sport.

The constitution of the Federal democratic of Ethiopia article 41.5 states that state shall, within available means, allocate resources to provide rehabilitation and assistance for the physically and mentally disabled, aged and children who left without parents or guardian. The constitution also indicated that to the extent the country's resources permit, policies shall aim to provide all Ethiopia access to health and education, clean water, housing, food and social security.

The Ethiopian education and training policy also give special attention in the preparation and utilization of support input for students with disabilities and to those children who do not get educational opportunities in the preparation, distribution and use of educational support inputs. This is an opportunity for students with disabilities to get different educational support in the schools.

The American Federal laws exist to protect the rights of children with disabilities to participate in sports and physical activities. And The Individual with Disabilities Education Act mandates free, appropriate public education in the least restrictive environment. SWDs have the right as all students to compete for inclusion on interscholastic teams that use performance criteria to determine, who will participant.

2.2.3. Modifications Activities for Students with Physical Disabilities

As different researches, were indicated that students with physical disabilities can participate in physical education lesson as well as in different sports existing in the world based on their abilities. But modifications and adaptations are very important to let them to participate both in physical education practical lesson and athletics based on their types of disabilities. So it needs qualified PE teachers and adapted physical educators to control, particularly in the potentially more dangerous sports, such as more sophisticated team games, aquatic sports.

For students with disabilities having a conversation with friends about what to do in their free time might leave room for pause, if the student is in a wheelchair, on crutches or limited in movement abilities. However, physical activities can be modified for mutual engagement given the right activity and modification. Here are a few sample activities for students with physical disabilities and their non-disabled peers:

Basketball- Give two students a basketball and watch the action from the sidelines. If students in a wheelchair can maneuver the chair, then game is on for a physical activity where the only modification might be a lighter wheelchair built for recreational sports and setting the net down to mid-pole level so that younger students in wheelchairs can wheel by and slam dunk the ball anytime they want to create a roar from their peers. Wheelchair basketball is designed for persons with disabilities that prevent running, jumping and pivoting.

Table Tennis: Lower the table and let the fun begin for students in wheelchairs or on crutches. If they can balance and stretch their arms across the table to stop and hit a tiny

little ball with an oversized racket, then they can play table tennis since the action requires more finesse in upper body movement than finesse in moving the chair or even the crutches. Make sure that there is an Instructional Assistant (IA) present to catch a student who may lose his/her balances with the momentum of the fun.

Canoeing: If students like the water and have good upper body strength, then maybe canoeing is the fun sport for them. Make sure that students are strapped in and supported in the canoe and are wearing a safety vest in case the canoe overturns and as always have an IA there to provide additional coverage and support.

Bowling: Teachers can simulate bowling activities in the classroom using a tennis ball and stacked Styrofoam cups to provide students with physical disabilities loads of fun with their non-disabled peers. One good arm is all it takes to score a strike.

Playground Activities: There are a number of playground activities like sponge dodge ball and football madness with a soccer ball where toss and movement is core to the activities.

Keep the activities manageable with many winning moments, maximum engagement and lots of laughter to make playground time fun for elementary students with physical disabilities. With any activity, safety should be first and foremost in creating the rules of the activity, monitoring the inclusion and participation of all students in the activity, and insuring that students with physical disabilities can count recreation in school as part of the fun part of social peer engagement and school attendance.

2.3. The Nature and Methods of Teaching PE and Learning Process in the Elementary Schools of Oromia Zone.

In the elementary grades, physical education program emphasizes on development of fundamental locomotors, non-locomotors, and manipulative skills through the main content areas of educational games, dance, and gymnastics. Movement of framework, (i.e., body, space, effort, and relationship) is also a part of the core content and is the basis for developing, expanding, and refining children's range of motor skills and awareness. Quality instruction by physical education professionals is critical if children are to develop fundamental motor patterns (e.g. jump, throw, skip, hop, catch, and kick). The motor skill foundations established during the elementary grades may enhance children's social, cognitive and physical development and increase the likelihood of continued interest and participation in physical activity. Fitness at elementary grades is supported by a rich experience in many basic movement forms.

Generally Objectives of the Subject in this Grade

1. Allowing students to participate in different physical activities programs and enhance their physical fitness.
2. The development of basic skills
3. Allowing students to play and work with individuals, pairs, and groups and develop the characteristics of good citizen. These are self-confidence, helping each other, honesty, respecting rules, and regulation etc.
4. Understand the use of regular physical exercise for the life time development

In second cycle elementary schools (grade 5th-8th) PE lessons are divided into two units and they have five chapters. Unit one discussed about concepts of physical education and physical fitness. Under this unit there are two chapters. The first chapter deals with the concepts of PE and HIV aids and the second part deals about physical fitness and its components. Unit two discussed about basic skills in sports and it has three chapters. The first chapter deals about basic gymnastics skills. The second chapters with basic athletics skills and the last chapters presented as basic skills of different ball games.

Based on the implementation of the strategy, at this cycle, PE lesson has 3 periods per week in a total of 102 periods in a year for grade 5 & 6. But for the rest two grades (7th and 8th) two contact periods per week with a total of 68 periods in the year. From the researcher's experience as a PE teacher for the last four years in the colleges he went to different schools to assess students' teacher during their teaching practice he had been observed that SWDs are not well treated to learn the practical session of the PE lesson like SWODs. Because of these well untreated SWDs like SWODs by their PE teachers during practical class, the learners do not gains necessary benefits form the subject. Low participation of SWDs in PE is not only less treatment by PE teachers but also there are different factors that enhanced. Some of them are the nature of the subject and their types of disabilities, methods that the teachers used to teach the subject, lack of suitable equipment for disabilities, lack of trained teachers in adapting the subject and so on.

2.4. Adapted Physical Education for Students with Disabilities

Adaptive physical education (APE) is a diversified program of activities specially designed for an individual who meets verification criteria for physical, mental, and /or emotional disabling conditions and is not able to participate safely and/or successfully, without modifications, to the regular physical education services (pecentral.org). “Service delivery, pedagogy, coaching, rehabilitation, therapy, training, or empowerment conducted by qualified professionals to enhance physical activity goal achievement of individuals of all ages with movement limitations and/or societal restrictions (attitudinal and environmental barriers)” (Sherrill, 2004).

Adapted physical activity is defined as “service delivery, pedagogy, coaching, rehabilitation, therapy, training, or empowerment conducted by qualified professionals to enhance physical activity goal achievement of individuals of all ages with movement limitations and/or societal restrictions (i.e., attitudinal and environmental barriers)” (Sherrill, 2004). American Association for Health, Physical Education, and Recreation (2010) also defines APE as the diversified program of developmental activities, games, rhythms, and dance suited to meet the needs of individuals who could not safely or successfully be in the regular physical education program.

Social interaction can also be a challenge in physical education classes. Some students with exceptionalities do not spend any time with their typically developing peers. They are educated in a separate classroom with the same students every day. This separation can go on for years, or for as long as that student is identified as needing special education services or enrolls in another school district. “Perhaps the biggest disappointment in the

literature on inclusion in GPE is limited social interaction with peers without disabilities (e.g. Keith William, (2008), which can lead to limited social learning opportunities for the students with disabilities.

Adapted physical education for individuals with disabilities is a body knowledge encompassing the following points:

- ✓ Develop science of movement, skill development, physical fitness, social and psychological constructs,
- ✓ Comprehensive assessment practice
- ✓ implementation and monitoring of appropriate and meaningful psychomotor skill and fitness pedagogy, including sports, dance and aquatics
- ✓ Advocacy for equal access to a healthy lifestyle and active leisure pursuits
- ✓ Public law (Auxter, 2001)

In 1975, PL 94-142 was passed, and included physical education in its definition of Special Education. This was significant since it is the only curricular area required for an individual who is disabled in our country schools. The implications of the law went further as is stated that all education including physical education should be delivered in the least restrictive environment (LRE). The initial effect of the law was that adapted physical education programs developed rapidly.

To be more than a direct service provider, the adapted physical education educator not only provides direct service but consults, collaborates, and facilitates programs for the students with disabilities in many different settings and program formats.

It is not uncommon for physical education to be lumped together with some related services since there appears to be more resemblance to physical therapy, recreation and even occupational therapy in some contexts than to classroom instruction (Keith William, 2008). Physical education teachers can help individuals with and without disabilities learn to work and play together in movement and recreational activities available to all members of the community. Through a quality physical education program that provides challenging activities, infants, children and youth with disabilities develop self-esteem by ways of increased perceived physical competence, self- confidence, assertiveness, independence and self-control (Griffiths, E. 2007).

