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Adapted Physical Education and Adapted Sport in Higher Education

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To the Graduate Council:

I am submitting herewith a thesis written by Avery Blankenburg entitled "Adapted Physical Education and Adapted Sport in Higher Education." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Recreation and Sport Management.

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Adapted Physical Education and Adapted Sport in Higher Education

A Thesis Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Avery K. Blankenburg
August 2020

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ABSTRACT

There is a growing number of people with disabilities that is impacting major life activities. The need for physical activity is huge and is beneficial to everyone but can really help those with disabilities specifically to prevent other secondary diagnoses. It is important for college students to establish a routine of physical activity as it is a critical time in a young adult's life. Existing literature shows that there is currently a lack of opportunities for college students who have a physical disability to participate in physical activity. Participation in adaptive sports improves overall health, increases life satisfaction, decreases depressive symptoms, and develops a positive self and athletic identity in individuals with a disability.

The purpose of this study was conducted in two parts: first it conducted an inventory on the type of adapted physical education classes being offered in the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) and second qualitative interviews were conducted to know how adapted recreation programs were developed. For the inventory list a frequency count was obtained for the number of course offerings. The results indicate that the number of courses being offered is very low. Therefore, this finding implies that physical education administrators and faculty must create more inclusive opportunities for students with and without disabilities to participate in physical activity for course credit in higher education.

Based upon the review of literature, using concepts from the Contact and Constraints Theory as well as the Inclusion Spectrum and STEP models; an interview guide was developed. Ten interviews were conducted with adapted sport and recreation program providers from institutions across the United States. Analysis of the interview responses resulted in five themes that highlight some strategies that have been successful for other program providers. The themes also provide information to look at and consider when starting a program as well as to provide a

guideline for the framework that is needed for successful implementation of an adapted sport and recreation program in higher education. This study is pertinent for the stakeholders who may benefit from or become involved in adapted programming in higher education such as the students, faculty, administrators, student services and also the people of the disability community.

Keywords: physical education, higher education, inclusion, adapted sport, adapted recreation, constraints theory, contact theory, inclusion spectrum

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CHAPTER ONE

INTRODUCTION AND GENERAL INFORMATION

Currently 19% of the undergraduate college population reported having a disability such as blindness or visual impairment that cannot be corrected by wearing glasses, hearing impairment, speech or language impairment, mental, emotional, or psychiatric condition, as well as any orthopedic or mobility impairment or other health impairment or problem (National Center for Education Statistics, 2019). It is undeterminable from the source the percentage of students who reported having a disability who would identify that disability as learning, such as Attention Deficit/Hyperactivity Disorder. For the purposes of this study, the focus will be on students for whom a physical impairment substantially limits one or more of their major life activities (Americans Disability Act National Network, 2019).

A common issue among individuals with a disability is the lack of opportunities within the community to participate in physical activity. Finding an activity, team, or program that is appropriate is often challenging due to the lack of options of organized physical activity in both the schools and community for individuals with a disability (Morgan, Gibbs, Mernin, 2017). Of particular concern, is the lack of opportunities afforded to college students who have a disability. One approach to providing more opportunities for students to acquire physical activity is to offer an adapted physical education course or adapted sport and recreation program, that has been modified specifically for those with physical disabilities at colleges and universities.

This study refers to adapted physical education courses meaning that these courses are inclusive to college students with and without disabilities and implement physical activity as the primary component of the course. The adapted sport and recreation programs mentioned in this study refers to athletics or campus recreation in colleges that offer a sport or recreationally based

activity that allows students with physical disabilities to participate. The concept of inclusion through sport and recreation will be important throughout this study, as fostering an inclusive environment within higher education is necessary for these individuals to establish knowledge about physical activity that anyone can engage in. Research has shown that there was a concept of self in athletes with a disability and established that participating in recreational activities enhanced both physical and social self as well as increasing confidence, thus supporting involvement in adapted sports and recreation has the ability to positively influence self-efficacy (Blinde, & McClung, 1997). The theoretical framework for this present study, Contact and Constraints theories as well as the Inclusion Spectrum and STEP models, will inform the recommendations for the development of adapted physical education courses and adapted sport and recreation programs as well as highlight the potential obstacles for success of an adapted based curriculum.

Definitions

Academic credit: an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is institutionally established (Ewell, 2016).

Adapted physical education: physical activity that has been modified to fit the needs of participants, including those with disabilities (Hutzler & Hellerstein, 2016).

Adapted recreation: recreational activities that have been modified for people with disabilities people with disabilities are given the opportunity to participate in recreational activities through the use of activity modifications.

Adapted sport: sports that have been modified for people with disabilities to participate; may be competitive or recreation (Children's Hemiplegia and Stroke Association, 2015).

Constraints: factors that may inhibit activity participation or limit satisfaction (Jackson, 2000).

Disability: a physical or mental impairment that substantially limits one or more major life activity (Americans Disability Act National Network, 2019).

Inclusion: how well organizations and their members fully connect with, engage, and utilize people across all types of differences (Ferdman & Deane, 2013).

Person first language: Throughout this study the phrase people/individuals with disabilities, is used in keeping with people first language. Person first terminology allows individuals with a disability to be seen as a person first a person with a disability second. Organizations such as Worldwide Health Organization (WHO) & United Nations (UN) adhere to the people first language (Kiuppis, 2018).

Physical activity: any bodily movement produced by skeletal muscles that requires energy expenditure (World Health Organization, 2019).

Physical education: involves learning about health, nutrition, social responsibility, and the value of fitness through one's life as well as having a focus on physical activity (National Association for Sport and Physical Education & American Heart Association, 2010).

Problem Statement

There is a growing number of students with a disability attending higher education (Barfield, Bennett, Folio, Killman, 2007). While there is research about adapted physical education programs for children, there is little to no research or data for individuals with disabilities in higher education. There is also a lack of opportunities for college students who have a physical disability to participate in physical activity, specifically at the college level.

Purpose

The purpose of this study was to examine the adapted physical education in higher education and to explore how adapted sport and recreation programs were developed. The goal

was to recommend best practices for implementing adapted programming at institutions that are currently not offering these opportunities. Therefore, this study was conducted in two parts: first it conducted an inventory on the type of adapted physical education classes being offered in the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) and second qualitative interviews were conducted to know how adapted recreation programs were developed.

Significance of the Study

Examining the number of physical education courses adapted to include students with disabilities is paramount to determining the number of opportunities available at institutions of higher learning. Providing an inclusive physical education course at colleges and universities could break down many of the barriers that are associated with individuals who have a disability. Furthermore, interviewing current adapted sport and recreation program providers at colleges and universities could help to bring about more and better opportunities for students with disabilities in college to participate in physical activity through the adapted sport and recreation programs and gain the physical, social, and mental benefits that physical activity at the recreation and competitive level can provide.

