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Factors to Consider in Preparing Adapted Physical Education Teachers to Teach in Urban Settings

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Factors to Consider in Preparing Adapted Physical Education Teachers to Teach in Urban
Settings

A Synthesis of the Research Literature

A Synthesis Project

Presented to the

Department of Kinesiology, Sport Studies, and Physical Education

The College at Brockport

State University of New York

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

(Adapted Physical Education)

by

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Table of Contents

Abstract	Page 4
Chapter 1: Introduction	Page 5 - 9
Chapter 2: Methods	Page 10-13
Chapter 3: Review of Literature	Page 14- 25
Chapter 4: Conclusion and Discussion	Page 26 - 34
Chapter 5: Future Recommendations	Page 35 - 37
References	Page 38 - 40
Appendix 1 Article Grid	Page 41 - 55

Abstract

The purpose of this synthesis was to identify the various factors to consider in preparing adapted physical education teachers to teach in urban settings. The literature examined twelve articles that were chosen to be included in the critical mass. The following five research questions were answered: (a) what are the contextual factors and challenges that influence teaching in an urban setting? , (b) what are the unique concerns and challenges of adapted physical education teachers? (c) What are the teachers' perspective regarding the challenges of teaching physical education in urban settings?, (d) what are the teachers' attitudes and perspective on teaching children with disabilities in physical education?, and (e) what are the best practices for preparing adapted physical education teachers for urban settings?.

Results indicated that the biggest contextual factors and challenges that influenced teaching in urban settings were inadequate gym space, limited parental involvement, insufficient funding and lack of resources. The unique concerns of adapted physical education teachers consisted of large caseloads, lack of support from paraeducators and administration and a lack of equipment. Teachers believed that the biggest challenge for them was the lack of administrator support, inadequate equipment and insufficient cultural knowledge relevant to the students. In addition, teachers believed that teaching students with disabilities was a challenge due to the lack of support from administration, insufficient coursework received from their PETE program, insufficient opportunities to take part in professional development and the abundance of paperwork. Overall, the best practices indicated are for APE teachers to become proficient in student backgrounds, increase support from administrators and staff members, require less paperwork and more opportunities for professional development.

Chapter 1: Introduction

What is Adapted Physical Education? “Adapted Physical Education is physical education that has been adapted or modified, so that it is as appropriate for a person with a disability as it is for a person without a disability” (Adapted Physical Education National Standards, 1990).

Students with disabilities are protected by Individuals with Disabilities Education Act, which gives free appropriate public education (FAPE) to children with disabilities and ensures special education and related services are given to them (U.S. Department of Education’s Individuals with Disabilities Education Act, 1975). Another important law is the Every Student Succeeds Act which replaced the legislation No Child Left Behind in 2015 under President Obama (Shape America, 2016). The purpose of The Every Student Succeeds Act is to ensure that all schools, especially those with low performing scores, are held to high expectations for accountability in providing a well-rounded education (U.S. Department of Education, 2015). According to The Society for Health and Physical Educators (SHAPE), the Every Student Succeeds Act is a game changer because physical education is now identified as part of a well-rounded education (SHAPE America, 2016). The American Heart Association supports ESSA and believes that the law stimulates physical education and physical activity requirements by states (American Heart Association, 2019). Without IDEA, ESSA and FAPE, adapted physical education and general physical education would not be viewed as a priority for children with disabilities. Furthermore, those children would not have those services that mandate them to be educated to the maximum extent possible.

Physical activity is important for everyone, regardless of disability or geography. More than 30% of schools within the United States have students who participate in adapted physical education (Lee, Burgeson, Fulton, & Spain, 2007). Each year more than 150,000 new teachers

enter the field of Physical Education (Ingersoll, Merrill, & Stuckey, 2014). Yet within the first five years of employment, 41% of “new” teachers leave the profession (Ensign, Woods & Kulinna, 2017). These attrition rates are especially reflected in rural and urban education settings (Barnes, Crowe, & Schaefer, 2007) often due to a lack of resources, low socioeconomic status of residents, poor administrative support, unsafe environmental factors, difficult student behaviors, lack of gymnasium space and equipment and lastly the lack of cultural understandings. The alarmingly high percentages of physical education teachers leaving the profession in rural and urban environment makes it more difficult for students with and without disabilities to have an enriching experience in physical education class.

In urban physical education settings, new teachers will often enter the field with high hopes, eager to help and a genuine desire to impact students (MacPhail & Tannehill, 2012). However, in an urban setting, oftentimes environmental factors play a role in teacher satisfaction due to issues such as low socioeconomic status, high rates of poverty, lack of support from families, homelessness and low parent involvement (Ward & O’Sullivan, 2006). These barriers not only exist for general physical education (GPE) teachers but adapted physical education teachers (APE) are impacted as well. In fact, GPE teachers are often given the responsibility of teaching students with mild to severe disabilities when there is not an APE teacher available because that student requires services mandated by law (IDEA, 1975). Limited resources make it difficult to ensure physical educators are receiving the best tools and training to provide services to students in urban settings. Adapted physical education teachers have similar barriers including lack of gymnasium space, poor attitudes from paraeducators, lack of knowledge about disabilities, lack of adequate time, gym equipment and lack of support from administrators (Hodge & Akuffo, 2007). Researchers suggest that it is important to know and learn different

techniques and practices from experienced teachers, which in the long run can help create a positive and supportive teaching environment (Clements, 2013).

The existing research has touched upon studies that help prepare adapted physical education teachers for urban settings. Several authors have discussed innovative ways to improve teaching in urban settings, improve classroom behavior management as well as make personal and environmental organization more efficient during the first few years of teaching (Ensign, Woods & Kulinna, 2017). However, there has been little effort to synthesize this research. It is the purpose of this study to identify and synthesize the factors to consider in preparing adapted physical education teachers for urban settings.

Purpose:

The purpose of this synthesis is to identify the different factors to consider in preparing adapted physical education teachers to teach in urban school settings. Increased knowledge of teachers' perspectives of contextual factors, challenges and concerns regarding teaching in urban environments will hopefully decrease the turnover rate of physical education teachers in urban settings and equip new teachers with the knowledge needed to provide an enriching learning environment for children with disabilities.

Research Questions:

1. What are the contextual factors and challenges that influence teaching in an urban setting?
2. What are the unique concerns and challenges of adapted physical education teachers?
3. What are teachers' perspectives regarding the challenges of teaching physical education in urban settings?
4. What are teacher's attitudes and perspectives on teaching children with disabilities in physical education?

5. What are the best practices for preparing adapted physical education teachers for urban settings?

Operational Definitions:

Adapted Physical Education (APE) – “Is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability” (Adapted Physical Education National Standards, 2008).

General Physical Education (GPE) – “Physical education that provides students with a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence” (SHAPE America, 2018).

Individualized Education Program (IEP) - “The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities”. (U.S. Department of Education, 2019). The IEP describes the goals that are set for that student for the school year.

Paraeducator/Aide – “School employees who work alongside and/or under the direction of a licensed or certificated educator to support and assist in providing instructional and non-instructional services to children, youth, and their families. Also known as paraprofessionals, teacher aides or teaching assistants. Paraeducators are integral members of the instructional team” (National Education Association, 2018).

Delimitations:

1. The literature review included peer reviewed articles from 2000-2019.
2. The synthesis is delimited to studies involving challenges of teaching in urban settings.
3. The synthesis is delimited to research articles involving APE teachers and GPE teachers.

4. Research articles used in this synthesis were focused on teaching students with disabilities.

Limitations

1. Some of the data is self-reported which means accuracy of the answers may subjective.
2. Sample size of research studies from the literature review may not be large enough to make generalizations

Chapter Two: Methods

The purpose of this chapter is to present the methods used to collect the literature pertaining to preparing adapted physical education teachers to teach in urban settings for children with disabilities. This chapter will elaborate on the methods and procedures used for data analysis and data collection.

Data Collection:

For this synthesis paper all material was collected through the Drake Memorial Library Database at The College at Brockport, State University of New York. The primary database that was used to gather articles for critical mass was EBSCOHost. Google Scholar was the second database source that was used but to a limited extent. Articles had to be data-based and peer reviewed from the year 2000 to 2019. The following keywords and combinations of them were used in searches: (a) *physical education*, (b) *adapted physical education*, (c) *urban setting*, (d) *perspectives*, (e) *challenges*, (f) *attitudes*, (g) *disabilities* (h) *students*.