The individuals with disabilities education act IDEA (2003) mandates APE, specially designed if necessary, be available to all infants, children and youth with disabilities from 3 to 23-years old receiving a free appropriate public education. It define PE to include

- a. Physical and motor fitness
- b. Fundamental motor skills and patterns
- c. Health related fitness
- d. Motor fitness
- e. Skills in aquatics, dance, individual and group games and sports (Keith William, (2008).

To the maximum extent appropriate, children with disabilities are educated with children without disabilities, and that special classes, separate schooling or other removal of children with disabilities from regular education environments occur only when the nature

or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Greenwood, M, 2000).

Quality adapted physical education involves the physical educator differentiating instruction to meet the needs, interests, and abilities of each individual student. That differentiation might involve the teacher adapting/ modifying the content, process, environment, and/or student assessment. Listed below are provided numerous ways that some sports and activities can be modified and/or changed to meet the needs of each student.

Rules, Prompts, & Clues	Basketball
<ul style="list-style-type: none"> • Demonstrate / Modify Activity • Use peers as partners • Modify time limits • Oral Prompt • Provide more different space between students • Eliminate outs / strike-outs • Allow ball to remain stationary • Allow batter to sit in chair • Place student with disability near teacher 	<ul style="list-style-type: none"> • Use various size balls (size, weight, texture) • Allow traveling • Allow two-hand dribble • Disregard three second lane violation • Use larger / lower goal • Slow the pace, especially when first learning • If student uses wheelchair, allow him / her to hold the ball on their lap while pushing the wheelchair • Use beeper ball, radio under basket for individual with visual impairment

<p>Equipment</p> <ul style="list-style-type: none"> • Larger / Lighter Bat • Scoops for catching • Use of velcro • Lower goal / target • Larger goal / target • Mark positions on playing feild • Varying balls or equipment (size, weight, color, texture) 	<p>Bowling</p> <ul style="list-style-type: none"> • Simplify / reduce the number of steps • Use two hands instead of one • Remain in stationary position • Use a ramp • Use a partner • Give continuous verbal cures
<p>Boundary / Playing Field</p> <ul style="list-style-type: none"> • Decrease distance • Use well-defined boundaries • Adapt play area • Simplify patterns 	<p>Softball</p> <ul style="list-style-type: none"> • Use velcro balls and mitts • Use larger or smaller bats • Use a batting tee • Reduce the base distances • Use Incrediballs • Shorten the pitching distance • If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee • Use beeper balls • Provide a peer to assist • Students without disabilities count to ten before tagging out person with disability
<p>Actions</p> <ul style="list-style-type: none"> • Change locomotors patterns • Modify body positions • Modify grasps • Reduce number of actions • Provide frequent rest periods 	

* This information provided by PE Central (<http://www.pecentral.org>).

Chapter 3

3. The Research Design and Methodology

This chapter describes the qualitative research approaches and design of the study in relation to the research questions. Initially, research area and design was discussed. At the heart of the chapter discussions about the case study design were illustrated, which lead to subsequent discussions about the allied methodology, analysis and writing processes.

3.1. The Research Area

Study area, Oromia Zone is one of the 11 Zones found in Amhara Regional State. Kamise, the capital town of the Zone is situated at a distance of 325 km and 520 km from Addis Ababa and Regional city Bahir Dar, respectively and along the main road that takes to Tigray Region. Oromia Zone is situated at the east corner of Amhara. It is bordered by the Afar Region to the east, South Wello to the North, North Showa Zone to the south and west. Oromia Zone has seven districts namely, Bate town, Arxuma Furs, Dawa Harawa, Kamisse town, Jile Dhumuga, Dawa Cafa and Bate. In total, the Zone has 173 primary schools, 7 secondary schools, 4 preparatory schools, 1 college of teacher's education and 1 vocational and technical college. The 2003 E.C academic year, Oromia Zone Administrative Educational Office Statistics shows that there are 44277 total students in elementary schools in the Zone, the statistics as illustrates that there are 21546 males and 22731 females students enrolled but it does not indicate how many students with disability are now enrolled in the Zone. The researcher was collected most of the information about SWDs from selected sample schools.

3.2. Research Design

In order to understand the implementation of PE lesson for SWDs in elementary schools of Oromia Zone, the researcher was used both qualitative and quantitative approach with the emphasis of qualitative case study with simple descriptive statistics.

Qualitative research is a defined collection of approaches to inquiry relying on verbal and auditory data, often in the form of transcribed from audio-tapes. Video tapes, written records, field notes, and pictures can also be utilized (Warren, 2002).

Qualitative research focuses on phenomena that occur in natural settings and explores a social or human problem (Erlandson, 1993). According to Lincoln & Guba (1985) qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

The researcher has chosen to study the implementation PE lesson for students with physical disabilities in some sample elementary schools of Oromia Zone found in Amhara Regional Governmental State.

3.3. Sampling Strategy

Qualitative research focuses on relatively small samples that are purposefully selected to permit understanding of a phenomenon in-depth and to maximize discovery of patterns that emerge from the particular context under study (Erlandson, 1993).

According to Patton (2002), the logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry.

The meaningfulness and insights generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational capabilities of the researcher than with sample size (Patton, 2002).

In purposeful sampling, the appropriateness of the sampling strategy should be judged on how well the selected sample will facilitate the answering of the research question.

A homogeneous sampling strategy was utilized in this study. Homogeneous sampling involves capturing and describing themes that are central to the experiences of a subgroup.

A homogeneous sampling reduces variation amongst the participants and simplifies analysis (Patton, 2002). This strategy will also permit the investigator to control a condition, experience, or characteristic, in this instance the nature of the disability (motors) and the experiential context of physical education.

Because they have difference life experiences, children with different physical disabilities may experience physically, socially, and emotionally different. So this study was delimited to implementation PE lesson to SWPDs, who attended inclusive physical education programs in elementary schools. Purposive sampling method was used for both twelve students in order to include only motor disorder students and one PE teachers from each eight school from selected sample schools and four school principals was selected from four schools by available methods. The researcher was elected eight schools among 173 schools based on their geographical location which are convenient for the researcher to

collect data. In the selection of these the researcher also tries to include four Districts in the study from seven Districts.

3.4. Data Collecting Instruments

Qualitative approach was used as a main data collection method for this study. It was concerned with implementation PE lesson for SWDs at elementary school level of Oromia Zone. There are four general sources of information instruments that researchers can utilize in qualitative research: (a) transcribed interviews (unstructured and semi-structured), (b) observation (field notes), (c) (visual materials), and (d) documents (report cards, focused group discussion, and meeting agendas) (Patton, 2002). The combination of several data sources brings multiple perspectives forward and allows the researcher to better understand the essence of the experiences encountered (Erlandson, 1993).

In order to obtain adequate information for the study the researcher was used three methods. These are semi structure interview, field observation and focus group discussion. Semi structure interview was the main data collection instrument, but both field observations and focus group discussions were supplementary data collection instruments for this study. All semi structure interviews guide were translated and conducted through Afan Oromo and Amharic language.

3.4.1. Interviews

Interviewing is one of the most common and powerful methods that can be used to understand human experiences (Warren, 2002). Dunn (2000) states that, it is a privilege to gather the stories of people through interviewing and to come to understand their experience through their stories. The purpose of qualitative interviewing is to understand

others meaning making (Warren, 2002). Interviews can take various forms, ranging from those that are focused or predetermined to those that are very open-ended, where nothing is set ahead of time (Dunn, 2000). For example, semi-structured interviews use predetermined but open-ended questions, with an expectation of a broad range of responses. Unstructured interviewing focuses on personal perspectives and histories, so the questions are completely determined by the interviewee's responses (Dunn, 2000).

This semi-structured interview contains 16 leading questions for teachers and 13 for SWDs that was utilized for the study. As the research question was seeking to gather information about an area that implementation PE for SWDs in elementary school of Oromia Zone. The semi-structured format is well suited to this investigation. Although semi structured interviews begin with a framework provided by predetermined open-ended questions, additional questions can be asked over the course of the narrative between the interviewer and the interviewee. In essence, the interview is guided by a set of basic questions and issues to be explored, but neither the exact wording nor the order of the questions is predetermined (Erlandson, 1993). The interview guide was sent to the participants ahead of time to give them opportunity to think about the question prior to the interviews.