Research Questions

RQ1a: How many adapted physical education courses are offered for academic credit in higher education?

RQ1b: What type of adapted physical education courses are offered for academic credit in higher education?

RQ2: What are the common themes found among adaptive sport and recreation program providers in higher education?

CHAPTER TWO

LITERATURE REVIEW

Within the United States, 61 million people report having a disability that impacts major life activities (Okoro, Hollis, Cyrus, Griffin-Blake, 2018). Each person with a disability is affected differently; however, according to the Americans with disabilities act, major life activities are activities that people without disabilities can perform with little or no difficulty. Examples include walking, seeing, hearing, speaking, breathing, learning, performing manual tasks, caring for oneself, working, sitting, standing, lifting, and reading (Americans with Disabilities Act of 1990, 2010).

Laws pertaining to disability have been established in the United States since 1973 and more laws since then have been mandated to prohibit discrimination on the basis of disability. According to Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 by law it is required that college institutions provide students with disabilities accommodations and modifications to ensure equal access (Rehabilitation Act of 1973 & Americans with Disabilities Act of 1990, 2010). The first civil rights law enforced by the United States Department of Education is the Rehabilitation Act of 1973. This law protects those with disabilities from being excluded and discriminated against. Specifically, in Section 504 this act mandates programs receiving federal financial assistance, which includes a public system of higher education, to make programs accessible to students with disabilities (Rehabilitation Act of 1973). The Americans with Disabilities Act of 1990 enforced by the United States Department of Justice adds to Section 504 by providing protection to private institutions, workplaces and other institutions not covered in Section 504 of the Rehabilitation Act (Americans with Disabilities Act of 1990, 2010).

Another law that provides the opportunity for children with disabilities to receive a free public education that is individualized for each child was first established in 1975 as the Education for All Handicapped Children Act, and it is now known as the Individuals with Disabilities Education Act (IDEA) (Individuals with Disabilities Education Act, 2004). The IDEA also governs how the state and public agencies and protects the rights and provides services for infants, toddlers, children, and youth with disabilities until the age of 21. As a result of this law classrooms have become more inclusive and children with disabilities are being provided with special education and related services. A prescribed document known as the individualized education plan (IEP) is designed to meet a child's unique educational needs and permits a student to receive special education services (Baumel, 2014). Additionally, section 300.108 of the IDEA ensures that every student who is receiving a free public education with a disability has a right to receive specially designed physical education services provided by a qualified teacher (Individuals with Disabilities Education Act, 2004). By creating physical education courses adapted for students with disabilities colleges and universities demonstrate their adherence to the spirit of the law cited above.

Physical Activity

Physical activity plays an important role in living an active and healthy lifestyle. The benefits of engaging in regular physical activity include improvement of muscular and cardiorespiratory fitness, bone and functional health, reduce the risk of chronic diseases such as hypertension, coronary heart disease, stroke, diabetes, various types of cancer, and depression (World Health Organization, 2017). The physical activity guidelines for Americans according to the U.S. Department of Health and Human Services are stated for everyone, including individuals with a disability. The guidelines are organized by population group and although

separated into different groups there are little to no differences in the guidelines for adults compared to adults with chronic health conditions and disabilities. Based on the guideline's adults should engage in at least 150 minutes to 300 minutes a week of moderate-intensity or 75 minutes to 150 minutes a week of vigorous-intensity aerobic activity. Muscle strengthening activities of all major muscle groups at least 2 or more days a week should also be performed (U.S. Department of Health and Human Services, 2018). It is also suggested that if someone is not able to meet these guidelines, they should still engage in regular physical activity according to their own abilities and should avoid inactivity.

People with disabilities need physical activity to help offset secondary chronic conditions that stem from being sedentary. Physical activity can also provide therapeutic benefits and help improve flexibility, balance, muscle tone, cardiovascular fitness, and quality of life thus, reducing the risk of developing new conditions (U.S. Department of Health and Human Services, 2018). Finally, physical activity can increase the sense of well-being in people with disabilities as well as provide social interaction which helps to battle potential depression that may accompany having a disability (Center for Disease Control and Prevention, 1999).

Physical inactivity is the cause of 3.2 million deaths in the world and is the fourth leading risk factor of global mortality (World Health Organization, 2017). Lack of physical activity is a major cause of obesity and secondary health issues for all individuals. However, people with disabilities are typically more susceptible to secondary health issues as a result of their disability and lack of physical activity exacerbates this risk (Center for Disease Control and Prevention, 2019).

It is important for college students to establish a routine of physical activity as it is a critical time in a young adult's life. Taking physical education courses and participating in

recreational or competitive sports activities while in college can create a habit of being physically active will decrease the risk of students becoming sedentary after graduation (Eichorn, Bruner, Short, Abraham, 2018). However, as a college student, you have more responsibilities and naturally the workload increases (Cardinal. B., Sorensen, Cardinal. M, 2012); therefore, time becomes a barrier that prevents students from engaging in physical activity. Other barriers that prevent physical activity among college students with and without disabilities include lack of confidence, motivation, energy, social support, instruction, transportation, infrastructure and safety (Rodenbaugh, 2016). Personal barriers prevalent for individuals with physical disabilities includes the lack of modified equipment, an accessible environment, energy, professional support, an existing injury or fear of developing an injury, and feeling uncomfortable (Buffart, Westendorp, Berg-Emons, Stam, & Roebroeck, 2009). Physical education provides an opportunity for individuals to learn proper techniques for, gain exposure to a variety of, and create a routine for the practice of physical activities.

Physical Education

In 1823, the Round Hill School in Massachusetts became the first school in America to include physical education to the core curriculum. The following year the founder of the Hartford Female Seminary, Catherine Beecher, added calisthenics to her school's curriculum. Beecher is known as the first American to design an exercise program for children (Lumpkin, 1994). It took 20 years for the first public school system, that of the Cincinnati, OH City Schools, to offer physical education to children. Eleven years later, in 1866 California passed a law requiring two exercise periods be offered each day for public school students. In the late 1800s educational reforms brought about the addition of physical education throughout school systems, and training schools for physical education teachers were developed. By the 1920 and

30s, 97% of private and public colleges in America required physical education (Cardinal, B., et al., 2012). After the bombing of Pearl Harbor in the 1940s, the emphasis of physical education moved to conditioning and stamina. In the early 1950s, when a study found that American children were in worse physical condition than European children, the President's Council on Youth Fitness (later changed to the President's Council on Physical Fitness, and now called President's Council on Fitness, Sports and Nutrition) was established. Physical education was introduced at the college level, but from the 1950s to the 1960s, it was experiencing growth into the elementary levels of education (Boyce & Mitchell, n.d.). In the mid-1960s, almost 90% of undergraduate colleges and universities required some form of physical education. From the 1970s through the 1980s the growth of physical education in schools began declining, then took an upturn again towards the 1990s. By 2000 only 63% of undergraduate colleges and universities required some form of physical education in the curriculum (Hensley, 2000) and by 2010 that number had dropped to 40% (Cardinal, B., et al., 2012).