The first search was done using EBSCOHost, under Education Source, Health Source and SportDiscus database. The keywords used were *physical educator and urban setting*, which produced a total of 108 articles. Once the search was limited to peer reviewed articles from 2000 to 2019, there were 89 articles. Of these results, articles were automatically eliminated if the word classroom was a part of the title or a study conducted outside of the United States. Eight articles were taken from this search. After further reading of the articles, five were included as part of the critical mass. A second search was completed also using EBSCOHost. The keywords *adapted physical education, challenges and disability*, were input into the search which resulted in 63 articles. The results were narrowed down to only include academic journals written in English, which narrowed the results again to 49. When the keyword phrase *perspectives* was

added to the search, it brought the results down to 25 articles. Of the 25 articles, one was included as part of the critical mass. From that article, two more articles were derived from the reference list that were used in the critical mass.

The next search was completed using EBSCOHost, under Education and Health Source database. The keywords used were *physical education, urban settings and challenges*, which generated 58 articles. Once the search was limited to peer reviewed from 2000 to 2019, there were 51 articles. None of these articles answered the research questions which meant they were invalid for the critical mass. The next search was completed using the keywords *adapted physical education, beliefs and students with disabilities*, which generated 495 articles. When limiting the publication date to 2010 to 2019, 289 articles were generated. From this search, two articles were appropriate for the critical mass based on the relevance to the research questions.

The last search utilized Google Scholar search engine. The key words *Physical Education Teachers, Beliefs, Students with Disabilities and Urban Setting*, was used and that resulted in 1,187 articles. The limitation was set to peer reviewed articles published from 2010 to 2019, which narrowed the results to 658 articles. After extensive searches through these articles, another keyword was added: *barriers*. This narrowed the results to 271 and out of these, two articles were selected for the critical mass.

In total, there were twelve articles stored in Zotero that were relevant to the research questions and used for the critical mass. All articles are data based, peer reviewed, and published in academic journals. The articles are all published between 2000 and 2019. The articles in the final critical mass were from the following journals: *International Journal of Disability, Development and Education, Research Quarterly for Exercise and Sport, Education and Urban Society, Sport Education and Society and Adapted Physical Activity Quarterly*.

Data Analysis

An article grid was created to extract and summarize specific information from each article. In this article grid, the title, purpose, methods analysis, findings, recommendations and research questioned answered were categories that were utilized to gather information.

When breaking down the twelve articles in the critical mass, eleven articles used qualitative methods while one used a quantitative method in the research.

The articles that used a qualitative approach had several different methods of collecting data. This means the data was collected through face to face interviews, surveys and questionnaires. Researchers asked questions regarding teacher's best practices, attitudes towards their school districts and feelings related to their careers. Another qualitative method that was used was a survey. Sending out the surveys allowed researchers to get a better understanding of demographics and a quick response regarding background information related to the teacher. Feld observations were the main qualitative approach which allowed researchers to get a better understanding of the context of the schools and participant's teaching styles. Finally, audio recorded interviews and field notes were recorded. This method contributed to the accuracy of content collected.

For the quantitative article, the method consisted of gathering participants responses from a Likert scale and putting them into a data-based analysis that computed an overall score. The next method consisted of gathering background information on participants regarding the number of students they teach, years of experience teaching students with disabilities, types of disabilities they have encountered in their teaching, support from aides, whether they had attended workshops or professional development and satisfactory ratings. Given the responses from the following questions, all information was entered into a data-based system.

In the 12 articles that were chosen for the critical mass, there were a total 323 general physical education teachers, 58 adapted physical educators and ten paraeducators. The studies were conducted across the United States, including areas such as the Midwest, East Coast and West Coast. All in all, participants were certified in physical education and have taught from one year to forty years.

Chapter 3: Review of Literature

The purpose of this chapter is to describe and discuss the literature that was selected for this synthesis. In total there were 12 articles that were used for the critical mass in this study. The literature will be categorized into three themes: (a) Challenges in Teaching (b) Perspectives of Teachers and (c) Inclusiveness.

Challenges in Teaching

The first article was written by Akuffo and Hodge (2007). The study examined whether or not adapted physical education teachers had job related concerns about teaching students with disabilities in an urban setting. Six adapted physical education teachers were studied and employed in the same urban school district in a Midwestern state. The participants had approximately 4-24 years of teaching and taught students with mild to severe disabilities. The research was a cross case analysis. The study used concerns theory, which consists of self-efficacy and self-teaching of students. Data that was collected for the study included demographic information of the participants which included teacher experience, credentials, courses taken and professional development. Two separate audio recorded interviews, teacher observations which included field notes during multiple teaching episodes without any interruptions were a part of data collection. The first interview focused on the teacher's experiences with teaching students with disabilities and how it influenced the pedagogies of the teachers. The second interview was used to clarify all responses from participants and to add any information and confirm all field notes. It was determined that the teachers had many concerns related to their job. The first concern was the lack of gymnasium size, use and allocation of time. Teachers mentioned they did not have adequate equipment available. Their caseloads of students were large, which did not allow enough time for transitions and transporting of equipment. Staff

members seemed to disregard these teachers and para-educators did not respect the teachers. Lastly, the opportunities for professional development were lacking, which did not provide teachers with enough support and resources. The findings from this study show that there needs to be more done for adapted physical education teachers, including increasing budgets to allow teachers to make improvements in their equipment, increase professional development, provide resources that will provide new and innovative ways of teaching, and provide gymnasium space and time for students to be active. Adapted physical education teachers indicated that caseloads need to be smaller in order to attend IEP meetings and be more effective for their students.

The next article was written by McCaughtry, Martin, and Kulinna (2006). The purpose of this study was to analyze how the challenges of urban schools influence teachers' understanding and connection with students and the implications on their teaching. In total, 61 elementary physical education teachers located in the Midwest were a part of this study. The physical educators had between 1-37 years of teaching and all but 11 had their certifications/licensing in physical education. Over the course of three years participants were interviewed for 45-60 minutes at their home base location in the inner city. Participants were asked to describe the challenges they faced in their schools, how they believed the challenges affected their abilities to teach, and strategies they had developed to overcome those challenges. Results from this study found that over the three year study participants recognized five different primary challenges and concerns in urban schools. They are; insufficient resources, a lack of culturally relevant teaching, teaching in a violent community, the need for a games curriculum, and teaching in a culture of basketball. Teachers mentioned these challenges have caused them to underserve their students at times but in return cause optimism and hope to help their students with the strategies they are able to create. These challenges have caused frustrations and anger due to the working

conditions. Often, teachers are left negotiating with students as these negative implications limit the range of content that they can teach. Although guilt is felt among the teachers, perseverance and emotional attachment to students helps them get through. In summary, the study suggested more support from administration, adequate equipment provided to adapted physical education teachers and an increase in budgeting will adapted physical education teachers to better serve their students.

The next article was written by Schmidlein, Chepyator-Thomson and Vickers (2014) and examined the issues that are related to the curriculum in high school physical education. The participants in this study were 10 ethnically diverse high school urban physical education teachers who were between the ages of 27 and 49 years old. The teachers had 5 to 20 years of experience. Two interviews were conducted to understand how teachers incorporated different strategies on overcoming the barriers they are faced with teacher's students with disabilities. Each participant was interviewed for 30 minutes to an hour. Unit plans, lesson plans and scope and sequence charts were artifacts collected to support the answers of the participants. The analysis was qualitative. The interviews were audiotaped, while researchers wrote field notes. Each interview was then transcribed, coded and peer reviewed to make sense of the data.

Researchers used hermeneutic phenomenology, which defines the meaning behind data collected (Laverty, 2003). The study concluded that lack of multicultural knowledge was the main challenge faced by teachers. Teachers had little to no training and knowledge of other cultures, which created a disconnection with students and content. In addition, lack of gymnasium size and equipment are other issues that teachers deal with regularly. Budgeting plays a role in creating a curriculum that is beneficial for all students. A greater focus on acknowledging the culture of and dynamics of students is key.

Akuffo and Hodge (2008) wrote an article that examined the roles and responsibilities of itinerant adapted physical education teachers in urban school districts. Six teachers were selected from Columbus Public Schools (CPS) based on their teaching experience which ranged from 4-24 years and their experience working with students who have disabilities. The district was chosen due to the fact that it struggled with most common issues in urban settings such as budgeting constraints, overcrowding, low socioeconomic status of students and families and a high percentage of Black/Hispanic students performing low on standardized testing. Data was collected through two face to face interviews that collected information on background, teaching experience, professional development and overall experience. In addition to that, 60 on site observations were conducted and field notes documented the experiences of the adapted physical education teachers.