Interview was conducted in a mutually agreed upon location, free from distractions and it was took four weeks time by the investigator to collect the data from selected sample elementary schools. The interview was recorded by a standard tape recorder during each interview even if note taking is mandatory for researcher. The investigator transcribed the audio- tape verbatim prior to each successive interview to identify patterns and issues that needed clarification but some information were collected by observation were presented in

the form of percent (%). The researcher was began each initial interview by sharing his personal background. He was told them where he came from, why he came to the elementary schools of the Oromia Zone, what he did in his past, and why he is interested in this study.

3.4.2. Field Observation

Field observation is the written accounts of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting upon the data in a qualitative study (Warren, 2002). According to the definition of Dunn (2000) field observation is a kind of evidence on which inquirers base claims about meaning and understanding. In order to increase validation of the study, the researcher was used field observation as another supportive data collecting instrument for this study. The observation conducted during PE lesson was took place while PE teachers are teaching practical session on the playground two time in one week intervals. I included in observation guide 17 observable questions. It mostly focuses on the practice of physical education lesson for students with physical disabilities in the practical session.

3.4.3. Focus Group Discussion

This was the last data collecting instruments that the researcher developed from his experience of teaching PE lesson in order to answer the duties and responsibilities of PE teachers and schools principals in implementing PE lesson for SWDs. It contains six discussion guides and conducted between four PE teachers and four schools principals. The aim of the FGD is to strengthen the data gathered from interview and observation.

3.5. Organization and Analysis of Data

Data analysis is the process of organizing data, of conjecture and verification, and of correction and modification (Dunn, 2000). Qualitative research is a process of systematically searching and arranging the interview transcripts, field notes, and other materials. To analyze the meaning, structure, and essence of the participants' experiences, a thematic line-by-line analysis of the interview data was completed (Manan, 1997).

First, the researcher was prepared semi structure interview guide, field observation format and focus group discussion guide. After preparing the instruments, all the instruments were given to different experts to make necessary improvement, than the researcher took same notes and made necessary correction.

Data collections for this study were taking four weeks. The collected data was organized, analyzed, and interpreted in sequential interrelated activities process takes place. This includes transcription, and translation, categorization, data reduction, data display, conclusion drawing and verification. In addition to this presently simple description statics were applied in order to clarify information that gathered through observation. Transcription and translation was carried out all the time, immediately after data was collected before next data collection day. Data that was collected from interview and focus group discussion is used for data analysis. Data analysis is based on the leading questions and data collected related to the practice of physical education lesson for students with physical disabilities.

3.6. Trustworthiness of the Study

The goal of qualitative research is not to produce generalizations but rather generate in-depth understandings of particular phenomena (Manen, 1997). Therefore, research rigor should be evaluated using different criteria from the positivist constructs of internal and external validity, reliability, and objectivity (Lincoln & Guba, 1985). Lincoln & Guba (1985) suggest the trust value of qualitative research can be enhanced through attention to credibility (or verification), applicability through transferability, consistency through dependability (or validation), and neutrality through conformability. The strategies undertaken to maximize trustworthiness within this study were summarized in Table 3.1.

Triangulation is defined as “the attempt to arrive at the same meaning by at least three different independent approaches” (Johnson, 1992). It increases the probability that the findings and their interpretations are a true reflection of the participants’ experiences (Lincoln & Guba, 1985). Triangulation can occur numerous ways, including methodological triangulation (e.g., interview, observation, documents, photographs & video graph), data triangulation (e.g. interview respondents), investigator triangulation (e.g. single or multiple investigators), and theoretical triangulation (use of multiple perspectives to interpret a single set of data) (Lincoln & Guba, 1985). Within this study data, the investigator was employed methodological triangulation (e.g. one-on-one interviews, focus group discussion, and field notes), data (e.g., PE teachers, student with disabilities and school principals in selected elementary schools), and investigator triangulation also was implemented.

Table 3.1 Trustworthiness Strategies

Trustworthiness	Criteria Application to Study
Credibility or Verification(Truth Value)	✓ Data Saturation ✓ Data Triangulation ✓ Purposeful Sampling
Transferability Applicability	Thick Description Homogeneous Sampling Strategy
Dependability or Validation Consistency	Member Checks Multiple Data Sources
Confirmability(Neutrality)	Investigator Triangulation

Credibility (or verification) refers to the truth value of the findings (Manan, 1997).

Credibility will be addressed within the design of this study in the following ways:

- The interviews continue until it is filled that data saturation is reached. Careful purposeful sampling was undertaken.
- In qualitative inquiry, the investigator is the primary instrument for the collection and analysis of data.

As the researcher is a physical education teacher for both SWPDs and SWOPDs, he had a strong background in inclusive physical education. Researcher often communicated with SWDs about the benefits of physical education lesson to them.

Transferability refers to whether particular findings from a qualitative study can be transferred to another similar context or situation and still preserves the particular meanings, interpretations, and inferences from the completed study (Manen, 1997).

Although qualitative research cannot claim empirical generalization, naturalistic transferability can appear through the proper use of thick description to dispel the typicality of the sample (Lincoln & Guba, 1985). Transferability was established in the following ways:

A description of each SWPDs setting was undertaken to provide context to the experience. Such descriptions strive to state everything that the reader may need to know in order to understand the findings (Erlandson et al., 1993).

Investigator was described the participants in detail. Such that, their physical function likes and dislikes and, physical activity interests were gathered. This information provides a foundation for recognizable congruence for teachers and schools principals' experiences within other contexts (Lincoln & Guba, 1985).

- A homogeneous sampling strategy was also undertaken.

Validation refers to a study's consistency or the soundness and accuracy of the findings. To provide a check on dependability, the researcher must provide evidence of an external check on decision making process conducted throughout the design of the study and its implementation (Lincoln & Guba, 1985).

During the process, the investigator recorded field notes that produced the description of research setting and procedures, such as recruitment, interview dates, and notes that information sent out to research participants. All methodological decisions made throughout the study were recorded.

- Multiple data sources were undertaken. Such that interviews, field notes, and focused group discussion were used to facilitate the analysis and interpretation of the information.

Conformability refers to the objectivity of the data (Lincoln & Guba, 1985). It is concerned with establishing the fact that the data and interpretations of an inquiry were not merely figments of the investigator's imagination.

In addition to the previously mentioned techniques of data and methodological triangulation, conformability was established by the use of investigator triangulation.

Chapter 4

4. Presentation of the Finding and Discussion

The purpose of this study is to examine implementation PE lesson for students with disabilities. The chapter was included demographic information, the results of the study, item analysis and discussion.

4.1. Demographic Characteristics of the Participants

4.1.1 Sample Schools

Table 4.1 Description of sample school selected for the study

No	Schools code given for this study	name of districts
1	School A	Kemise town
2	School B	Kemise town
3	School C	Kemise town
4	School D	Dawa cafa
5	School E	Dawa cafa
6	School F	Dawa Harawa
7	School G	Dawa Harawa
8	School H	Jile Tumuga

Table one indicates all selected sample schools from four Districts of Oromia Zone found in Amhara Regional State.

4.1.2. Students with Physical Disabilities in Selected Sample Schools

Table 4.2 Description of students with motor disorder participate in the sample schools

No	Code	Observed grade	Number of SWDs in the class	Types of disability	age	Sex
1	SA	5	1	motor disorder	15	M
		6	1		16	F
		8	1		15	M
2	SB	6	1	motor disorder	16	F
		7	1		16	M
3	SC	8	1	motor disorder	17	M
4	SD	7	1	motor disorder	17	F
		5	1		14	M
5	SE	5	1	motor disorder	16	M
6	SF	8	1	motor disorder	17	M
7	SG	7	1	motor disorder	16	F
8	SH	6	1	motor disorder	17	M
Total			12			

As can be seen from the above table, the total number of students with motor disabilities that selected from the sample schools was 12. From the total number of samples 66.7% are males and 32.3% students are females with motor disabilities. Their age range from 15 to 17 years and all are with motor disorder students.

4.1.3. Physical Education Teachers who Teaching PE in the Selected Sample Schools

Table 4.3 Description of characteristics of teachers those are teaching PE in each selected sample schools.

No	Code of school	studied grade	Age	Sex	Experience in teaching PE	Qualification of teachers
1	SA	8	24	M	4	10+3
2	SB	6	27	F	3	12+3
3	SC	7	28	M	7	10+3
4	SD	5	32	F	9	10+1
5	SE	8	30	F	8	10+3
6	SF	7	32	M	6	10+3
7	SG	5	32	M	8	10+1
8	SH	8	27	M	5	10+3

The table above indicates all teachers who selected sample elementary schools of Oromia Zone of Amhara Regional State. In addition it shows their educational qualification, teaching experience and grade that they are teaching during the study. In the study there were three females and five males PE teachers in the selected sample. Their teaching experiences PE in elementary schools are range from 3-09 years. All teachers were participated both in observation and interview and four teachers in FGD of the study.