Traditional physical education courses involve activities that include the expenditure of energy, teamwork, competition, and strategy, which research shows allows each person to be engaged physically, socially, emotionally, mentally, and spiritually. (Zhang, Xiang, Gu, Rose, 2015). The training systems of Germany, which focused on gymnastics, Sweden, which emphasized prescribed movements, and England, which gave more weight to games and sport, contributed to the development of the physical education curriculum in the United States. From the late 1800s to the early 1900s many educational psychologists emphasized the importance of play in a child's ability to learn and the idea that physical education not only contributes to the physical health of the student but also the development of their social, emotional and intellectual well-being. A 1998 study by Eric Jensen and a 1999 study by C. Edwin Bencraft support the

positive relationship between physical activity and cognitive performance (Boyce & Mitchell, n.d.). It has also been noted that physical education courses in college provide students the opportunity to receive the recommended levels of physical activity as well as provide a baseline of knowledge that can be developed and then applied for when students are no longer in school (Hensley, 2000).

The structured environment of a physical education course is an important benefit for students who participate. The instructor or teacher of the course educates, sets the tone, and tells the students what to do and how they should do it, thus, promoting safety and increasing the likelihood of participation in activity. A key finding in a current research study is that in order for instructors to motivate students to engage in physical activity they must provide activities that allow the student a chance to succeed, focusing on self-improvement and avoid failing a task they have already achieved worse than others (Zhang, Xiang, Gu, Rose, 2016). Accommodating someone's needs and interests can help increase their motivation, self-efficacy, and confidence (Foster & Appleby, 2015). Thus, having an instructor who can offer modifications based on each individual's needs is necessary to ensure full participation and engagement from everyone in the course.

Adapted Physical Education

The history of adapted physical education dates back to the 1800s when it was introduced into residential facilities for people with disabilities, but the term adapted physical education was not defined until the early 1900s. In the 1920s, the first physical education courses that provided corrective exercises for the students were offered in colleges (Wessel & Dummer, 1956) The first courses were largely medically based, which transitioned to adapted sports and correctives or therapeutic gymnastics following the return of injured veterans and the growth of physical

education in public schools across the United States. In 1939, George Stafford published the *Sports for the Handicapped* which was revolutionary for developing physical education curriculum for students with disabilities (Sherrill, 2004). Until the 1960s adapted physical education courses were called correctives (Sherrill, 2004). The first definition of adapted physical education proposed a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general education program (American Association for Health, Physical Education, and Recreation Committee on Adapted Physical Education, 1953). More recently the term, adapted physical education has evolved to include the concept of inclusion being emphasized in physical education settings.

Modifying common physical activities to include the participation of individuals with disabilities provides the same physiological benefits from physical activity as for individuals without disabilities (Doll-Tepper, Dahms, Doll, & Selzam, 1990). While adapting the curriculum and environment for teaching individuals with a disability in the same setting as students without involves planning activities that accommodates everyone's needs and abilities, the result is that students with disabilities are now participating in courses with peers. Participating in adapted sports contributes to establishing a sense of autonomy, independence, and self-determination for people with disabilities (Heo, Lee, Lundberg, McCormick, & Chun, 2008). Additionally, individuals with disabilities benefit from adapted physical education since they are able to actively participate. However, research shows there is a lack of physical educators who are trained to adapt physical activities for individuals with disabilities (Allar, Baek, & Taliaferro, 2014). To address the lack of training for adapted physical educators to teach physical education

to students with disabilities, the National Consortium for Physical Education Individuals with Disabilities (NCPEID) created the Adapted Physical Education National Standards (ASPENS) in 1997. The purpose of ASPENS was to ensure that physical education for children with disabilities was being taught by a qualified Adapted Physical Educator (National Consortium for Physical Education for Individuals with Disabilities., 2019). The NCPEID also began offering a voluntary national certification exam during this time. Additionally, several physical education college and university degree programs now include an adapted physical education course as part of the curriculum and some of these programs have also started to have minor areas of studies in adapted physical education undergraduate programs

Therefore, in order to obtain the most participation and benefits to the participants, institutions should require the instructor to complete training classes that provide skills, knowledge, and hands on learning experiences with individuals with disabilities, more educated instructors will be able to provide the necessary modifications and accommodations for students.

It is also worth noting that simply offering classes for people with disabilities to take is not enough. Individuals with a disability have reported reluctance in participating in physical activities due to their fear of being unable to perform certain skills (Spencer-Cavaliere & Watkinson, 2010). The failure to make the proper adaptations to meet the needs of the participants who have a disability, provide the appropriate instruction, and ensure equal interaction across groups could set up situations where the participants with disabilities become negatively impacted; they may, feel overwhelmed or inadequate, suffer from embarrassment, or feel socially isolated (Haegele & Sutherland, 2015). Providing physical education courses for students with disabilities requires the extra step of adapting the sport and recreational activity to meet students' capabilities or risk opting out of participation.

One of the goals of adapted physical education is to create physical literacy within people with disabilities. Physical literacy can be defined as the ability to move confidently across a mix of physical activity in varying environments for the overall health and development of the individual. Physically literate people are competent movers who are able to transfer their skills from one to another and determine how to continue to be active throughout their life (Kiuppis, 2018). Adapted physical education courses and adapted sports and recreation programs can provide this opportunity for people with disabilities to become physically literate by trying different and new activities to better understand what abilities they have and what modifications may be needed to participate in physical activity.

Adapted Sport and Recreation

While offering adaptive physical education can introduce students to and provide opportunities for physical activity, providing inclusionary opportunities for people with disabilities for ongoing recreation and sport is part of allowing them to integrate with society as a whole and develop a full life (Murphy, 1975). Community-wide adapted sport and recreation can provide an ongoing outlet for individuals with disabilities to participate. Adapted sport and recreation has been around since the late 18th century providing inclusive opportunities for individuals with disabilities to participate in physical activity through sport and recreational activities. The first organized sport activities for people disabilities began in Berlin, Germany in 1888 for people who are deaf (Gold, J., & Gold, M. 2007). Following years later in 1924 the first sports for people with disabilities began in the field of physical rehabilitation (McCann, 1996). Adaptive sports became more formalized in 1943, when the British government asked Ludwig Guttmann to start the National Spinal Injuries Centre at Stoke Mandeville Hospital in Buckinghamshire. Guttmann introduced sport participation for his patients. In 1948, Guttmann

hosted the first Stoke Mandeville Games for people with disabilities. These worldwide games, originally for people with spinal cord injuries, received substantial recognition and, in 1960, after the Olympics in Rome, Italy, the first Paralympic games were held. While the competitors of the first games had spinal injuries, the games now include athletes with amputations, visual impairments, those in wheelchairs, and cerebral palsy (Watkins, 2017), and are considered to be the number one sporting event for fostering social inclusion around the world.