A descriptive case study was the analyses of the study. Audio taped interviews and field notes from observations were reviewed using a cross and within case approach. The results indicated that the main priority of APE teachers was to provide direct services to students with disabilities in physical education. Researchers were able to identify that the six APE teachers are self-reliant in their jobs. In addition, their teaching styles were reported effective. Research suggests that lesson planning and documenting student's achievement is an important part of a teachers' responsibility. This study gives insight to those issues that arise in urban settings for physical educators. Trainings to promote positive learning environments, professional development, workshops, studying the demographics of the urban area to connect with the students and assessments are recommended.

Ješinová, Spurná, Kudláček and Sklenaříková (2014) wrote an article that described the factors in job dissatisfaction among certified adapted physical educators in the United States.

Participants included 113 certified adapted physical educators who were chosen from the CAPE database. The survey is developed from Herzberg's (1959) theory, which is based on individual's job satisfactions and dissatisfaction linked to salary, performance, job status, etc. The following survey consisted of three parts; (a) demographic information, (b) paired comparison of nine general factors which could cause job dissatisfaction [working conditions, company policies and administration, interpersonal relationships with supervisors, supervision in technical, instructional and planning matters, salary, interpersonal relationship with paraprofessionals/aids, benefits of the job, interpersonal relationships with peers and job security] and (c) paired comparison of ten APE specific factors which could cause job dissatisfaction. The survey was analyzed by three experts with a PhD and extensive backgrounds in adapted physical education. Overall, results indicated that the biggest job dissatisfaction among certified APE specialist are the working conditions, school policies and administration, interpersonal relationships with supervisors and supervision in technical and planning aspects of the job. In addition, results indicated that there was too much paperwork for APE specialist and lack of scheduling priorities within the schools. The fewest worries from the participants were in regard to interactions with other teachers, job security, APE students with disabilities and interpersonal relationships with peers. These findings can be used to determine solutions that will assist in teacher burnout and creating a more effective teaching environment.

Perspectives of Teachers

The following article was written by Flory and McCaughtry (2011). The purpose of this study was to understand physical education teachers' and students' perspectives on culturally relevant physical education in urban schools. In total, 53 physical education teachers who taught in urban settings with various backgrounds and experience in teaching were included in this

research, along with 183 students in grades 6-8th. Research was gathered in five Midwestern urban school districts that included low socioeconomic statuses. In these districts, 51%-92% of the students received free or reduced lunch and were in areas with high crime rates. Students and teachers were interviewed and audiotaped individually and observed teaching and participating in lessons. Those were one on one interviews and interviews in groups over the course of four years. Three concepts of the theoretical framework emerged, which included the following themes: (a) how teachers understood community dynamics, (b) how community dynamics influenced urban students' education, and (c) the strategies teachers implemented to reflect cultural knowledge. Using a constant comparative inductive analysis the data collected was transcribed and then coded. This study determined that in order for teachers to reach or connect with students with different backgrounds they need to become proficient in understanding these communities and their dynamics. In addition, teachers should focus on these four themes; care, respect, language and communication, and curricular content. Ignorance of these concerns will continue to create issues with students and teachers.

The next article is written by Flory (2016) and the purpose was to examine how three early career physical education teachers' professional socialization experiences influenced their early careers in urban schools. The participants had three to eight years of experience teaching in an urban Charter school setting located in the Midwest during the 2009-2010 school year. Once approved by the IRB (Institutional Review Board), data collection began. Collection included 18 weeks of five lesson observations per day, interviews which asked teachers about their demographics, background, positive and negative teaching experience during their first few years and curriculum. In addition, teachers were asked about challenges they face regarding students with disabilities and best practices they used. Constant comparison an inductive analysis was

used to analyze the data. Field notes and interviews were then processed into coding which would allow comparisons, contrasts and determine significance. Each teacher was observed and reported as a single case study and then cases were merged into a cross case analysis.

Participants were asked to review data to ensure that all information was accurate.

The overall findings illustrated that there are three themes regarding how socialization experiences influenced the participants' early careers in urban schools. They are: 1. a lack of coursework in sociocultural issues; 2. a curricular emphasis on team sports; 3. varying exposure to urban schools and communities. Participants expressed that during their socialization period there was little course work that talked about the urban setting or prepared them for a career in an urban setting. Secondly, the emphasis on team sports is not ideal in the urban setting due to the lack of resources, gym space and experience that most of the students have. Last, the participants expressed that during their socialization period, they were not in urban settings. Researchers suggest that there needs to be more investment by PETE programs to prepare preservice teachers for careers in urban settings. In addition, teaching course work and curricula relevant to urban settings, teaching more than just team sports, and providing a program that is relevant to all students, races, genders and ethnicities.

The next article was written by Lirgg, Gorman, Merrie and Shewmake (2017). The purpose of this study was to investigate the preparedness and perceptions of physical education teachers who instruct children with disabilities in physical education settings. Seventy-five physical education teachers in public schools completed surveys that gathered information about gender, number of years teaching, grade level taught, size of university attended, experience working with students with disabilities and if they held APE certifications. They were asked to rate the barriers that they faced associated with teaching students with disabilities using a Likert

scale. The barriers associated were large class size, diversity of students they are working with, lack of support from administration and communication. Teachers were asked about the types of disabilities students had and the level of disability. Finally, they were asked to respond to a 9-point Likert scale about the preparation in the undergraduate program. Descriptive data were recorded for each question.

The results concluded that 89.3% of teachers taught students with disabilities, based on of the demographic data. The most encountered disability was autism. In regard to specific barriers to teaching students with disabilities, teachers noted that class size ($M=6.60$) and adaptive equipment ($M=5.21$) were the most problematic. The most difficult disability that teachers dealt with in a physical education class was behavior ($M=5.53$). Undergraduate preparation and field experience data indicated that teachers did not feel their classwork prepared them to work with students with disabilities. Overall, with the score of one being not prepared at all and nine being very well prepared, teachers ranked their programs from 2.8 to 4.19. Researchers suggest that preservice physical educators take full advantage of hands on experience working with students with disabilities in order to prepare them for their career.

Inclusiveness

The next article was written by Obrusnikova (2008) and the purpose was to identify variables in physical educators' beliefs about teaching children with disabilities. Participants consisted of 168 K-12 certified physical education teachers located on the east coast. The teachers had an average of 17 years teaching experience. Teachers completed a three point scale that questioned them about the quality of their teaching, undergraduate and graduate preparation courses, self-efficacy and competency on working with students with disabilities. Data was

collected through questionnaires using the PEATID (Physical Educators Attitudes toward Teaching Individuals with Disabilities –III). Demographics of participants, experience and teaching competency was collected for this research. The analysis of this study was derived from PEATID and Pearson product moment correlations. The following information was collected: (a) years of experience teaching P.E. , (b) APE course work, (c) SE course work, (d) years of experience teaching children with disabilities, (e) quality of teaching experience with children with disabilities and (f) perceived competence teaching children with disabilities. These scores were calculated and used in the PEATID scale. Pearson calculated the relations between teacher beliefs and the six variables listed above.

The results indicated that the overall attitudes of physical educators teaching children with disabilities is positive. Three main predictors of positive beliefs are competency in teaching children with disabilities, positive teaching experiences with children with disabilities and coursework in adapted physical education. In addition, research showed that participants had a preference toward teaching children with specific learning disabilities rather than students with emotional and behavioral disorders such as aggression, depression, hyperactivity or social maladjustment. Researchers note that inclusion is important and it's important to ensure that teachers are prepared and have necessary coursework that will provide them with the tools to teach students with disabilities.

The next article was written by Casebolt and Hodge (2010). The purpose was to analyze high school physical education teachers' beliefs about teaching students with disabilities in inclusive physical education classes. Five participants who were certified physical education teachers who had 6-28 years of teaching experience and 1-16 years of teaching students with disabilities were selected for this study. The research was a descriptive qualitative study that was

conducted over the course of three months with individuals trained in case study research. Interviews were conducted that included questions for participants regarding class sizes, gender of students, types of disabilities and background of students. Focused interviews consisted of a two-phase open and closed interview in a conversational matter.