4.2. Data Analysis and Discussion

As I mentioned in many parts of this work the main purpose of the study was to investigate how PE lesson is implemented for students with physical disabilities in sample elementary schools of Oromia Zone found in Amhara Regional State. Under this I presented description of observation about each school and presentations and discussions of the study with its sub descriptions.

4.2.1. Description of Observation about each School

As the researcher was mentioned under observation data collection instrument, I visited each sample school two times in one week interval while teaching- learning takes place during their practical session on the field. Also I observed most females wear sport clothes but most males participating in physical education practical lesson by their uniform.

At the beginning I contacted with all selected sample schools' directors and explained the aim and purpose of the study and I got permission to contact with teachers who teach both students with and without disabilities in general physical education at sample elementary grade aged. Then I made discussion with PE teachers who teach PE lesson for both students with and without disabilities in selected sample elementary schools of Oromia Zone and most of them told to their students with disabilities why I came there. Except three teachers were not voluntary to observed at the beginning, after I made deep discussion with them then at the end they allowed to me observation during teaching physical education practical lesson on the field.

The main purpose of observation is to understand how PE practical lesson is implemented in sample schools and to what extent SWDs participate in practical session of physical education lesson.

In my observation, I visited playgrounds, facilities and equipments, physical environments, and methods of PE teachers that apply during practical session of the subject. So it will be presented in the following way:

From eight schools I visited only two schools have enough playgrounds but the rest six schools do not have appropriate playgrounds that used for teaching practical session of the subject even for students without disabilities and they need more attention to reconstruction. In addition to these most of them do not have sufficient and appropriate instructional materials and equipments and facilities to teach the subject even for both students with and without disabilities.

From eight schools I visited, 37.5% of selected sample schools were constructed out of main road and their environments are conducive for teaching physical education practical lesson but 62.5% were constructed near the mosques and main road and their environments are not conducive for teaching the subject during practical session. Ensuring that students with disabilities can participate successfully in the general physical education requires teachers to tailor their instructional strategies to the particular learning needs of individual students so to conduct PE lesson for all students the appropriateness of the environments is very important to participate the learners. Auxter (2001) describes that checking teaching environment is important to enhance independent learning, provide opportunities for taking the initiative and increase independence in mobility and self care. (Morphy, 2008) also

support this idea by notifying that classrooms and school facilities (libraries, toilets, sport grounds and play areas) should be made physically accessible for all children. Children who are use wheelchairs or crutches for mobility may find it difficult to participate in physical activities like their peers. So in order to avoid such difficult, concerned bodies should set up the appropriate and suitable play grounds in such a way that students with disabilities can move freely to participate in physical education during practical lesson like their peers without disabilities.

The researcher was understood from observation that more than half of the PE teachers' in sample schools were pay attention to somewhat for their students with disabilities to solve problem that they are faced during PE practical lesson. Two teachers also have motivation to listen their students' problem. The rest teachers do not give attention to them because of they did not like to teach physical education practical lesson for them and they need more attention.

The implementation of instructional aides for students with disabilities in five sample schools was not given attention by PE teachers. Even though the rest sample schools teachers have shown interest to improve teaching materials, only two of them are trying to improve teaching materials to teach physical education practical lesson for students with disabilities.

Regarding implementation PE practical lesson by considering individual difference, three of teachers have shown good ability. For example one teacher asked his students whether or not faced healthy problem to perform lesson of the day by saying: "*Is there anyone who faced healthy problem and could not participate in today's session?*" Two of the teachers

also have a satisfactory ability to identify students' individual difference. The rest simply teach all together without considering individual difference of the learners and they need more attention to build their professional skills.

Among eight teachers I observed, 25% of them have very good ability to help their students to work in group, pairs or individually, 37.5% do well in participating learners in PE practical lesson and 37.5% of them need attention in order to improve their teaching strategies. I also observed that few teachers thought the lesson sequentially and it was developmentally appropriate but most of teachers do not apply it. In addition to this few teachers were giving good relevant examples and offering brief demonstration for the learners. But the rest teachers most of time simply give the ball to students without any demonstration and explanation. The teaching time for the subject is almost appropriate in most of selected sample schools except in two schools not good because periods allocated for both schools at the end class.

Concerning adapting and modifying the lesson, except two teachers all PE teachers did not give attention to adapting the lesson for students with motor disabilities in sample elementary schools of Oromia Zone.

I observed that except few students with disabilities almost many of them not participated in PE class during their practical session. In most schools, students with disabilities were staying in the class room or sitting under the school's fence during their practical class of physical education lesson. I also observed two schools' students with physical disabilities those have PE practical lesson at end of the periods going to their home. All students with disabilities should require adapted and modified materials/equipments as well as additional

support from teachers/other professional to modify and adapt the teaching/learning environment to meet his/her unique needs (Auxter, 2001).

Keith William (2008) suggests three principles that are essential to developing a more teaching PE in general physical education:

- ✓ Setting suitable learning challenges
- ✓ Responding to pupils' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

4.2.2. Results Presentation and Discussions of the Study

I discussed different issues in this part based on participates' reflection, understanding and my own observation.

The following steps were taken to protect anonymity and confidentiality of the verbatim interview transcripts, (a) names or other identifying particulars of the participants were not be discussed or made public outside of the researcher. (b) Artificial names were substituted for all names and a (c) the audio tape was identified by code number only. The data was presented as general themes that emerge from the transcripts.

As I mentioned in the methodology part of this study, I selected eight PE teachers and twelve students with motor disabilities from eight sample schools for interview and observation, while four schools' principals selected for focus group discussion. Among eight PE teachers only two teachers hadn't taken APE and SNE courses while taking diploma program in the college study. Out of these six teachers those who had taken both

courses, only one of them was participated on workshop concerning “how to teach physical education for students with physical disabilities.”

four themes were emerged from the thematic analysis of implementation physical education lesson for students with physical disabilities in elementary schools (a) Exercises which are more suitable for students with physical disabilities (b) Benefits of physical education for students with physical disabilities (c) Factors inhibit implementation physical education lesson for students with physical disabilities and (d) Improving teaching materials and adapting the subject to fit with students with disabilities were presented.

4.2.2.1. Appropriate Exercise for Students with Physical Disabilities

Under this the researcher was presented whether or not physical education teachers suggest different exercises for students with disabilities than those without disabilities in elementary school aged.

First, the researcher was raised question, whether or not PE teachers suggest different exercise for students with disabilities for those who let in physical education practical lesson than students without physical disabilities in the grade they teach. Participants were responded this question in different ways. The researcher was grouped their responses in to three main parts in order to avoid unnecessary repetition. These are “I don’t know whether or not there are especial exercises that can be performed by students with physical disabilities”, whether or not exercises are adapted and modifying for students with disabilities” and “teaching in the form of competition is more suitable for them, like throwing exercises.”

“I don’t know whether or not there are especial exercises that can be performed by students with physical disabilities than students with disabilities.”

Many teachers I interviewed believed that there are exercises that can be performed by students with physical disabilities but most of them do not know how and what types of exercises are appropriate and suitable to students with disabilities. The rest participants do not know whether or not there are especial exercises that can be performed by students with disabilities. Among eight teachers’ I interviewed two of them do not know types and how exercises are equitable for those students with disabilities.

Ato Cala is one of these two teachers participated in the study said that:

“Even though I have been teaching the subject for four years in elementary aged grade but I didn’t take any supportive training “ how to teach PE practical lesson for SWDs” except I had taken APE and SNE courses during my college life in summary program that not working with practical lesson.”

He continues and said that,

“As to me, PE exercises are important for both students with and without disabilities but I don’t know what types of especial exercises that could perform by them and how these are applied to them.”

He raised question to me that:

“Tell me if there are any especial exercises that can perform by students with physical disabilities. Except one student who paralyzed both legs and hands but moves independently, sometimes participating in running activities, other student who uses

wheelchair for mobility learn only theory parts of the subject and I let him in the classroom during the practical periods of the subject.”

He told to me that only one student do some exercises without any support and adapting the same exercises with other students without disabilities. But wheelchair user did not participate in any physical activities.