Another global movement that has been focused on serving athletes with intellectual disabilities by providing Olympic type sports training and competitions since 1968 is the Special Olympics. It was founded by Eunice Kennedy Shriver who saw how people with intellectual disabilities were being excluded. As a result, Shriver created a summer day camp in her backyard to provide the same opportunities and experiences to individuals with intellectual disabilities. (Shriver, 1983). Through the revolutionary work of Shriver, the Special Olympics currently reaches over 4.7 million people with intellectual disabilities (Eunice Kennedy Shriver, 2019). It is through sports that the athletes with intellectual disabilities can discover new strengths and talents, improve health, build confidence, and develop physical fitness.

Besides the Para and Special Olympics, several other sport and recreation organizations have developed over the years. The National Amputee Golf Association was formed in the 1950s by a World War II veteran (National Amputee Golf Association, n.d.). In 1962, the American Wheelchair Bowling Association was formed after Richard Carlson bowled from his wheelchair in the annual Southern Bowling Congress tournament and began spreading his vision to create an Annual National Wheelchair Bowling Tournament (American Wheelchair Bowling Association, n.d.). History In the 1980s, several other organizations formed as well, including

the United States Amputee Athletic Association, the Dwarf Athletic Association of America, and the United States Quad Rugby Association, just to name a few.

While the Paralympics and other organizations offers opportunities for individuals with disabilities to participate at the competitive level there are also other ways people can be involved in adapted sports and recreation. For example, community programs and adapted physical education programs in schools provide ways for individuals with disabilities to enjoy sport and recreation at both the competitive and recreational level. High school athletics would seem a natural next step for team or group participation, however, available opportunities for people with disabilities in high schools has traditionally been limited.

In fact, students with disabilities began filing lawsuits demanding equal opportunity for sports and recreation. Specifically, in 2006 one case paved the path for more students to fight for the right to play sports while in high school. This case was brought on by a Paralympian Tatyana McFadden who was born with spina bifida and filed a lawsuit after being denied the opportunity to compete as a member on her high school track team (Hendrickson, 2013). The school district was guilty for violating McFadden's rights under the Rehabilitation Act. As stated previously through Section 504 of the Rehabilitation Act students with disabilities have the right to participate in extracurricular activities in schools K-12 and colleges/ universities and must be given an equal opportunity to be able to participate. Schools are required to make reasonable accommodations meaning modifying existing policies, practices or rules in order to include students with disabilities (Lakowski & Vaughn, 2014). If the accommodation changes an important aspect of the game or provides the students with a disability a competitive advantage, then it is not considered reasonable. An example of a reasonable accommodation in sport would

be that students with a disability are allowed two bounces in the game of tennis instead of one. This allows the student with a disability to be included into mainstream play.

Another lawsuit came about shortly following McFadden's on behalf of Mary Kate Callahan who is a swimmer and track athlete with a disability, asserting that the Illinois High School Association discriminated against athletes with a disability by requiring them to meet the same state qualifying times as people without disabilities (Hendrickson, 2013). This case was strongly advocated by the U.S. Department of Justice after writing a statement to continue on with the case. The case reached a settlement that created four swimming events for athletes with disabilities. Now this statement is serving as a message to other governing bodies about how the federal government can be expected to interpret the Rehab Act in similar cases (Hendrickson, 2013).

These lawsuit settlements have driven public high schools to provide additional opportunities for adapted sports as well as allow people with disabilities to be a member of an existing high school sports team. However, there is a scarce number of collegiate programs currently offering adapted programming for students with disabilities, either in campus recreation, intramurals, and intercollegiate athletics. It was not until 2015, when the Eastern College Athletic Conference created the first opportunity for college athletes with disabilities to compete in varsity college sports, that a student with a disability could participate in an NCAA-sanctioned conference (Hendrickson, 2015). Now there are 12 intercollegiate wheelchair basketball programs and other sports such as tennis and track that have intercollegiate athletic teams.

Participating in adapted sport and recreation provides many physical, and social and mental benefits for individuals with a disability. One study conducted in 2011 identified that

individuals with disabilities were able to challenge negative perceptions through building social networks, experiencing freedom to success, positively comparing themselves with others without disabilities, and feeling a sense of normalcy by participating in adapted sport and recreation programs in a community setting. The study demonstrates that adapting sports and recreation programs support the blending of individuals with and without disabilities to reduce the ignorance that individuals without disabilities have which causes negative labels and stereotypes upon people with disabilities.

A study of individuals with cerebral palsy indicated that participation in sports had a positive influence on their quality of life, overall health and the quality of their family and social life. This indicated the need for meaningful physical activity across their span of life (Groff, Lundberg, & Zabriskie, 2009). Lape, Losina, Kerman, Gedman, and Blauwet (2017) conducted focus groups with participants who have disabilities and were involved in a community-based adapted sports program and the following five themes emerged: access, intrapersonal beliefs/attitudes, interpersonal and social relationships, physical environment, physical well-being and health/safety. Also, physical, social and attitudinal benefits of adapted sports were reported by focus group participants (Lape et al., 2017). This study adds to the literature of adapted sports research the understanding of experiential aspects that motivate participation and how adapted sports support a change in identifying with athletics as opposed to the participants disability. When adapted sport and recreation programs are appropriately designed with thought towards inclusion, participants with disabilities report feeling equal to peers without disabilities, becoming a member of the team and describe experience of being a participant rather than a spectator as a step towards not feeling abnormal (Lundberg et al., 2011). Well implemented

programs improve the participants social skills, cognizance of individuals with disabilities and leadership skills of students with and without disabilities (Haegele & Sutherland, 2015).

Inclusion

While students with and without disabilities are educated together, they do not typically interact together, but separately. Despite reporting feelings of inclusion when partaking in peer interactions, students with disabilities tend to have more interaction with their teachers or aides than their peers (Haegele & Sutherland, 2015). This finding illustrates that having students with and without disabilities together in a course does not necessarily generate the benefits of inclusion. Rather, the focus of inclusion is how individuals are encouraged and enabled to participate together in a welcoming environment. To generate inclusion, the concept of empowerment must also be considered (Kiuppis, 2018).