Results indicated that teachers believed students with mild to severe disabilities, emotional disabilities, and hyperactivity and attention deficits are more difficult to teach than students without disabilities. Teachers noted that the lack of time to adapt to these students' needs, insufficient time and energy spent on children with disabilities, and perceived risks and safety for these students are a concern. Questions regarding teachers' self-efficacy in terms of teaching students with disabilities became an issue. Inadequate support from administration and staff had an impact on the teachers teaching and motivation.

The next study written by Hodge, Casebolt, Lamaster and O'Sullivan (2004), analyzed the beliefs and behaviors of secondary general physical education (GPE) teachers related to inclusion and teaching students with disabilities. Nine male physical education teachers located in a suburban district in three different states were selected for this study. Certain criteria had to be met in order for these participants to be selected, having at least five years of teaching experience, living within a fifty-mile radius of researchers, having a positive rapport and effective teaching experience in the district, experience teaching students with mild to severe disabilities and experience teaching at the secondary level. Participants were observed several times over the course of nine consecutive weeks. Audio taped interviews which asked about their beliefs and practices regarding teaching students with disabilities were conducted. Questions were provided prior to the observation and interview so teachers were allowed time to reflect and provide detailed answers. Using a comparative method, field notes and interviews were

categorized into three themes. The themes were: difficulties in teaching students with disabilities, self-efficacy in teaching student with disabilities, and intrinsic motives which were motivated to support students with disabilities. Results indicated the beliefs of the teachers were favorable to teaching students with mild disabilities. Participants illustrated teaching students with severe disabilities in an inclusive setting takes away time from the class as whole. Additionally, teachers are experiencing a lack of support, minimal class participation and a lack of motivation from students. As a result, adapted physical education teachers do not feel that they are prepared to teach in these environments. In summary, the study points out the frustration and a need for support in terms of inclusion and teaching students with disabilities.

Bryan, Mccubbin and Van Der Mars (2013) wrote a study that compared the roles of para-educators in a general physical education setting with the perspectives of adapted physical educators, physical educators, para-educators and special education. Participants from this study were from a suburban middle school district in California and Oregon. In total, the study was composed of four paraeducators, three special education teachers, four general physical education teachers and four adapted physical education teachers. Participation was voluntary and had to be approved by the IRB where informed consent was obtained. Districts were chosen based on the following criteria; (a) students with disabilities were included in general physical education classes; (b) the school used paraeducators to help support students with disabilities in the district; (c) the school had a certified APE specialist for the district. Over a two-month time period, research was conducted for a total of eight to ten days in each school district. Collection of data included interviews and observations. Researchers used a seven-step phenomenological approach which included a process of transcribing phrases, creating themes and synthesizing meaning from the information gathered.

Three main themes were found in describing the role of Paraeducators: elastic definitions of student protection and teacher backup, dealing with contradictory expectations and mixed acceptance, and paraeducators' role ambiguity. In addition, there were subthemes including managing students, safety, student learning and inclusion. Overall, paraeducators, as described from the paraeducators is to provide teacher support, manage behavior and ensure the student is safe. From the general and adapted physical educators' perspective, the role of paraeducators is to keep the student on task, integrate the student into activity, manage behavior and keep the student safe. Based on the research it is apparent that the role that paraeducators have in general and adapted physical education is very unclear.

Chapter 4: Discussion

The purpose of this synthesis is to identify the different factors to consider when preparing adapted physical education teachers to teach in urban school settings. A critical mass of twelve articles have been analyzed. This chapter will serve as a summary to the following research questions:

1. What are the contextual factors and challenges that influence teaching in an urban setting?
2. What are the unique concerns and challenges of adapted physical education teachers?
3. What are teachers' perspectives regarding the challenges of teaching physical education in urban settings?
4. What are teacher's attitudes and perspectives on teaching children with disabilities in physical education?
5. What are the best practices for preparing adapted physical education teachers for urban settings?

R.Q. 1 What are the contextual factors and challenges that influence teaching in an urban setting?

Urban communities have higher poverty rates, increased violence, gang activity, broader racial and ethnic diversity, declining tax bases, marked achievement gaps among various student sub playgrounds and higher percentages of joblessness (McCaughtry, Barnard, Martin Shen & Kulinna 2006). Many of these studies (Akuffo et al., 2007, Flory et al., 2011, Schmidlein et al., 2014) examined the contextual factors and challenges that teachers are faced within an urban setting. Results from those studies indicated the following common challenges: lack of budgeting or funds for schools, lack of support from the staff and administrators, inadequate gymnasium

use, limited time provided for class, insufficient equipment availability, adequacy of equipment and large class sizes. As a result, these challenges often result in negative outcomes. Due to the lack of resources, gymnasium space and support from administrators, students are likely to have negative behaviors. In addition, teachers find themselves faced with a lack of time to develop physical fitness or motor skills to challenge students. As a result, there are fewer opportunities to teach students about resources that are available in the community such as recreational centers, fitness centers or gyms.

Flory and McCaughtry (2011), indicated that teachers need to have a better understanding and become proficient in the backgrounds of students who are diverse. The lack of understanding in cultural diversity between teachers and students forms a disconnection between the content that teachers are wanting to teach, and what students want and need to learn (Schmidlein, Vickers, Chepyator-Thomson, 2014). Teachers need to become acquainted with the cultural dynamics and backgrounds of their students as it will develop a social, cognitive and psychomotor connection. In summary, creating a curriculum that urban students can relate to will provide increased opportunities for social, emotional and physical growth. In addition, it may decrease negative behaviors within the students, increase participation levels and increase teacher morale.

R.Q. 2 What are the unique concerns and challenges of adapted physical education teachers?

The priority objective of an adapted physical education teacher is to provide direct services to students with disabilities in physical education (Akuffo & Hodge, 2008). The study conducted by Akuffo and Hodge illuminated unique concerns and challenges that adapted physical education teachers often encounter. These findings include a lack of respect from

colleagues, having to transport and travel with gym equipment, the number of students they service on their caseload, lack of gymnasium space, the quantity and quality of equipment they are given, poor attitudes of paraeducators and other staff members, and lack of professional development opportunities unique to adapted physical education (Hodge & Akuffo, 2007).

Participants from this study felt marginalized due to the lack of respect they received from other staff members and administrators. In relationship to this issue, adapted physical education teachers often felt the most unappreciated when they traveled from school to school. The most significant challenges that adapted physical education teachers have to deal with is the lack of support they need in order to be effective. Due to large class sizes, caseloads consisting of more students they can handle, inadequate time to travel and adapted physical education teachers found themselves not being effective teachers (Hodge & Akuffo, 2007). This study suggested that adapted physical education teachers receive additional support from administration and staff members, adequate amounts of equipment, fewer caseloads and additional time to travel and transport equipment.

Another challenge is seen in Casebolt & Hodge's (2010). Adapted physical education teachers questioned their self-efficacy in terms of teaching students with disabilities. Due to the limited support from staff and inadequate resources, it was difficult to maintain order and structure in their classes. This study analyzed students in high-school, but similar concerns and challenges are seen in other grade levels. Participants in this study mentioned that teaching students with disabilities required significant amounts time and energy devoted to accommodating unique needs and delivery of instruction. Often, teachers felt it was impossible to provide effective lessons because the environment was very challenging and often felt unsafe due to the number of students, limited equipment and lack of space in the gymnasium. Not

providing effective lessons leads students to not obtaining the appropriate number of minutes for physical activity within that day. Safety is the number one priority and teachers feel that providing safety is their biggest challenge (Casebolt & Hodge, 2010). A participant from this study recommended more support from staff members and administration which will allow additional support to teach students and make arrangements to ensure all students are safe. Another teacher recommended that adapted physical education professional development workshops not only provide innovative ways of effective teaching but workshops should help teachers enhance their class effectiveness, behavior management and competency in teaching. Doing these things may help to overcome the barriers that adapted physical education teachers are faced with.

It can be concluded that there is much more that still can be done to improve the concerns and challenges adapted physical education teacher's face. There is a need to promote positive learning environments, allow more opportunities for professional development workshops and increase support from administrators and staff members (Lirgg et al., 2017, Casebolt et al., 2010, Hodge et al., 2007).

R.Q. 3 What are the teachers' perspectives regarding the challenges of teaching physical education in urban settings?