He recalled that:

“Because I do not know what types of especial exercises can perform by wheelchair user student, I am allowed him to stay in the classroom during the practical periods.”

Even though both teachers are believed in the impertinence of physical education practical lesson for both students with and without disabilities but they do not know how those students with physical disabilities can participate in physical education practical lesson and what types of exercises are appropriate and suitable for them. Because of this to evaluate them they were giving assignments instead of practical exercises.

Except few students, most of them I interviewed do not know what types of exercises that are suitable and appropriate for their disabilities even those who participate in physical education practical lesson

“Teaching in the form of competition is more suitable and appropriate for them, especially throwing and running exercises.”

Except two participants, the rest participants I interviewed believed that there are some exercises can be performed by students with physical disabilities but exercises are vary based on nature of activities, grade level, interest, instructional materials, experience of the learners and types of their disabilities.

W/r Fozia has been teaching PE for more than three years, she believes that participating SWDs in the form of competition in different exercises motive them during physical education practical class.

She said:

“I think there are different activities that can be performing by students with disabilities based on their disabilities types. *Some of these are track athletics, tens and wheelchair basketball are more suitable exercises for students with physical disabilities.*

But she did not adapt and modify the exercises because she did not get any supporting training that concerned “how can teach physical education practical activities” for students with physical disabilities in elementary school aged. In order to participate, SWDs in PE practical lesson, physical education teachers especially need to be aware of the changes in the special education field. So, they need attending workshops and conferences available to them. This idea was supported by (Brookfield, S. 1995) that workshops can provide the teacher with the most current ideas in their field.

Like W/r Fozia, Ato Yimer who has 6 years experiences in teaching PE in elementary school, said that throwing exercises and running in the form of competition are more suitable if it is adapted and modified for them based on their disabilities.

The researcher asked a question to him whether or not his students with disability participate in physical education during practical lesson.

He recalled it in the following ways:

“Yes, I have one student who uses crutch for mobility more or less sometimes participate in running and throwing exercises like in shot put and javelin throwing in the form of competition with students without disabilities in general physical education.”

“Whether or not exercises are adapted and modified for students with disabilities in the grade”

To facilitate participation for students with disabilities in general PE classes, teachers may make accommodations or modifications for students, which are often informal. According to 2006 SHPPS data and few teachers I interviewed, common informal adjustments that teachers use for students with disabilities in PE class include simplifying the instructional content, providing additional skill modeling or repetition, and having peers without disabilities assist in teaching or coaching.

As the researcher stated earlier, there were except two teachers all participates of this study had taken both SNE and APE courses not include practical experience working with students with disabilities during their college study. So these who had taken both courses believe that physical education need for both students with and without physical disabilities but most of them did not let students with physical disabilities in general physical education practical session because of it insufficiently prepared to teach students with disabilities.

Ato Yimer is one of the participants of study. He is second year student in Haromia University in Bachelor of teaching PE. He believes that modify exercises are most essential for students with disabilities.

He recalled that:

“Most of the time, students with disabilities are placed into physical education classes without the support of physical education teacher present in the general physical education class or staying in the classroom. But these students may need to participate in physical education activities in the form of modification of each activity based on the types of activities and nature of their disabilities.”

The researcher was raised a question that whether or not he adapted the lesson for his students with physical disabilities. He believed that modifying and adapting exercises are more useful and appropriate for students with physical disabilities but he divert the issues to school's principals. He said that: *“Even though there are students who need adapted physical education services in my class but schools' principals do not give attention to them.”* Because of our schools has lack of budget stretched or taking a hit and school's administration does not provide necessary materials to adapt the lesson. He said:

“For example, I want to let my spine bifida to play basketball but the playgrounds are not suitable and appropriate for them because of this the field needs arrangement for them to easily participate in the game but school administrations should not give attention to it.”

The researcher remembered that, he had seen students with spine bifida who were playing basketball using wheelchair during world basketball cup competition. Probably many people wonder how the students with spine bifida can play basketball.

As Greenwood, M. (2000) explained that the principle of playing basketball by students with spine bifida is pretty simple. The wheelchair is helping them to easily moves, so that

they can play the ball like their peers without disabilities. Goodwin (2000) described supporting this idea physical education as a learning environment that provides:

...all students with disabilities the opportunity to participate in regular physical education with their peers, with supplementary aides and support services as needed to take full advantage of the goals of motor skill acquisition, fitness, knowledge of movement, and psycho social well being, toward the preparation of students for an active lifestyle appropriate to their abilities and interests.

Ato Yimer also complained class size of the learners teaches in one class. He said that in one class there are more than 60 students. So it is even difficult to teach students without disabilities rather than modifying and adapting the activities for students with disabilities. As I observed in many schools, physical education classes have a large number of students enrolled in one classroom, which can make it challenging for physical education teacher as well as the student who is not familiar with the activities being learned in class. Not only had these factors but also as most of teachers responded that they are faced specific barriers to teach the subject for students with disabilities during practical lesson in grade. Those barriers described by each teachers were related to safety (specific learning activities, facilities), environment (equipment, wheelchair accessibility), and instruction (curriculum adaptations, knowledge of disability, and availability of support).

Most of students with disabilities wanted to participate in many activities with their peers without disabilities as possible and they are believed the experience of disability sports facilitated their participation in school physical education. But few of them don't want to participate in practical lesson of the physical education and they hate the subject.

Aminat is one of the students, those who are hate physical education practical lesson and use wheelchair for her mobility. Starting from first grade up to now she has never participated in the practical activities of the subject. As she told to me she did not want to participate in the practical class because she is considered herself as a man naturally do not participate in PE practical lesson.

She said:

“I considered myself I am naturally unable to do physical exercises. I am prey if should not totally be given physical education as course in schools. I am always staying in the classroom, when my peers are going to do physical exercises. Because of this I feel sham when my peers doing physical exercises”

From the very start, student who is not involved in sports may feel inadequate. It could be that the student has an incredible amount of hidden athletic ability, but feels inferior because he/she may not be involved in sports. Sometimes students may be in poor physical condition. This can include students identified for special education services. Usually physical education classes eventually require all students to participate in an organized game. The sports being played in PE class does not always interest all students. A student's desire to participate in sports can be influenced by what they see on television, on the internet, in magazines, and newspapers.

Awul is one of students' participants who uses crutch for his mobility has interest to participate in the practical class of the subject.

He said:

“Physical education is very important since I am in wheelchairs a lot of time. I don’t get the exercise that other kids get, like just getting out for walking around so very important to keep me active and I am happy with physical activities.

During my visiting I observed he was playing with some children and they are doing something together and they are happy with him.

His teacher said:

“The day that he has physical education class... he has a big smile on his face and he really enjoyed it.”

Another student Fatuma who do not participate in PE activities but like it said that:

“Even if I did not get chance to participate in physical education I think it is very important. It’s different from the school work. It lets me has fun. Even if I can’t participate in activities, I still enjoyed watching it, you know even if I can’t be a part of it because of not physical safety, I still like to be cheering them on and still can interact with my peers.”

Even if Fatuma loves physical education activities but she does not get chance to participate in the activities. This is because of playgrounds and instructional materials are not appropriate and equitable for her disabilities. As the researcher was observed not only these factors restricted her participating in physical education practical lesson but also there is no trained teacher in how to teach physical education for students with disabilities and her school principals also not give attention for her with disability.

Tolash is one of students with disabilities who are not participate in physical education practical lesson before her teachers Ato Mohammed came to schools and he starting

encouraged her to participate in physical education activities. It was there she developed her social skills. The outcome was a positive influence on her day to day activities. His teacher found that she did not have friends and did not participate in any school physical education programs.

His teacher was responded that:

“Before she was sitting on the ground and doing nothing. She was sitting in the class room when her friends doing activities on the field. When I got her, she didn’t have friends coming over. She wasn’t known to be a talker so I just thought she can’t go through life this way.”

Tolash was started to participate in school physical education actively and she loved it:

“She loves physical education now. She gets out there to join in and do whatever, whatever it is just to be with the kids and she doesn’t hesitate to participate in it.”

Even if, most of students with disabilities who had taken as a sample for this study interest to participate in PE activities but they do not get opportunities and no ideas about suitable exercises which prefer for their disabilities. Because of this most of them did not participate in any school sports. Children with disabilities should get the opportunity to participate in disability sport or school physical education activities. Because of it is creating opportunities and making sport accessible to everyone, regardless of their abilities. It’s about enabling and encouraging people with disability to take part in sport simply for fun and enjoyment, whether that sport is tennis, sailing, horse riding, archery or athletics. This idea supported by (Greenwood, M. 2000) that there are many activities which can bring students with disabilities a rush of adrenaline, such as javelin, discus, shot-put,

marathons and wheelchairs racing. Athletics is also the sport which the draws the largest number of participants and spectators at the Paralympics. Athletics is open to all disability groups (Auxter, 2001).