The Inclusion Spectrum is a tool used to index the various levels of interaction of between people with and without disabilities related to activities as separate, parallel, disability, open (inclusive), and modified activities (Black & Stevenson, 2011). Separate activity is where the people with disabilities do the same activity separately from those without disabilities. An example of such an activity is preparing for a sporting event for people with disabilities. Parallel means doing the same activity but doing it in a different way according to one's ability. For example, students with disabilities play seated volleyball during gym, while students without play standard volleyball. Disability sport activity requires individuals without a disability to play activities that have been modified for people with disabilities. This modification is called reverse integration and is also known as adapted physical activity. Wheelchair basketball is an example of reverse integration as it can involve players who do not have a disability be put in a sports wheelchair and play basketball with others that do have a disability. Reverse integration

creates an environment where everyone on the court is seen as being an athlete playing wheelchair basketball and not as people with disabilities (Ogden, 2016). Open activities are those where everyone is doing the same activity with little to no modifications because the activity is, by its nature inclusive. Examples of these types of activities are warming up and cool downs that involve moving around to gather supplies from the activity. Modified means everyone participates in the same activity but with adaptations to rules, the area, and the equipment. The Spectrum was revised to identify disability sport activity, or adapted sport, or as the center of the spectrum. This is because it's integral concept of reverse integration or adapting the behavior of the participant without a disability to meet the needs of the participant with a disability, can span across the other levels of the spectrum (Black & Williamson, 2011).

The STEP and TREE models offers tools to adapt and modify activities for teachers and coaches and is used as a compliment to the inclusion spectrum to ensure adapted sport activities are designed to be inclusive. STEP stands for space, task, equipment, and people. Space includes the area students are working in and making it larger or smaller, task is equal opportunities to participate, equipment means to modify what they are using, and people means to match players of similar ability. A variation of the STEP model is the Teach, Rules, Equipment, Environment (TREE) model which proposes that teaching or coaching style (Black & Williamson, 2011) is relevant and it matters in order to produce a successful inclusive environment. Inclusion in sport and recreation is a concept that goes beyond ensuring the availability of modified activity or program, rather it extends further to address the program from beginning to end including the environment, social attitudes and the instruction or guidance to ensure a positive inclusive experience.

Contact Theory

Segregation of individuals with disabilities from those without disabilities stems partly from lack of information about how to be inclusive, as well as fear of the unknown (Martin, 2004). Additionally, a lack of understanding and familiarity of individuals with disabilities leads to negative attitudes among individuals who do not have disabilities. A 2007 study indicated that people without disabilities are reluctant to develop friendships with people who have disabilities citing pity and sadness towards their peers with disabilities (Huskin, Reiser-Robbins, Kwon, 2018). However, Allport's Contact Theory, also known as Intergroup Contact Theory, indicates that, when majority and minority groups are placed in appropriate conditions, where they can communicate with each other, anxiety levels are managed and situations continue long enough for each group to feel comfortable with the other, then this interpersonal interaction is one of the best ways to reduce prejudice and increase inclusion. Allport's hypothesis was that when contact between two groups is properly managed, problems between the groups will be reduced and interactions will improve. The more social contact the groups have with each other in the appropriate setting, the better they are each able to understand their different perspectives and different life circumstances.

In order to achieve the best results, there are several conditions that must be met. The first is equal status, meaning each group must partake equally in the relationship. Differences, such as education level, should be reduced when possible. The groups must have a common goal, working on the same challenge or undertaking, potentially leading the groups to pool resource and work together to solve the issue. There has to be cooperation between the two groups towards the common goal. There must be the support of some authority, acknowledged by each group, which encourages friendly and helpful interaction in favor of exclusionary

comparisons. One study's findings supported the proposition that the most critical factor for establishing beneficial interactions for students with disabilities in inclusive physical education was the positive and inclusive demeanor of the instructor (Haegele & Sutherland, 2015). Finally, personal and informal engagement that motivates members to mingle across their respective groups, is necessary (Facing History and Ourselves, n.d.).

The adapted physical education course would be an example of this theory in action, where the criteria set up by Allport can be achieved. It is easy for non-disabled students who have not had much interaction with their disabled peers to associate them with certain stigmas. Individuals with disabilities are associated with negative stereotypes such as helplessness and being dependent, being feared, low quality of life, and social exclusion, discrimination, and pitiable (Momene, 2015). A structured course that includes individuals with and without disabilities supports eliminating these stigmas. A physical education course is an ideal environment that involves teamwork, communication, and more contact therefore, everyone participating can start to understand and get to know each other on a personal level. Increased contact can also improve attitudes and behaviors related to inclusion. A recent study found that having adapted sports such as wheelchair basketball available to students increases the amount of interactions non-disabled students have with their disabled peers (Archambault & Searcy, 2018). The more social interaction students without disabilities have with their peers who have disabilities, the less discriminatory they will be with someone who is perceived as different (Mckay, 2018). Thus, having social interaction with students with disability may alter those students without a disability perception about their peers with a disability.

Hierarchical Leisure Constraints Theory

Crawford and Godbey's Theory of Hierarchical Leisure Constraints proposes circumstances that may deter an individual or group of individuals from participating in specific leisure activities. The constraints theory illustrates that leisure participation is contingent upon overcoming a hierarchy of intrapersonal, interpersonal, and structural constraints (Crawford & Godbey, 1987). People must negotiate through this hierarchy of constraints to maintain full participation in leisure (Crawford, Jackson, Godbey, 1991).

Intrapersonal constraints such as prior socialization or negative experiences may cause an individual with a disability to choose not to participate in a group fitness class or in other physical education courses even though they may have interests. A study of individuals with disabilities who participated in adapted sports found that these individuals had previously been exposed to negative labels and stereotyping associated with their disabilities. The participants not only had to overcome society's stigmatizing, but also their own insecurities to the degree they had internalized these prior experiences (Lundberg, Tanigushi, McCormick, Tibbs, 2011).

Interpersonal constraints include those limitations based on an individual's interaction with others. For example, an instructor or fellow student's lack of awareness about how to best adapt activities for participants with disabilities represents an interpersonal constraint (DePauw & Gavron, 2005). Additionally, instilled social distances between people with and without disabilities as a result of stigmatization by individuals without disabilities is another type of interpersonal constraint. Several research studies showed that the utilization of contact theory, involving people with and without disabilities, helped reduce interpersonal constraints by developing improved attitudes and increasing familiarity towards individuals among the two groups (Huskin, Reiser-Robbins, Kwon, 2018).

Structural constraints are the environmental barriers such as an inaccessible recreation center that cause an individual with a disability to opt out of participation. A traditional physical education course that does not provide modification for people with disabilities would be a structural constraint to participation for people with disabilities. One study that examined which constraints actually effected students' participation in leisure activities on campus, found that the biggest reason that students do not take part in leisure activities is lack of facilities or overbooked/full facilities in their area, which can be identified as a structural constraint (Aslan, 2002). While this study examined all students, it follows that if lack of available facilities is the biggest restraint for college students' participation in leisure activities, then lack of access for students with a disability would also contribute to lack of participation.

CHAPTER THREE

MATERIALS AND METHODS

This study was conducted in two parts: first it conducted an inventory on the type of adapted physical education classes being offered and second qualitative interviews were conducted to know how adapted recreation programs were developed. An inventory list was created as a method for this study since it reviewed the course descriptions from course catalogues. The research questions to obtain this perspective are: 1) How many adapted sports and recreation programs and 2) How many adapted physical education courses are offered for academic credit in higher education?