Many of the studies indicate that teaching in an urban setting is like a salad bowl - there are a variety of cultural differences and ethnicities. In relation to the diversity, teaching in an urban setting comes with an abundance of issues and challenges. There are a lack of resources, lack of support from families, low socioeconomic statuses, 51% or more of students on free-reduced lunch, gang violence and joblessness. The perspective of teachers teaching physical

education in urban settings are filled with guilt and frustration as they are forced to face many of these challenges (McCaughtry, Barnard, Martin Shen & Kulinna 2006). Teachers have identified challenges that include insufficient resources including a lack of instructional resources, a lack of culturally and contextually relevant content for diverse students, lack of support from administration and the violence posed in classes. The participants from this study expressed that it was often impossible to teach physical classes due to ongoing violence. Teachers felt sorrow and frustration regarding these challenges. Students are being underserved and forced to grow up in a violent culture (McCaughtry, et. al, 2006). As a result, most teachers simply create a fun environment which includes games that do not challenge the students nor include skills that are designed increase competency. Therefore, due to the challenges that are presented in an urban setting, physical education teachers are often forced to “settle”.

Because there is an increasing number of diverse students within urban settings, physical education teachers need to acknowledge the need to be culturally relevant in teaching in order to connect with students (Flory & McCaughtry, 2011). Acknowledging culturally relevant teaching is a three-step process. Step one, teachers learn about the backgrounds of their students, which includes learning about their economic background, religion practices, culture and current events. Step two, teachers increase their knowledge of community dynamics such as, whether the student receives parental support at home, if the student is involved in any extracurricular activities or additional obligations that may take place outside of the school setting. Step three, teachers implement the strategies reflecting their own cultural knowledge such as providing additional times in physical education class, additional extracurricular activities or clubs after school for students, translations or allowing students to make accommodations due to religious activities. Flory and McCaughtry (2011), indicated that overall teachers expressed care, respect,

learned language and communication strategies with their students to connect with them. As a result, utilizing these four strategies allowed teachers to connect better with their students. One participant from this study noted that most of the time, students do not have anyone to go home to. To overcome that void, teachers utilize these strategies to give a sense of connection and hope to these students.

All in all, teaching physical education in urban settings is a challenge. Schmidlein et al., 2014, examined the perspectives of physical education teachers in urban settings and pointed out the need for smaller classes, additional support from administration, curriculum implementation based on the values of the students and the individual teacher, increased funding for physical education programs including equipment and space and better knowledge by teachers about diversity in urban settings. Overall, it appears physical educators' biggest challenges in urban settings are support from administration, budgets, class sizes and lack of cultural knowledge.

R.Q. 4 What are the teacher's attitudes and perspectives on teaching children with disabilities in physical education?

Similar to teaching general physical education in the aforementioned segment of the synthesis, it was found that teachers feel a lack of support from administration; teachers feel they have inadequate tools to teach students with disabilities; teachers show favoritism in teaching student with mild disabilities compared to severe disabilities; and the number of caseloads and associated paperwork gives APE teachers a limited amount of time to focus on their students (Hodge, Ammah, Casebolt, Lamaster, O'Sullivan, 2014).

In the next study, teachers determined that the biggest issues regarding teaching student with disabilities were working conditions, company policies, administration and inadequate

demands on paperwork (Jesinova, Spurna, Kudlacek, Sklenarikova, 2014). These challenges that make it difficult for teachers to provide an enriching teaching experience to those students who need it the most. This study attempted to find solutions that will help eliminate burnout and create a working environment that will benefit the teacher and student.

In terms of working with students who have disabilities, teachers have expressed positive and negative beliefs. Results reported by Obrusnikova (2008), illustrates that teachers are more than willing to work with students with disabilities. However, they have a preference to work with students who have specific learning disabilities rather than students with emotional and behavioral disorders such as aggression, depression, hyperactivity or maladjustment. Teachers indicated that working with students with disabilities can become difficult because they do not feel equipped with the knowledge to handle certain disabilities. In addition, teachers expressed the need for support from paraeducators and administration. Lack of support creates a lack of motivation for class participation (Obrusnikova, 2008). When working with students with disabilities, it is important that paraeducators and physical educators are clear on the expectations of each person. A major challenge that is often cited when studying students with disabilities is the unclear expectations and job roles that paraeducators play in physical education (Bryan, Mccubbin, Van Der Mars, 2013). Paraeducators provide the support and modifications needed for that student in classes. Research suggests that physical educators need to have a conversation to clearly define the roles and responsibilities of the paraeducators so they can better support students with disabilities.

R.Q. 5 What are the best practices for preparing adapted physical education teachers for urban settings?

To overcome the challenges and barriers that have been mentioned in this chapter, adapted physical education teachers can utilize a variety of practices to overcome barriers in urban settings. First, adapted physical educators need to be thoroughly educated and equipped with the proper tools prior to working in the field. That means receiving adequate training that is relevant to the real world through the PETE program of that teachers' accredited college or university. Specifically, hands on experiences that allow preservice adapted physical education teachers to work with students with disabilities in urban areas are important (Akuffo & Hodge, 2008). This will provide adapted physical education teachers experience in creating adaptations and accommodations for working with students who have disabilities in authentic environments that are limited in terms of equipment and other resources. Furthermore, the need to promote a positive learning environment is important and experience with good mentors who have overcome challenges is a valuable part of good training. Adapted physical education teachers need to take part in professional development workshops as they will provide support and relevant information that pertain to their field. Finally, adapted physical education teachers need to become familiar with urban settings that they are placed in order to create a curriculum that their student can relate to.

In addition, for in service teachers, support from administration, paraeducators and other staff members is suggested in order to provide reasonable working conditions for adapted physical education teachers for urban settings (Lirgg et al., 2017, Casebolt et al., 2010, Hodge et al., 2007, McCaughtry et al., 2006). These supports give teachers a sense of unity and importance, while providing a positive experience for students. In addition to support, there needs to be an increase within the budgets in urban settings. This will allow for resources such as adequate amounts of equipment which can potentially increase the participation and activity

levels of students. Additional equipment will eliminate time that is used in transportation of equipment and provide extra time for participation among students. Overall, the additional support from all staff and administration will increase the morale and teaching experience of the in service adapted physical education teacher.

It is key that adapted physical education teachers become proficient in the cultural background of their students, especially those working in urban settings (Flory & McCaughtry, 2011). As the urban setting is populated with students who are culturally diverse, teachers can benefit by implementing a curriculum that is relevant to those students. Interests and values of the students need to be considered an important part of curriculum development. If the teacher does not understand the dynamics of the students outside of the school setting then it will be more difficult for the teacher to influence the learning environment. Teaching beyond traditional sport related curriculums can benefit students in urban settings. It is important that teachers learn about the community first, including historical, political and economical forces that may impact the student. Exposure to urban settings will not “magically” teach adapted physical education teachers everything they need to know about urban settings (Flory, 2016). It is key that the teacher takes their time in know about their student, the environment and the community. If we are teaching the whole person, we need to understand all aspects of that person’s life.

Chapter 5 – Conclusion and Recommendations for Future Research

The purpose of this chapter is to present conclusions from research on the different factors to consider in preparing adapted physical education teachers to teach in urban school settings. In addition, this chapter will present recommendations for future research in relation to preparing adapted physical education teachers to teach in urban school settings.

Conclusion

To summarize, based on the literature that was reviewed, there are various factors to consider in preparing adapted physical education teachers to teach in urban settings. It is recommended that adapted physical education teachers become acquainted with the cultural dynamics and backgrounds of their students in urban settings. By obtaining knowledge in the cultural dynamics and diversity of the urban setting, teachers are likely to build trust and positive relationships with students. That teacher is then able to relate to students and provide an effective curriculum that is conducive to their learning environment (Schmidlein, Vickers, Chepyator-Thomson, 2014).

Evidence indicates that adapted physical education teachers are not equipped with adequate training from their accredited colleges and or universities, to be successful to teach APE in urban settings (Flory, 2016). It is recommended that pre-service coursework is made relevant to all students, races, genders, ethnicities and abilities (Flory & McCaughtry, 2011). In addition, more exposure to urban schools and communities during practicum hours and method courses will allow for preservice adapted teachers to become aware of the challenges that are faced in urban settings (Akuffo & Hodge, 2008). Additional exposure can potentially eliminate culture shock and better prepare adapted physical education teachers to overcome the numerous barriers that exist within urban settings.