4.2.2.2. Benefits of Physical Education for Students with Disabilities

Many of participants perceived school physical education to be benefit to the social and health development and an important subject school programs.

Most of the student's participants want to be included in physical education practical session with their peers without disabilities as possible, except three of them not want participate in the subject. According to my interviews most of teachers' participants responded that, they do not let students with physical disabilities to participant in the practical session of the lesson but they agreed on the importance and benefits of physical education for individuals in general and for students with physical disabilities. Keith William (2008) support their idea that benefits of physical activity for young people with and without disabilities is the same, except that the needs are greater among persons with activity limitations.

Awul is one of students with physical disabilities who participate in the study felt that physical education provided the best opportunity for him to connect socially with other students.

He said: "*If there is no physical education in school, I would feel set apart from classmates.*"

He continued his discussion and he recalled that:

“Physical education is very important for me because I can get out there joining whatever and I can be with other kids and have fun. I think not only for these but also important for just a benefit of being included. I think it is being a part of group and a part of class. When I do different types of physical activities, I become more confident for daily life activities.”

Tolash also said that *“I felt with my classmates during physical education to the extent that the presence of my disability was minimized. “It’s very important because physical education does make me feel that I am not different than any other students.”*

In addition to this she farther described that physical exercises are important for her all rounded development in her future life. She recalled that:

“Physical education aspect of my school experience has been most beneficial for my self-esteem and development of my own self-confidence, physical appearance, and decrease anxiety levels while enhancing academic performance. I believe that it has played a big role in my ability to stay at my school and in my ability to participate in my physical activities outside of school. If I had no physical activity at school, movement from home to school may be harder to me.”

As teachers’ participants were responded that they were believed PE practical lesson is very important subject for all rounded development of an individual even who do not like to teach practical activities of the subject for students with physical disabilities, agree on the importance of physical education for students with disabilities.

All participants believed that students with physical, mental, and developmental disabilities in their school poor physical condition comparing with students participating in physical activities. One of the reasons could be that the student has not been given the chance to participate in physical activities. They believe that physical education class can help to change those by improving the students' fitness level and their attitude toward physical fitness.

W/r Fozia more explained that physical activity is important for physical fitness and wellness.

She said:

“Participating students with and without disabilities in general physical education class help to foster independence, enhance physical, mental, and social/emotional development of every child and incorporate fitness education and assessment to help children understand, improve and/or maintain their physical well-being.”

Children with physical disabilities spend most of their time in their wheelchairs so the amount of physical movement is much less than that of other children without disabilities. Also, as a society we are becoming more and more sedentary as we spend time using computers and watching television (Auxter, 2001).

Ato Yimer commented:

“Physical education helps to teach the importance of being physically active, not sedentary because a lot of the lifestyles nowadays involves sitting in front of TV. It promotes just keeping active, which is very important.”

Ato Mohammed also said:

“Physical education is an intervention to maintain a healthy body weight and to prevent obesity through engagement in a physically active lifestyle. Children with motor disability use a wheelchair for their mobility so they are less physically active than their peers without disabilities. For example, social, physical, and environmental barriers decrease opportunities for spontaneously exercise as experienced by their peers without disabilities.”

He believed that school physical education should valuable teaching knowledge about a healthy lifestyle that helped them experience the means by which to maintain a healthy body.

Physical education is subject that given through physical activities. Physical activities are very important to be able to meet mental and emotional challenges. Through physical exercises one can be physical fit. Physical fitness supports not only physical work but also both mental and emotional endurance. The individual’s confidence will be high in areas of life such as social, academic work, and competitive in sports, according to my interviews and other research.

Greenwood, M. (2000) also believes that movement is a vital aspect of the brain’s ability to function cognitively. Furthermore, the relationship between motor and intellectual performance is strongest at very early stages of development. A physical education program that provides a wide variety of developmentally appropriate activities and experiences ensures the children can have profound results on academic achievement. Educators believed that education is the foremost part of a person’s personality because

this is the only thing that has been considered to be the primary point to judge a person's personality. In other word physical activity not only improves our health, but it stimulates our intellectual activity and ability. In short, it improves our wellness in that it improves us totally.

As through the literature was mentioned all researchers believe that students with disabilities have the right to receive the full range of benefits from PE practical lesson just as their peers. Benefits included the development of motor skills and physical fitness, as well as the opportunity to participate in play, active leisure, aquatics, recreation, outdoor activities and sport experiences. PE activities should be developmentally appropriate while recognizing individual's differences in learning styles and rates regardless of the age. Physical activity improves academic success, builds self-esteem and prevents health problems. It also has been shown to increase cognitive function. Staying active has shown to increase self-esteem, self-confidence, physical appearance, decrease anxiety levels while enhancing academic performance (Brookfield, S. (1995).

4.2.2.3. Factors that inhibit Implementation of Physical Education Lesson for Students with Physical Disabilities.

A notable challenge to serving students with disabilities in general PE classes is the lack of sufficient training or experience and lack of facilities and equipments among PE, according to my interviews and other research. In their discussion school directors said that PE teachers typically take two courses on working with students with disabilities in their diploma training. This courses work may not always include practical experience working with students with disabilities, and several studies found that PE teachers reported feeling

insufficiently prepared to teach students with disabilities. According to Greenwood only 32 percent of teachers surveyed who taught required PE classes reported having received training on how to work with students with disabilities in the 2 years preceding the 2000 study.

Schools directors said that general PE or classroom teachers who lack training or experience teaching students with disabilities may not know what to do or how to provide the appropriate level of accommodations or effectively adapt their instruction.

Barton, G. (1999) argues that because teachers have been historically exempt from teaching students with disabilities, teacher preparation has been woefully inadequate in training teachers for inclusion. Barton described teacher training programs as “immoral and inefficient.

One school principal said that his school provides professional development opportunities to teachers through workshops, or conferences. However, budget shortfalls limited their ability to offer additional training opportunities for PE teachers. Also other school principal told me that they would like to receive more information on meeting the needs of students with disabilities in general PE settings. As the researcher was visited in all schools they do not have any teachers who specifically taught adapted PE and all students were taught by a general PE teacher. Director from this school believed that their teachers would benefit from additional training in PE, but told me that they could not provide additional training because of budget constraint.

In many schools I visited responded that budget constraints created a challenge to providing PE to students with disabilities, particularly in the general PE practical class. For

example, many school principals including PE teachers, told me that budget constraints in their schools have resulted in large general PE classes and have hindered teachers' ability to provide students with disabilities the individual attention they may need.

Most teachers' participant that I interviewed responded that even though their schools accept teaching students with physical disabilities in general physical education however, they do not show any effort to facilitate materials, equipments and training for them. Most teachers also noted that while they may not intend to be exclusionary, they were not sufficiently trained on how to include students with disabilities in their classes.

W/r Beletu is one of the participants of this study. She has been teaching physical education for more than six years. As the researcher was observed there are no suitable playgrounds, facilities and equipments and she did not get any training on how to teach the physical activities for students in her school. Like Ato Yimer she also complained schools principals and large class size she is teaching. The researcher raised a question whether or not these problems restricted letting students with disabilities in the general physical education class.

She said:

“I think, you had observed since the last two weeks, in general our school does not have suitable instructional materials, facilities and equipments. In addition to these there are large numbers in one class that make more challenging to teach students with disabilities. So it is very difficult even teaching student without physical disabilities rather than included students with physical disabilities in general physical education lesson.”

Even though most of participants divert the problem towards their school principals, but as I observed most of them do not interested to teach students with disabilities by modify or adapting instructional materials that are used for teaching practical lesson of the subject in elementary grade aged. Two of them are more or less trying to modifying and adapting activities for their students. The rest teachers were tried their best to accommodate students with disabilities in the practical class of the physical education class.

Ato Mohammed is one of those two teachers who more or less trying to modifying and adapting practical lesson of the subject and he was got training in Dessise town on “how to teach physical education for students with physical disabilities.” The researcher was asked him question whether or not adequate supports was given by school principals to participate students with disabilities in general physical education classes.