Part two of the study utilized interviews with individuals implementing adapted sport and recreation programs on college campuses to describe underlying experiences and perspectives about the development and implementation of the program. A qualitative research design approach was utilized for the interviews of this present study. This method was chosen due to the problem and purpose of this research. A qualitative approach is useful to gain insight, explore the depth, provide richness, openness, and flexibility (Maxwell, 2005). The research question, “What are the common themes found among adaptive sport and recreation program providers in college?” was examined during the interviews.

Study Design

To determine the number of institutions that have an adapted physical education course this study examined all institutions accredited by Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The Southern Association of Colleges and Schools Commission on Colleges is the regional body for accreditation encompassing public and private institutions in higher education within the southern region of the United States. The following

states Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia were explored for this study since they have institutions that are accredited by SACS-COC.

The second phase of the study used online public staff directories and program websites to find participants contact information for the ten semi-structured phone interviews conducted. The purpose of this second part of the study was to obtain in depth information from the perception of the program provider about the development and implementation of adapted sport and recreation programs on college campuses.

Participants

The study sample included ten program providers, ages 21 and older, located all around the country who had extensive knowledge about the design and implementation of the adapted sport and recreation program at each provider's institution. Participants contact information was collected from on-line, public staff directories. All participants had a formal education of at least a bachelor's degree. There were two participants with a bachelors, six participants with a masters, and two participants obtained a PhD. The degrees earned were in recreational therapy, kinesiology, recreation administration, sociology, education, interdisciplinary studies with focus in social justice, project management, and sport management.

Interview Guide

The interview guide that was utilized was developed by the research team based upon the review of literature, using concepts from the Contact and Constraints Theory as well as the Inclusion Spectrum and STEP models. The interview guide consisted of 14 questions (see Appendix B), asking each institution's program provider about the development and implementation of the program. An example of a question from the interview guide is: what

challenges or barriers did you face if any in implementing the program? This question was developed with constraints theory in mind. It is designed to uncover the barriers that kept participants from utilizing the program. This question relates to Crawford and Godbey's 1987 study as they focused on finding the barriers to participating in leisure. Another question from the interview guide is: what modifications have been made in the program? This question was developed with the STEP model in mind and was developed based off of the notion that STEP is a model used to modify activities to promote inclusion (Black & Williamson, 2011). A question developed with Contact Theory in mind is: what does an inclusive environment/program mean to you? This question was based off of a study that investigated the conditions of contact theory as it relates to adapted physical education and inclusion.

Semi-structured interviews were used to collect data since this method offers the opportunity to build rapport, have flexibility, and allows the interviewee to provide their experiences, perceptions, attitudes, and opinions (Harrell & Bradley, 2009). This type of interview uses a guide with questions that must be covered, and probing is allowed after a question is asked to get a more detailed response. Phone interviews were chosen instead of face-to-face interviews primarily because the participants were not in the same region as the principal investigator. All interviews followed the questions stated on the interview guide and were recorded using an electronic audio device. After each interview the audio file was transferred to a password protected computer then was deleted from the electronic audio device. The researcher then transcribed each interview and sent it to the participant for review to allow feedback and to ensure accuracy. After the interviews were transcribed, a research assistant helped code the interviews using the qualitative software program NVivo. This software program was used for organizing, coding, and analyzing the data, looking for sub-themes.

Data Collection Procedures

An inventory list was developed, using an Excel document to organize the information, for the first part of the study to determine what percentage of schools accredited by Southern Association of Colleges and Schools Commission on Colleges are offering an adapted sport and recreation physical education course. There are 792 schools in the list of SACS-COC. This study only examined the four-year institutions that offers a bachelor's degree. After narrowing down to 480 institutions, a search of the course catalog on the school's website was conducted using a few key terms such as adapted, adaptive, inclusion, inclusive recreation, fitness, kinesiology, recreation, sport, physical activity, and physical education to find an adapted physical education course for academic credit. The course descriptions of these courses were reviewed to determine if the course offered a physical activity component and if it was inclusive for people with and without disabilities to participate.

Prior to data collection for part two, approval from the university's Institutional Review Board (IRB) was obtained. The principal investigator went to online public staff directories and program websites to find institutions that had adapted sport and recreation programs. The emails available were then gathered from the institutions websites and 40 initial emails were sent to recruit participants to be a part of this study. The criteria for the program providers included having extensive knowledge about the development and implementation of the adapted sports and recreation program. Participants were asked to forward the email to the appropriate person involved with the program. The same email was sent one week later to those who had not yet responded.

The principal investigator conducted semi-structured phone interviews to gather more information about the adapted sport and recreation programs. Follow up questions were asked to

clarify and dig deeper into the participants response. All interviews conducted were one-time sessions by telephone that lasted from 30 to 60 minutes. Each interview was recorded using an audio recorder and the data was deleted as soon as the data had been transferred to a computer. The participants privacy and confidentiality were protected by securely storing all data including consent forms, interview transcripts, and audio recordings on a password protected computer. Also, the principal investigator removed names and other contextual data given in any direct quotes or summaries of experiences when sharing the findings of the study. Once transcribed each transcript was emailed to the participant to review for correctness. The principal investigator and a research assistant coded the data using the qualitative software program Nvivo 12. Pseudonyms were used in place of participant's names for the duration of data analysis. Once all research activities were conducted, the data was removed from the principal investigator's computer. A research assistant then assisted the principal investigator to code the data.

Data Analysis

For the inventory list course descriptions that included that included the key search terms were compiled into a final inventory list using an Excel document. A frequency count was obtained for the number of schools and the number of courses being offered for academic credit in higher education.

For the interviews, the transcribed interviews were imported into NVivo 12, a qualitative data analysis software. The primary researcher and a research assistant utilized the process of open coding separately, examining the interview responses for anything that provided information on the development of an adapted sport and recreation program and how that program was implemented. Open coding is used for initially going through the data and

identifying important concepts and information then adding a descriptive name or code to it (Khandkar, 2009). After the first round of coding, researchers met and agreed upon categories and subcategories. Then the researchers separately coded the information a second time, guided by the categories and subcategories. The last step involved finding similarities across each category and condensing the data to identify themes, and themeing the data, identifying common patterns of responses within the data (Saldana, 2016). Once the primary researcher developed a final codebook with themes (see Appendix C), both researchers went back and coded the data one last time.

The model shown in Figure 1, from Saldana's (2016, p.14) diagram, shows the process that was used for analyzing the data in the current study which involves going from codes and categories to themes and theory. An example is how researchers went from the interview transcript data, which is:

Funding is a big issue as schools become more and more expensive you know looking for scholarships for athletes those fees go up, I mean it raises your budget the motels the bus, meals, cost of living everything gets more and more expensive every year. Buying chairs equipment whatever you are going to need. it is making sure you have enough funding that's going to be able to cover it. So that is always a big issue.