Another recommendation for preparing adapted physical education teachers in urban settings is requiring professional development training throughout their career (Akuffo & Hodge, 2008). Professional development provides opportunities that allow adapted physical education teachers to increase their knowledge of innovations in teaching. It also provides an opportunity for these individuals to connect and network with other adapted physical education teachers who may be able to provide the tools and moral support necessary to overcome challenges that are faced in urban settings and teaching. Lastly, attending professional development training provides adapted physical education teachers with increased confidence and morale which can potentially boost their levels of self-efficacy. In summary, professional development and continuing education should be a focus throughout the career of an adapted physical education teacher.

Recommendations for Future Research

Research regarding potential factors to consider in preparing adapted physical education teachers to teach in urban school settings is sparse. One recommendation for future research is to include adapted physical education teachers who have extensive knowledge and experience with cultural diversity of students and the urban setting. Research illustrates that teachers with more experience can provide a broader insight to educational dilemmas in urban schools (Flory, 2016). Experienced adapted physical education teachers can provide solutions to the challenges they face in urban settings and provide insight to others regarding what is successful when working with students who have disabilities in an environment with limited resources.

Other recommendations for future research include selecting a larger sample size for future studies, seek out a wider spectrum of adapted physical education teachers who are teaching in a variety of states, research the roles of paraeducators and their appropriate

utilization, study adapted physical education teachers of different ethnic backgrounds, and examine preservice methods courses for preservice adapted physical education teachers.

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APA Citation	Purpose	Methods & Procedures	Analysis	Results	Recommendations Research Notes
<p>Hodge, S., & Akuffo, P. (2007). Adapted Physical Education Teachers' Concerns in Teaching Students with Disabilities in an Urban Public School District. <i>International Journal of Disability, Development & Education</i>, 54(4), 399–416.</p>	<p>The purpose of this study was to determine whether APE teachers had job related concerns about teaching students with disabilities in an urban school setting.</p>	<p>In total there were six APE teachers who were employed in the same Urban School district in a Midwestern state. The participants had 4-24 years of teaching and taught students with mild to severe disabilities. The study looked at the overall concerns in an urban school district of the six teachers using a concerns theory (self, teaching, students) in order to guide the study.</p>	<p>The analysis was a cross case and case analyses. Data included a demographic data which included teacher experience, credentials, courses and professional development. In addition, two separate audio recorded interviews, teacher observations which included field notes during multiple teaching episodes without any interruptions.</p>	<p>It was found that the teachers expressed concerns about gymnasium sizes, use and allocation of time, the use of equipment, availability and adequacy, large caseloads and class sizes, the poor attitudes from the paras who were assigned to certain students and lack of respect and disregard from colleagues. Traveling and transportation of equipment was a concern. In addition, the opportunities of professional development were lacking, which did not provide teachers with enough support.</p>	<p>In conclusion, state and local Board of Educations, need to do more for APE teachers. Including, increasing budgets to allow teachers to make improvements of their equipment, allocate professional development opportunities, resources that will provide new innovative ways of teaching, gymnasium space and time for students to be active. In regards to APE teacher's self, they indicated that caseloads need to be smaller in order to attend IEP meetings in order to be more effective for their students.</p>
<p>Casebolt, KM & Hodge, SR 2010, 'High School Physical Education Teachers' Beliefs about Teaching Students with Mild</p>	<p>The purpose of this study was to analyze high school physical education teacher's</p>	<p>The study included five participants, three men and two woman who were physical</p>	<p>The analyses utilized a descriptive qualitative approach.</p>	<p>Results indicated that based off themes (a)teaching practice trouble (b)</p>	<p>The study was conducted in an inclusive class, where the environment can bring positive and negative emotions. Overall, the physical</p>

<p>to Severe Disabilities', <i>Physical Educator</i>, vol. 67, no. 3, pp. 140–155</p>	<p>beliefs about teaching students with disabilities in inclusive physical education class.</p>	<p>education teachers who had 6-28 years of teaching experience and 1-16 years of teaching students with disabilities. Demographics of participants were gathered through a database in which it selected professionals based off of teaching experience, certifications/cr edentials an experience with working with students with disabilities. In terms of the study, interviews were conducted that questioned participants regarding class sizes, gender of students types of disabilities and background of students. Focused interviews, which was a two phase open/closed interview was completed in a conversational matter.</p>	<p>Research was conducted over the course of three months with individual s trained in case studies. Interview data was reviewed several times through transcribin g text. Second, the data collector listened to the audio taped interviews while reading along the written transcripts to check for accuracy. Then the transcripti ons were independe ntly examined by a larger team. A process of categorizi ng, thematizin g and theorizing was used to. At the end, researcher s were able to converge</p>	<p>dependent self-efficacy (c) contradictions (d) motives; teachers believed that students with mild to severe disabilities, emotional disabilities, hyperactivity and attention deficits are more difficult to teach than students without disabilities. Teachers noted that the lack of time to adopt to these students needs are a fact, insufficient time and energy spent on children with disabilities and perceived risks/safety for these students are a concern. Teachers questioned their self-efficacy in terms to teaching students with disabilities. As a result, not enough support from administratio n/staff had an impact on their teaching and motivation. Finding</p>	<p>educators believe that motivation plays a huge roll into teaching in an inclusive environment. More practices, knowledge and support from staff/administrators need to be taken in for account when it comes to inclusive classes.</p>
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			their findings and come to an agreement through open dialogue.	suggests that more support will lead to more success and motivation for school districts.	
Flory, S. B., & McCaughtry, N. (2011). Culturally Relevant Physical Education in Urban Schools: Reflecting Cultural Knowledge. <i>Research Quarterly for Exercise & Sport</i> , 82(1), 49–60.	The purpose of this study was to understand the teachers and students perspectives on culturally relevant physical education in urban schools.	53 Physical Education teachers with over four years of various backgrounds and teaching experience participated in the study. Along with, 183 students in grades 6-8 th . Research was gathered in five Midwestern Urban districts that included low socioeconomic status, 51%-92% of students received free/reduced lunch and high crime rates. Students and teachers were interviewed through audiotaping, observed through lessons, had one on one interviewing or interviewed in groups over the course of four year. Interviews between the students and teachers focused on three concepts of the theoretical framework,	This analysis was conducted using constant comparison and inductive analysis. All data was transcribed and then coded. Codes were used for the next round of data collection, using a cross teacher/student analysis. This allowed researches to determine if questions in the interview needed to be eliminated or asked in depth in order to obtain a better understanding of each individual	The themes presented in the study, (a) how teachers understood community dynamics, (b) how community dynamics influenced urban students' education, and (c) the strategies teachers implemented to reflect cultural knowledge, have indicated that teachers exemplify caring for students, showing respect, knowing the language or how to communicate with their student and curricular content. In order for teachers to reach or connect with students with different backgrounds they need to become proficient in	The study raised an important concern by acknowledging the need for teachers in urban settings need to understand and become proficient in the backgrounds of students who are diverse. Which raises the question, are teacher equipped to teach in urban settings?

		<p>which included perspectives', modifications and beliefs and themes: (a) how teachers understood community dynamics, (b) how community dynamics influenced urban students' education, and (c) the strategies teachers implemented to reflect cultural knowledge.</p>	<p>'s perspective. Coding allowed for themes to be emerged. Authors had enough data in which it created topics that were substantial to the data. The trustworthiness principal (Lincoln & Guba, 1985) allowed for creditability to the research. Prolonged engagement involved, persistent observations, formal/informal, member checks and research journals determined the data.</p>	<p>these communities and dynamics. Ignorance of these concerns will continue to create issues with students and teachers. In addition, it will raise the question as to be; Are teachers equipped to teach in urban settings?</p>	
<p>McCaughtry, N., Barnard, S., Martin, J., Shen, B., & Kulinna, P. H. (2006). Teachers' Perspectives on the Challenges of Teaching Physical Education in Urban Schools: The Student Emotional</p>	<p>The purpose of this study was to analyze how the challenges of urban schools influence teachers' understanding and</p>	<p>In total, 61 elementary physical education participants in the Midwest were a part of this study to discuss their perceptions of the teaching</p>	<p>The research was conducted through interviews, field notes and discussions. Data that was</p>	<p>It was found that over the three year study teachers recognized five different issues in urban schools which are: dealing with</p>	<p>The challenges mentioned in this paper outline the guilt trap that teachers may feel (Hargreaves and Tucker 1991). As explained, teaching is a profession to help especially in the Urban City School Districts. Implications in research pointed out</p>