He said that,

“My school administrators have positive attitude to support them and they try their best to accommodate students with disabilities in every aspect of the schools activities. School always insists teachers to help these students. There are four students with different physical disabilities in our school. The school principals tried to allocate budget to accommodate these students. For example, our play grounds were repaired in this year. Budget constraints are most restricting them for full support.”

In my two days visiting, I observed that even though the number of the learners more than standards Ato Mohammed trying to give tasks for students with disabilities based on their disabilities somewhat modify and adapt it for them.

Many of teachers I interviewed said that most factors that they were facing to participate students with disabilities in physical education practical lesson at elementary grade are almost similar. These barriers described by each teacher were related to class size, specific learning activities, facilities and equipments, environment, and instruction, curriculum adaptations, knowledge of disability, and availability of support from school principals. Among these factors most of the barratries are shifted toward schools' principals and class size, few associated with nature of subject and types of disabilities and rest teachers associated the barratries with their educational background.

In many schools I visited most of the time, students with disabilities are placed into physical education classes without support of teacher present in the field. Students with and without disabilities are provided similar opportunities to participate in PE practical session but face many challenges when serving students with disabilities. These students with disabilities are doing the activities without modification and adapting based on their disability types. To facilitate participation of students with disabilities in physical education practical lesson, teachers should make accommodations for them, such as providing additional modeling or repetition.

Specific skills training should be needed for students with disabilities more than their peers without disabilities, for example, how to transfer from the wheelchair to the poolside and how to put on certain pieces of clothing, according to (Auxter, 2001). Unfortunately, the school does not have an APE specialist who can provide such services (Block, 2003).

Many of schools' directors I interviewed cited teacher preparation and budget constraints as key challenges to serving students with disabilities in general PE classes. For example,

they said general PE teachers need more training opportunities on working specifically with students with disabilities, yet resources for training are not always available. Most of teachers I interviewed also said that, their lack of training and experience may result in their excusing some students with disabilities from portions of the class.

In general many of schools' directors on the discussion cited a lack of information on ways to expand PE lesson opportunities, lack of clarity regarding schools' responsibilities, and budget constraints as key challenges. In addition to these, Zone Office has provided little information or guidance on PE lesson for students with disabilities. According to schools' directors, Zone education office has not provided clarify information or guidance about how students with physical disabilities participate in physical education practical lesson like students without disabilities in elementary schools level. So that Zone office should be clarified on schools' responsibilities under federal law on physical education for students with disabilities. Directors from four schools said they could benefit if Region, Zone and schools help them to share information on practices or resources regarding PE lesson for students with disabilities. Even though they were not facilitating opportunity before, they are voluntary to full fill step by step these for students with physical disabilities.

“I don’t know how, students with disabilities do physical exercises like their peers without disabilities.”

Two teachers I interviewed said that not only above barriers which hinder the implementation PE practical lesson for students with disabilities but also their physical education knowledge is the most factors that inhibit them to teach subject for students with disabilities. They responded that they did not get any training how to teach PE practical

lesson for students with disabilities, because of these they fear and hate to participate students with disabilities in physical education practical lesson.

W/r Tayech is one of them who I interviewed that she has one student who uses wheelchair for mobility. Her student with disability does not let in any physical education activities.

She said:

“I don’t have skills and experience how student with disability can participate in PE practical lesson of the subject. In addition to this our school has lack of appropriate playground and instructional materials to teach him. I fear about the responsibility if may he is face some kinds of physical damage during the physical exercises. Because of these barriers I don’t like teach practical lesson to him and he setting under school’s fence during practical session of the subject.”

She told to me she was assigned without her interest to teach physical education and she preferred to teach art.

She said:

“I know my ability I cannot teach physical education practical lesson for students with disabilities because I didn’t take any course how students with disabilities participate in physical education practical lesson before. Even if I love them like other students, but I motivate teaching art subject.”

As I visited like Tayech, Ato Gameda who did not gets any training on how to teach physical education practical lesson for students with disabilities does not let students with disabilities in PE practical lesson.

He has been teaching physical education for seven year in certificate but now she is a second year diploma students at Desse College of teacher education in summer program. He told to the researcher that he did not take any courses on both special need education and adapted physical education or how to teach physical education for students with physical disabilities. He also told the researcher she has very good care for students with disabilities. When we have discussed about the issues of implementation practical lesson of the physical education, she said that the school has been working to same what to help SWPDs in general education and participate them in the physical education program starting 2001.

He further stated,

“After this I will try to include them and prepare materials which are not available in the school”

Many of students with disabilities I interviewed have interest to involve in practical class of the lesson. However, the influence of their teachers, their peers’, school’s playground and the nature of their disabilities are inhibited them to participate in the subject. But very few students also hate to participate in the practical class of the PE lesson because of their peers influence they feel sham about their disabilities.

Various factors that are affect students’ experience in teaching PE, such as their school level (e.g., elementary or middle) or their type of disability. However, some schools overcame these challenges by waiving their uniform policy or providing key locks to accommodate students with disabilities (Auxter, 2001). In the same way Sherrill (2004) noted that whether a student has a physical or cognitive disability may affect the

experience. For example, while students with physical impairments required more accommodations, they also may have an easier time expressing their needs than students with cognitive disabilities.

4.2.2.4. Improving and adapting Teaching Materials and Activities to fit with Students with Disabilities

As indicated earlier, only two schools have enough amounts of teaching materials to teach the subject. But the materials were not prepared to fit the problems associated with the SWDs. 75% of the teachers who were taken as samples of the study did not improve materials for students with physical disabilities. Ato Mohammed told to the researcher that SWPDs are very interested to participate with their peers without disability.

Another teacher who was trying to adapt the subject was Ato Kebede. He has a male student who both hands and legs paralyzed. He gives to him by breaking the skills though, student very eager to complete the given tasks less than the given time.

He said,
“In my opinion letting students with disabilities to participate with the students without disabilities may not be good for their psychological makeup. So, I prefer him to compete with the time.”

By letting the students who feel they are superior, due to their involvement in varsity sports or their popularity, control the tempo of the class, the student with low self-esteem will be left out. Running a classroom in this manner can lead to bigger problems. Griffiths (2007) identifies it as another form of segregation within the walls of a single room.

Keith .W. (2008) noted that an adapted physical education class is an excellent way to meet the needs of students identified as needing special education services. Adapted physical education classes are usually smaller in size. This provides each student with a chance to have someone-on one time with the physical education teacher. During this time the teacher can break down the skills needed to perform a given task. For example, if a student cannot serve the volleyball over the volleyball net, the teacher can break down the task of serving the volleyball. Along with breaking down the task, the teacher can observe the student's performance and make any changes needed for the student to be successful. Some identified students may have poor motor skills. According to Keith .W. (2008) by adapting the traditional method of serving from the traditional method the student may be able to perform the skill. It may not be the textbook method but student full participation in the game. The teacher should review the rules each day in order for the students who are unfamiliar with the game to catch on. This is hard enough for a student who does not have a learning disability let alone for a student who does.

Chapter 5

5. Conclusion and Recommendation

5.1. Conclusion

The main purpose of this study was to investigate the implementation of PE lesson for SWPDs in some selected sample elementary schools of Oromia Zone in Amhara regional state. The study conducted in eight sample elementary schools of the Zone to gather the necessary information on the topic. All participants of this study were from elementary schools that accepted students with disabilities in general physical education class. These are eight physical education teachers who teaching in sample schools in general physical education class students with disabilities, twelve students with motor disorder from eight sample schools and four schools' principals from four sample schools. Teacher and students participants selected using purposive methods while schools principals by available methods. In general a total of twenty four participants were participated in the study. Interviews, observation and focus group discussion were implemented as tools for the study. Under this part I try to summarize main points that were raised under result presentations and discussions.

Except few schools, many of them I visited constructed, near to the Mosques and main road and they do not have equitable and sufficient facilities and equipments to teach practical lesson of the subject for both students with and without disabilities in sample elementary schools of Oromia Zone.

The finding also revealed that except two teachers six of them who teaching the subject in selected sample elementary schools take both especial needs and adapted physical education that not include working experiences through summer program. But except one teacher, all of them did not get chance to participate on any training how teaching physical education for students with disabilities in general PE class during practical session. Many of teachers I visited have lack of knowledge except few of them to participate, include, modify, adapt activities and they faced difficult to organize practical lesson for students with physical disabilities at elementary grade aged.

As different researchers all students, including those with disabilities, benefit from the positive effects that physical activity on an individual's health, social well-being, and self-esteem. While data shows that few students with disabilities are participating in physical education classes to a similar extent as students without disabilities and the rest not involved in any school sports.