Then the codes for this example were funding, budget, how it gets more expensive, and enough funding. Then all of the codes were categorized and in this example the category is barriers with a subcategory being funding. Then a theme of sustainable funding was developed which relates to the theory of constraints. This same process was repeated for all of the themes.

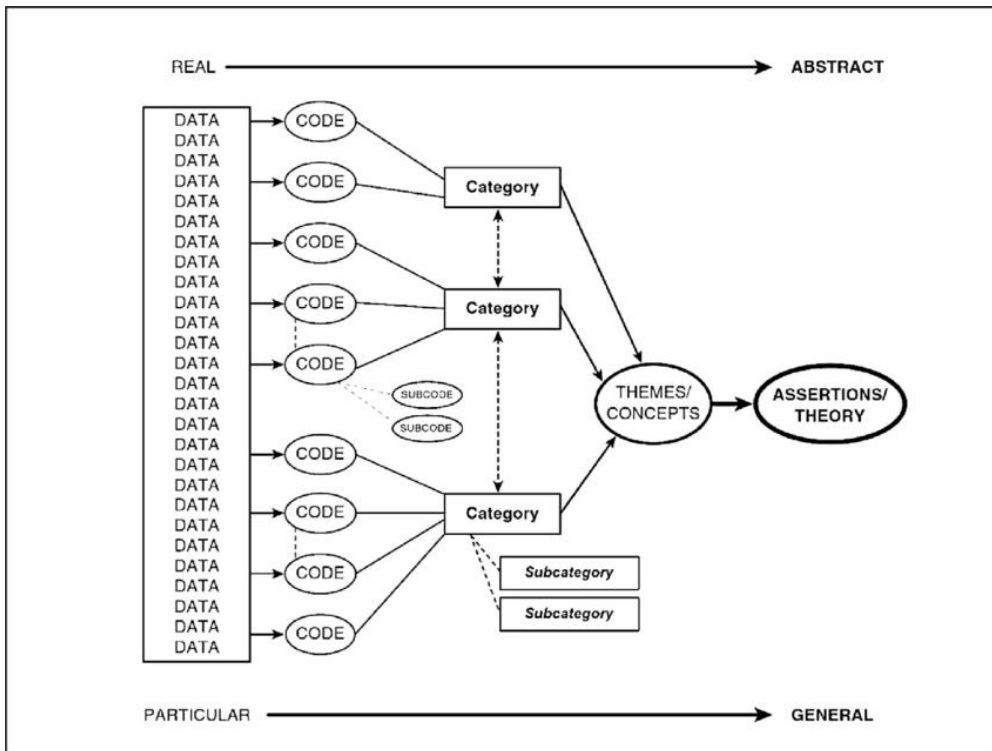


Figure 1 A streamlined codes-to theory model for qualitative inquiry. From Saldaña, J. 2016. The coding manual for qualitative researchers. p.14. Thousand Oaks, CA: Sage.

CHAPTER FOUR

RESULTS

The results for this study were conducted in two parts. The first part conducted an inventory of what type of adapted physical education courses are being offered for academic credit in higher education in southern region of the U.S. Then interviews were conducted for the second part of this study to determine the common themes found among adaptive sport and recreation program providers in higher education. Themes were examined through the lens of Contact and Constraints theory as well as the Inclusion Spectrum and STEP models.

Inventory

The findings from the inventory list indicated that 37 (7.7%) of the four-year institutions offering bachelor's degrees accredited SACS-COC offered a physical activity component and was inclusive for people with and without disabilities to participate. There were five schools that offered two adaptive PE courses resulting in a total of 42 class offerings. Regardless of the course title, the courses in tables 1-5 (see Appendix A) were categorized by commonality found in the course description. For example, Table 1 shows 15 courses related primarily to adapted physical education. These courses are mostly 1 credit hour and the course description is centered on adapted physical education. The commonality found in the course descriptions for Table 1 is the activities in these courses designed for people of all different ability levels to be included.

Interviews

Five themes emerged from conducting semi-structured phone interviews with program providers of adapted sport and recreation program on college campuses. The themes that were identified from the interview responses were: 1) Sustainable funding 2) Administrative support 3) Consistent Stewardship of Programs 4) Education and 5) Elevation of concept of inclusion.

Interrater reliability was calculated after the final round of coding and was based off of each coded theme. There was a 98.61% agreement overall between the researchers.

Table 5 (see Appendix A) provides the different activities currently being offered and the inclusion information for each program that is provided at the school that was interviewed. For example, participant 1 provides track and field opportunities for only individuals with disabilities. Participant 2 offers activities for both students with and without disabilities as well as only for individuals with disabilities. The intercollegiate sports mentioned in Table 5 are only for individuals with disabilities. The activities that both students with and without disabilities as well as only for individuals with disabilities are intramural and club sports. The activities offered that are listed in Table 5 are subjected to only the activities that were stated in the interview.

Sustainable funding. The most common challenge or barrier that was presented by participants when implementing or developing their program was funding. Funding is critical to providing a foundation for adaptive sport and recreation programs and consistent funding availability is vital to the sustainability and longevity of the program. Identifying funding mechanisms is a continual task and most of the participants mentioned that their program is not completely funded, and they were continually finding ways to support the expenses of the program. One respondent stated:

Our intramural program is set like we just we got the chairs and I have a an agreement with campus rec that every semester we have a new season and that will just continue to exist forever but it's the varsity side of things that is now taking 10,000 times more work and money.

Participants with collegiate athletic programs mentioned how there is not enough money to give scholarships in order to recruit athletes. A participant during the interview explained the following:

I don't have the money for the program to recruit students to come here. I know there was one student who was really interested in coming here got into school year. I believe he took his parents on a tour as well. But we just didn't have the funding. It didn't make sense. He was an out-of-state student and it didn't make sense. So, I lost a really good recruit because we didn't have the money to assist him to come here.

One participant specifically provided their opinion about funding acknowledging:

Personally, I think and there is some support in the law that we should be funded more commensurate to the NCAA athletic programs than a student Life program, because on the student life side they would say oh well, we're giving you all this money and it's only supporting 10 students and my equivalency is in the NCAA program for all look at men's basketball. Their budget is more than almost 20 times our men's basketball budget. So how is that not separate and unequal funding? So, it's not. I looked every more the Civil Rights Movement to get people on our campus and all schools to look at adaptive sports as okay, look at this guy he played Collegiate basketball and look at this guy. He plays Collegiate basketball in a wheelchair. Why should he be funded less than the other team?