<p>Filter. <i>Research Quarterly for Exercise & Sport</i>, 77(4), 486–497.</p>	<p>connection with students and the interference with their teaching.</p>	<p>physical activity in urban city schools. The physical educators ranged 1-37 years of teaching and all but 11 had their certifications/licensing in physical education. Interviews were conducted on the participants over the course of three years. The interviews were held at the school of that participant and lasted 46-60 minutes. Questions that were asked in the interview were based on the challenges that teachers felt, how they overcame that challenge and whether or not it impacted their teaching.</p>	<p>obtained was transcribed and grouped into one theme-how the teachers viewed the issue as a challenge, how they felt it impacted their ability to teach physical education, and strategies they used to deal with it. The research group met monthly to go over results and refine their findings.</p>	<p>insufficient resources, providing culturally relevant teaching, teaching in a violent community, the need for a games curriculum, and teaching in a culture of basketball. Teachers mentioned these challenges have caused them to underserve their students at times but in return cause optimism and hope to help their students with the strategies they are able to create. The teaching strategies are include a negotiated comprise or an alternative.</p>	<p>that teachers continue to deal with a variety of issues including administration, physical education programs bettering their education of what to expect in an urban setting for future educators, equipment and budgeting.</p>
<p>Akuffo, P. B., & Hodge, S. R. (2008). Roles and Responsibilities of Adapted Physical Education Teachers in an Urban School District. <i>Education & Urban Society</i>, 40(2), 243–268.</p>	<p>The main purpose of this study was to examine the roles and responsibilities of itinerant APE teachers in Urban School Districts.</p>	<p>Six APE itinerant teachers were selected from Columbus Public Schools (CPS) based on their teaching experience which ranged from 4-24 years and experience working with students who have disabilities.</p>	<p>The analyses of this study was a descriptive case study. Each teacher was an individual case. Data which consisted of audio</p>	<p>The results indicated in this study indicated that the main priority of APE teachers is to provide direct services to students with disabilities in physical education. Based off of the results,</p>	<p>This study gives insight to those issues that arise in urban settings for physical educators. For example, in order to provide future APE teachers with tools in order to be effective in their careers are providing hands on practicum/teaching and field base training. In addition, trainings to promote positive learning environments, professional</p>

		<p>Columbus District was elected due to the fact that it struggles with most common issues in Urban settings such as budgeting constraints, overcrowding, low socioeconomic status of students and families and a high percentage of Black/Hispanic students performing low on standardized testing. The six participants were studied through two faced to face interviews that collected information on background, teaching experience, professional development and overall experience. Furthermore, 60 on site observations were performed were field notes were documented. The initial observations were for researchers to gain a better understanding of the environment and structure of their participants.</p>	<p>taped interviews and field notes from observations were reviewed analysis using cross case and within case. Researchers continued to analyze and cross case repeatedly, with results merging of themes were established. In order to ensure correctness, each teacher was given transcripts of their results from transcribing of their interviews to clarify, correct or elaborate on the information provided.</p>	<p>researchers were able to identify that the six APE teachers are self-reliant in their jobs. In addition, three themes emerged, the themes were (a) teaching as obligatory, (b) self-reliant, and (c) teaching effectiveness relative and contextually situated. Throughout observations, the teaching of the teachers were effective in which students were seen as being busy and having fun. Although students were not held accountable as they should have been which ties into skill acquisition, development and proficient. Research suggests that lesson planning and documenting students is an important part of this responsibility.</p>	<p>development, workshops, studying the demographics of the urban area to connect with the students and assessments.</p>
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<p>Hodge, S. R., Ammah, J. O. A., Casebolt, K., Lamaster, K., & O'Sullivan, M. (2004). High School General Physical Education Teachers' Behaviors and Beliefs Associated with Inclusion. <i>Sport, Education & Society</i>, 9(3), 395–419.</p>	<p>The purpose of this study was to determine the beliefs and behaviors of secondary GPE teachers related to inclusion and teaching students with disabilities.</p>	<p>Participants of this study were nine male physical education teachers located in a suburban district in three different states. Criteria had to be met in order for these participants to be selected. They had to have at least five years of teaching experience, live within a 50 mile radius of researchers from this study, have a positive rapport an effective teaching experience from the district, experience with teaching students with mild to severe disabilities and lastly taught at the secondary level. The participants were observed several times over the course of nine consecutive weeks. Audio taped interviews which questioned their beliefs and practices based on teaching students with</p>	<p>The analysis was conducted using a constant comparative method. Based on the information provided from each interview, researchers of this study analyzed the information through transcribing the audio and field notes. Field notes and interviews were categorized into themes by locations. Trustworthiness of the research consisted of multiple checks including having data sent back to the participants to ensure that all informatio</p>	<p>Three recurring themes emerged from this study: a) teachers were positively disposed to inclusion as an educational philosophy, b) teachers had differential efficacy in achieving successful inclusion, and (c) teachers encountered challenges to establishing inclusive practice. In addition, it was found that the beliefs of the teachers were favorable to teaching students with mild disabilities. As reported, participants feel that teaching students with severe disabilities in an inclusive setting is more difficult because it takes away time from the class as whole, they don't feel prepared,</p>	<p>The offerings in today's inclusion may not be enough for teaching students with disabilities. As the findings of this article mention, educators are not prepared in order to teach students with severe disabilities in an inclusive setting. Curriculums must be prioritized for all students and support needs to be met from administrators, staff, an aides. A factor that GPE teachers deal with are large class sizes which can jeopardize the safety of all students. Overall, the intentions of the teachers in this study was positive toward teaching students with disabilities in an inclusive setting. One must be willing to adapt and continually educate themselves. This study raises questions such as are future teachers adequately prepared to teach inclusive classes?</p>

		<p>disabilities were conducted with the consent of teachers. Questions were provided prior to the observation an interview so teachers were allowed time to reflect and provide detailed answers.</p>	<p>n was accurate.</p>	<p>teaching style may not be effective, lack of support, motivation and class participation. However participants reported that students with disabilities receive are acceptance from their peers, social benefits, gains of self-esteem from participation and support. Overall, the findings in this study point out the more frustration and a need for support in terms of inclusion and teaching students with disabilities.</p>	
<p>Flory, S. B. (2016). Professional socialization experiences of early career urban physical educators. <i>European Physical Education Review</i>, 22(4), 430–449.</p>	<p>This study examined how three early career physical education teachers' professional socialization experiences influenced their early careers in urban schools.</p>	<p>For this study, there were three Caucasian physical education teachers purposely selected. These teachers had three to eight years of experience teaching in an urban Charter school setting located in the Midwest during the 2009-2010 school year. Once approved from the IRB</p>	<p>Constant comparison an inductive analysis was used to analyze the data in this research. Field notes an interviews were processed into coding which would allow comparison</p>	<p>Findings illustrated that there are three themes that illustrate how socialization experiences influenced the participants' early careers in urban schools which are a lack of coursework in sociocultural issues, a curricular</p>	<p>Based off of these findings suggestions are that PETE programs should invest into these three strategies to help decrease the turnover rates in urban districts, prepare beginner teachers an expose them to the real world. In addition, teaching course work relevant to urban settings, teaching more than just team sports and providing a program that is relevant to all students, races, gender and ethnicities.</p>