Even though, most of the students' participants believed in the importance of the subject, but except few of them many of students with disabilities would not get chance to participate and interact with peers in the regular physical education practical lesson.

Most of schools also uncertain about their exact responsibilities how to provide opportunities to students with disabilities like other students without disabilities, but I founded that few schools that I visited are interested in improving how they provide physical education opportunities to these students.

The finding also revealed that clarification and guidance not providing for schools from Zone and Districts Education Office how students with disabilities gain full access opportunities from physical education practical lesson.

Most of teachers diverted factors that inhibited to teach SWDS with schools principals but few of them related it with their educational background.

In four districts Oromia Zone that I visited, in most cases PE classes almost include over 60 students in one classroom, often that conducted with only one teacher. Many of teachers noted that they would like to provide attention to students with disabilities in their classes but cannot do so while managing the rest of the class.

Based on the above information I can concluded that, in general most of students with motor disabilities enrolled in sample elementary schools of Oromia Zone found in Amhara Regional Governmental State are not benefits from physical education practical lesson which are currently giving at grade aged.

5.2. Recommendation

“We teach to change the world” (Brookfield, 1995)

In order to address the issues discussed in this study and to promote the implementation of physical education lesson for students with physical disabilities in elementary schools of Oromia Zone in Amhara Regional State, the following interventions are recommended:

To ensure that Regional Education Bureau, Zone, Districts office and schools should be aware of their responsibilities and that students with disabilities consistently have opportunities to participate in physical education during practical lesson equal to those of other students, I recommend that they should give attention in supporting the teaching

process of PE by providing enough budget, necessary equipments and materials according to the needs of the students with physical disabilities

To help districts and schools access existing knowledge and resources, concerned bodies should facilitate information sharing among Region, Zone, Districts and schools on ways to provide opportunities in PE to students with disabilities. For instance, education could provide through plasma TV links to resources or practices used by Region, Zone, Districts, schools, or organizations in PE activities for students with disabilities. Such information could be discussed at conferences or work shop.

Education office should prepare effective and sufficient short and long training and work shop in order to that each primary school in Oromia Zone has a qualified physical education teacher to teach students with disabilities in general physical education.

Education office also should provide clarification and guidance, for schools how students with disabilities gain full accesses opportunities from physical education practical lesson through its work shop or at conferences.

State and Zone educational agencies should be encouraged to provide opportunities in and outside of school for students with disabilities like their peers without disabilities. For example, districts educational agencies, schools, and teachers should include considerations for ensuring physical activity for students with disabilities in their Individualized Education Plans, pursuant to the IDE.

Regular physical education teachers should take the time to get to know the students identified for special services enrolled in his/her class, this includes reviewing the IEP. The

more the regular physical education knows about his/her students the better he/she will be able to implement any needed adaptations.

Physical education teachers and administrators should seek the most equitable ways of making the knowledge and skills of the discipline of physical education accessible to students with physical disabilities.

Physical education teachers should modify rules and regulation of the game, segment or simplify activities, develop specific sports programs, such that throwing activities, wheelchair basketball, athletics competition or teams with qualifications and permit students to participate in different activities based on their nature and types of disabilities.

The results show that, opportunities to participate in physical activity programs are lacking for students with disabilities. I recommended that Regional Education Bureau, Zone and Districts office schools should make PE practical lesson available to children with disabilities and provide opportunity to participate in the regular PE program that is available to nondisabled children.

Appendices

Index I

Addis Ababa University

Faculty of Life Science

Department of Sport Science

Semi Structured Interview Guide Administered to Students with Physical Disabilities

I greatly appreciate for your willingness to take time to answer the following questions. Please give your frank and opinion. The information I get will be used for professional purpose and confidential.

Part I personal information

1. School_____
2. Age_____
3. Sex_____
4. Grade learning _____

Part II. The implementation physical education (PE) lesson

1. Do you have interest to participate in PE lesson during practical class?
2. Do you think PE lesson is important for you? How?
3. Do you think PE activities help you in increasing your academic achievement? If yes, how? If no, way?

4. What do you benefit from participating in PE activities?
5. What are prospective of students, teachers and schools principals about disability?
6. Do your PE teachers motivate you to participate in PE classes during practical class?
7. Do your classmates' motivate you to participate in the practical classes of the physical education?
8. Do you face any challenge during practical class of period? If yes, what?
9. What kind of service do your teachers and schools principals give you to participate in practical classes of PE?
10. Do you not participate in practical classes of PE? If not, what do you do during that time?
11. If you participate in, what kinds of activities do you like and dislike performing? Why?
12. Are there activities, other than sport, that you participate in the school?
13. Does your disability restrict you from participating in PE practical period?

Index II

Addis Ababa University

Faculty of Life Science

Department of Sport Science

Semi structured interview guide administered to teachers who are teaching students with disabilities in the regular PE class.

As you are aware, federal law requires that physical education be provided to all students regardless of disability status.

This cause study, part of my master's degree program at Addis Ababa University is intended to provide insight and clarification the extent of the implementation and practice of PE lesson for SWDs enrolled at Oromia Zone elementary schools. The interview will be tape-recorded in order to not miss any relevant information and to transcribe it easily.

However, the information will be kept confidential.

Thank you so much for agreeing to participate in this study.

Part I background information

A. Personal data

1. School_____
2. Age_____
3. Sex_____
4. Grade teaching_____

B. Educational background

1. Educational qualification_____
2. Major/minor_____
3. Experience in teaching the subject _____
4. Additional training _____

Part II. The implementation and practice of PE lessons

1. Have you taken any SNE and APE courses? Yes /no
2. Do you let students with disabilities to participate in your PE practical session?
Why?
3. What types of physical exercise do you suggest to let SWDs to participate into regular PE classes?
4. What do you do to help SWDs enjoy PE class and to learn?
5. Are there activities, other than sports that can have the same effect?
6. What kind of activities SWDs like and dislike participating in PE lesson? Why?
7. In what ways do you think that children with disabilities benefit physically from physical activities?
8. How do you increase opportunities for students with disabilities to perform skills appropriately?
9. Do school principals accept inclusive SWDs in general education?
10. Do school administrations support you in order to make SWDs participate in regular PE classes? If yes how? If not why?
11. Do you think inclusion practices in physical education have impact on your classroom?

12. What factors exist that inhibit the implementation of PE lesson for SWDs?
13. How do you solve problems that you faced to teach SWDs during practical classes?
14. Do you think the environment is suitable to teach PE for SWDs? Yes /no what are your reason.
15. Do you modify rules, equipment and instruction for students with physical disabilities to teach PE activities?
16. What is your role in modification of rules, equipment and instruction that can provide for effective instruction for IEPs in physical education lesson?

Index III

Addis Ababa University

Faculty of Life Science

Department of Sport Science

Observation guide format to check the implementation and practice of PE lesson for students with disabilities in the regular PE class.

1. School _____ date _____

2. Grade _____ 3. unit of instruction _____

1=not present

2= needs attention

3= good

4=excellent

Sn	Items	Rating scale			
		1	2	3	4
1.	availability of suitable playground in the school				
2.	availability of school equipment for PE during practical class				
3.	Ability of teachers in modification the instruction, rules and methods				
4.	environment is safe and conducive to learning				
5.	teacher's manner of conduct and willingness to listen students' problems				
6.	teacher's willingness to provide adequate teaching materials for students				

7.	teacher's ability of identifying individual difference				
8.	teacher's ability of helping students to work in pairs and in group				
9.	The sequence and development of the lesson is appropriate				
10.	relevant examples and brief demonstrations are offered				
11.	practical time provided during PE lesson				
12.	instructional opportunities are adapted to diverse learners				
13.	all students are treated in a fair and equitable				
14.	interest of students' participation in PE during practical classes				
15.	appropriateness equipments for PE during practical class				
16.	assistance offered by teachers as needed during practical class				
17.	assistance offered by peers as needed during practical class				

Index IV

Addis Ababa University

Faculty of life science

Department of sport science

Focus group discussion guide administered to teachers and schools' principals in selected sample schools accepted students with disabilities in the regular PE class.

1. What are role and responsibilities of PE teachers to help students with disabilities in general physical education?
2. What are roles and responsibilities of schools' administration in order to help students with disabilities in general physical education?
3. Do you think PE important for students with disabilities like their peers?
4. How can schools improved teachers professional skills to participate students with physical disabilities?
5. What types of factors inhibit to participate SWDs in general PE class?
6. How do you solve factors that inhibit SWDs participate in PE activities?

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