		<p>(Institutional Review Board), data collection begun. This included 18 weeks of collection through five lesson observation per data day, interviews which questioned teachers about their demographics, background, positive/negative teaching experience during their first few years and curriculum. In addition, teachers were questioned about challenges they face regarding students and best practices they use.</p>	<p>ns, contrasts and determined significance of collection. Each teacher was observed as a single case study and then merged into a cross case analysis. Participants were recommended to review data to ensure that all information was accurate.</p>	<p>emphasis on team sports, and varying exposure to urban schools and communities. Participants expressed that there during the socialization period there was no course work or classes that talked about the urban setting or prepared them for their career in an urban setting. Secondly, the emphasis on team sports is not ideal in the urban setting due to the lack of resources, gym space and experience that majority of the students have. Last, the participants expressed that during their socialization period, there were not in Urban settings. At most the participants mentioned that they had a brief exposure (2-4 weeks) of being in an urban setting.</p>	
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<p>Lirgg, C. D., Gorman, D. R., Merrie, M. D., & Shewmake, C. (2017). Exploring Challenges in Teaching Physical Education to Students with Disabilities. <i>Palaestra</i>, 31(2), 13–18.</p>	<p>The purpose of this study was to investigate the preparedness of physical education teachers and the impact of barriers within the adapted physical education setting.</p>	<p>For this research 75 physical education teachers in public schools completed surveys that gathered information about gender, number of years teaching, grade level taught, size of university attended, experience working with study with disabilities and if they held APE certifications. In addition, they were asked to rate barriers to teaching with disabilities using a Likert scale. The barriers associated were large class size, diversity, lack of support and communication. Questioning about the type of disabilities the teachers worked and level of difficulty on the survey was included and lastly, they were ask to respond to a 9-point Likert scale about the preparedness of</p>	<p>Descriptive data was used in this research in order to compute each question based from the survey that participants completed. ANOVA's was also used to years of teaching from participants, ratings from the Likert scales that rated barriers in teaching students with disabilities and the level of difficult to include students with disabilities in classes.</p>	<p>Results indicated that 89.3% of teachers taught students with disabilities, based off of the demographic data. The most encountered disability was autism. Based of the specific barriers to teaching students with disabilities teachers noted that class size was the most extreme ($M=6.60$) and adaptive equipment ($M=5.21$). The most difficult disability that teachers rated to incorporate in a physical education class was behavior ($M=5.53$). Undergraduate preparation and field experience was shown that teachers did not feel their classwork prepared them to work with students</p>	<p>Limitations from this study should be taken into consideration. As noted, only nine participants had an Adapted Physical Education certification. 75 participants overall completed the surveys, which is a low percentage. In addition, research suggest that preservice physical educators take full advantage of hands on experience working with students with disabilities in order to prepare them for their career.</p>

		their undergraduate program and experience.		with disabilities. Overall, one being not prepared at all and nine being very well prepared, teachers ranked their programs from 2.8 to 4.19.	
Obrusnikova, I. (2008). Physical Educators' Beliefs about Teaching Children with Disabilities. <i>Perceptual & Motor Skills</i> , 106(2), 637–644.	The purpose of this study was to identify variables of physical educator's beliefs about teaching children with disabilities.	Participants consisted of 168 K-12 certified physical education teachers located on the East Coast. On average the teaching experience for participants was at a mean of 17 years. Teachers completed a 3point scale that questioned them about the quality of their teaching, undergraduate and graduate preparation courses, self-efficacy and competency on working with student with disabilities. In addition, data was collected through questionnaires using the PEATID (Physical Educators Attitudes Toward Teaching Individuals with	The analysis of this study was derived from PEATID and Pearson product moment correlations. Based off of the variables in the research: (a) years of experience teaching P.E. ,(b) APE course work, (c) SE course work, (d) years of experience teaching children with disabilities, (e) quality of teaching experience with children with disabilities	Results reported that the overall beliefs of physical educators teaching children with disabilities is positive. The three main predictors of positive beliefs are competency in teaching children with disabilities, positive teaching experiences with children with disabilities and coursework in adapted physical education. In addition, research showed that participants had a preference on teaching children with specific learning disabilities rather than	The study makes note that although inclusion is important, we want to ensure that teachers are prepared and have necessary coursework that will provide them with the tools to teach students with disabilities. Some limitations that mentioned in this research are that there may be sampling bias that lies in selection of the participants. In addition, if teachers are willing to include inclusion, they need to be ready to modify as well as adapt to their student's needs.

		Disabilities – III), demographic questions, experience and teaching competency.	s and (f) perceived competence teaching children with disabilities, were calculated and used on the PEATID scale. Pearson calculated the relations between teacher beliefs and the six variables listed above.	students with emotional and behavioral disorders such as aggression, depression, hyperactivity or social maladjustment.	
Schmidlein, R., Vickers, B., & Chepyator-Thomson, R. (2014). Curricular Issues in Urban High School Physical Education. <i>Physical Educator</i> , 71(2), 273–302.	The purpose of this research was to analyze the issues related to high schools physical education curriculum.	The participants of this study were 10 high school teachers of different ethnicities who were between the ages of 27 to 49 years old. The teachers had 5 to 20 years of experience. Two interviews were conducted to understand how teachers incorporated different strategies throughout the school year with each participant, 30 minutes to an hour. In addition, unit plans, lesson plans and scope	The analysis was qualitative . The interviews were audiotaped, while researchers wrote notes. Each interview was transcribed then coded and peer reviewed to make sense of data. Participants were asked to verify responses, so all data was clear.	The findings from this research showed that lack of multicultural knowledge was the main issue. Teachers had little to no training/knowledge on other cultures, which created a disconnection with students and content. In addition, lack of gymnasium size and equipment are other issues that teachers deal with. Budgeting	A key issue found in this article is the lack of funding. Often, P.E. teachers receive a small amount of monies for gym equipment which results in poor quality of the program. In addition, the article points out that teachers need to become active in the cultural differences of students. Knowing what the students have access to around the community and creating a curriculum that they can relate to is key.

		and sequence were collected to support the answers of the participants.	Using triangulation on theory researchers were able to remain objective and conclude on the results.	plays a role into creating a curriculum that is beneficial for all students.	
Ješinová, L., Spurná, M., Kudláček, M., & Sklenaříková, J. (2014). Job dissatisfaction among certified adapted physical education specialists in the USA. <i>Acta Gymnica</i> , 44(3), 175–180.	The purpose of this study was to identify factors of job dissatisfaction among certified adapted physical educators in the USA.	The study consisted of 113 certified adapted physical educators. Participants were chosen from the CAPE database. The survey developed from Herzberg's (1959) and consisted of three parts (a) demographic information, (b) paired comparison of nine general factors which could cause job dissatisfaction [working conditions, company policies and administration, interpersonal relationship with supervisors, supervision in technical, instructional and planning matters, salary, interpersonal relationship with paraprofessionals/aids, benefits of job,	The surveys were analyzed by three experts who had a Phd with an emphasis on APE, had taught in Universities or Public schools for at minimum five years and were CAPE certified. Information from the survey was analyzed and interpreted among the three experts.	The results of the study determined that the biggest job dissatisfaction among certified APE specialist are the working conditions, company policies and administration, interpersonal relationships with supervisors, supervision in technical and planning. In addition, there were results related to specifics of the job which resulted in too much paperwork for APE specialist and lack of scheduling priorities within the schools. The least worries from the participants were interactions with other teachers, job	Results in this study can be used to determine solutions to help with teacher burnout and techniques to creating an effective environment for PE and APE educators. Limitations of this study were participants not completing surveys due to the amount of work they had themselves and lack of interest. Overall, the findings hope to show the difficulties that APE teachers go through and the need to change.

		interpersonal relationship with peers and job security] and (c) paired comparison of ten APE specific factors which could cause job dissatisfaction.		security, APE students with disabilities and interpersonal relationship with peers.	
Bryan, R. R., Mccubbin, J. A., & Van Der Mars, H. (2013). The Ambiguous Role of the Paraeducator in the General Physical Education Environment. <i>Adapted Physical Activity Quarterly</i> , 30(2), 164–183.	The purpose of this study was to analyze the role of Paraeducators in the general physical education setting from the perspective of adapted physical educators, physical educators, paraeducators and special education.	Participants from this study were from a suburban middle school district in California and Oregon. In total, from both districts it composed of four paraeducators, three special education, four general physical education teachers and four adapted physical education teachers. Participation was voluntary and had to be approved by the IRB where informed consent was obtained. Districts were chosen based off the following criteria (a) students with disabilities were included in general physical education classes (b) school used paraeducators	The analyses used in this research was a comparative method. Researchers used a seven-step phenomenological approach which included a process or transcribing phrases, creating themes and synthesizing meaning of the information gathered.	Three main themes were found in describing the role of Paraeducators ; elastic definitions of student protection and teacher backup, dealing with contradictory expectations and mixed acceptance, and paraeducators' role ambiguity. In addition, there were subthemes including managing students, safety, student learning and inclusion. The overall role of paraeducators , as described from the paraeducators is to provide teacher support, manage behavior and ensure the student is	Relatively small sample size was conducted for this research. There still needs to extensive research in relation to the effects of training physical education teachers regarding the paraeducator role and appropriate utilization. As it is very unclear the roles that paraeducators have in general an adapted physical education.

		<p>to help support students with disabilities in the district; (c) the school had a certified APE specialist for the district. Over a two-month time period, research was conducted for a total of eight to ten days in each school district. Collection of data included interviews and observations.</p>		<p>safe. From the general an adapted physical educators' perspective, the role of paraeducators is to keep the student on task, integrate the student, manage behavior and keep them safe. Overall, paraeducators have a clear role but when it comes to adapted/general physical education, roles and duties are very unclear.</p>	
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