A participant concerned about program sustainability of starting a wheelchair basketball team stated:

I don't want to start a program and then find out in two years we can't afford to continue the program. So, we're kind of putting that off on the side for now, but number one goal

is really to find a reliable sustainable financial model leveraging with the university and have them help support the program.”

Offsetting the cost of equipment and maintaining the equipment was also acknowledged. Several participants that had sports wheelchairs bought them with the support of a grant but then that money runs out and now they do not have enough money to pay for any maintenance required. One participant stated:

The challenge going forward is that we don't have any more money. So, if those chairs go down then we're losing our equipment and we don't have a replacement plan. So, you know or at least we don't have the funds to replace them.

Administrative support. Getting the approval and support from the highest level at a university is one of the initial and necessary steps in order to develop an adapted sport and recreation program. However, getting any college interested to even have discussion was presented as a barrier to participants. For example, one participant explained the process of presenting to the administration as:

We showed them how having a program like this, fits perfectly with their mission and then all the benefits, we could draw in students that would never look at our school to come to our University because of the program.

A university that is reminded of its commitment being a diverse and inclusive campus is likely to start paying attention. Furthermore, a participant explained:

So we prove that there was a need on campus to have women's wheelchair basketball which started as a sport club and as it grew we proved the viability of the program as far as the different components of Title 9 and why the University should go ahead and fund the women's team the same level as a men's team.

Another respondent expressed that:

Developing administrative buy-in is huge and a lot of that involves doing the research to demonstrate the value for a college or university to fund these programs like why do we want to put money in this other than the laws that support the compliance part of your supposed to do this because Rehabilitation Act of 1973 and the ADA.

It was also discussed that having support from administration is also helpful to get facilities and other resources for the program. A participant mentioned:

We've been told through the administration and them supporting our program is that they will have a basketball gym that we will have maybe first rights to in order to you know, schedule practices and games, so that would be a positive. Additionally, we've gotten the good branding and the large number of people who have inquired about the program, I think they're starting to understand how this is a program they need to support even more and we're having discussions with high-level people at this point where they're looking to help us find facilities for us to train and their looking to help us find resources for the program. Something as simple as like physical therapy where you know, your able-bodied athletes have access to whatever they need after their training for you know physical and post-workout rehab etc. They're starting to see what our athletes need and it's the same there. It's not that they need more because they have a disability.

Finally, one participant discussed administrative buy-in expressing the following:

I think it is a battle on its own but it's also being able to sell your program on campus and in the community because to a lot of people it's like are you NCAA? Well no because first you have to qualify to be an emerging team in NCAA and all those processes, but our national governing body is U.S. Paralympics. The U.S Paralympic committee. and

that even supersedes NCAA so it's getting that legitimacy that oh well your club sports or your recreational it's getting that legitimacy that look we operate under the umbrella of U.S. Olympic and Paralympic committee so finding that legitimacy on campus and in the community and that's another barrier.

Consistent Stewardship of Programs. An important component in regard to the growth and sustainability of adapted sport and recreation programs is having someone as the overseer who will be with the program for an extended period of time to ensure that a program can does not drop off as a result of not having a person to run that program. A participant mentioned how, “you have to have a faculty member, or someone employed by the university that has an interest in the adaptive sport program.” Two participants discussed their own experiences not having a consistent leader to run the program. The first participant stated:

There needs to be somebody like a faculty member or an administrator who is really truly the driver behind it because I mean there are graduate students who come and go who are so passionate about this and it's fantastic and they get here and they want to help and they want to do all this work, but then they graduate and leave and so if the development of a program is resting on the shoulders of one extremely passionate graduate student than when they leave everything will fall apart.

Additionally, the second participant explained the following:

We get interns from the disability's studies minor program from psychology from kinesiology, from public health and they run different programs under our umbrella. But then when they graduate somebody has to be there to take their place and if they are not then sometimes those programs drop off, so the power chair soccer was started by an

intern. He graduated and we weren't able to find somebody to keep that program going because it takes a lot.”

So, there are disadvantages to starting new programs by a nonpermanent member of the university.

Education. There was an overwhelming amount of responses pertaining to education which was perceived as being an important component in both the development and implementation of adapted sport and recreation programs. Educating the general population and community members about adapted sports and educating people about inclusion was commonly mentioned. An interviewee discussed how:

We storm intentional collaborations on campus and in the community to let people know that we're here that that you know, a lot of people's perception of people in wheelchairs is more on the Special Olympics side of thing. And so, we have to get out and sell that these guys are college students.

Another participant mentioned how she thought participation might be a barrier, “maybe just the unfamiliarity that people with adaptive sports most people don't know what adaptive sports are or what it means.” Similarly, another participant explains:

“make sure that folks understood that if we ran wheelchair basketball or goal ball, you don't have to identify with having have a disability. It was an inclusive environment. So, everyone could just come and play the sport rather than only folks with disabilities to play it.

Educating staff, other program providers and students about how to create an accessible environment without a large expense is important to promote a welcoming place to recreate. One participant describes how:

we're not having to guess about disability or invisible disability, or maybe it's just somebody that's why you know or they have a barrier to the gym for a totally different reason rather that's you know, a body image or it's just the first time I've never been in a gym before you know there's just a lot of things around that so trying to get our folks to again do more of universal approach with customer service, but then also have the expertise on how to assist someone how to transfer how to guide someone.

Additionally, getting parents to know the rights of that their children with disabilities as well as students with disabilities to learn how to advocate for themselves was discussed by an interview respondent:

When I started women didn't play. All the money was just for men's sports and title IV came along and legislation came in to say you have to have equal programming well there is legislation out there where the 504 Rehabilitation Act and things like that that parents need to know and students need to know that that legislations there now are you going to be compliant with it. So you have to have some students there who understand this is a right that they have but they just can't sit around and wait for it to happen they are going to have to take some ownership and they are going to have to take the initiative and really push for it and be educated about what their rights are.

Elevation of concept of inclusion. Educating others about the concept of inclusion was not only discussed in terms of what it is and means to each to participant, but it was also discussed in terms of creating more competitive options to include people with disabilities and allow them to get the exposure that other athletes do. A participant stated:

Inclusive is we put these events in the NCAA track and field National Championship if that's events in it. It does not mean necessarily be competing against. But it means

competing in the same meet with the same National experience the same TV experience the same, it's like Paralympics Olympics are now one word. you know, it's inclusive.

Also, this participant explains:

I think by promoting this in an NCAA level is how we're going to get the exposure in an inclusive environment to get those events added in scholarships for one to two people for disabled into track and field and to swimming and those featured events at the NCAA and this will help at the points those points count towards the team score that will change the whole trajectory of Paralympic sports in the U.S

Additionally, growth of inclusive sport programs was a goal for some. One participant explained:

Our goal is to have it continue growing. I think a big part has been promoting inclusion and equality through sport. Sport is very non-threatening way to get people involved and promote awareness on a college campus.

Another participant stated:

everybody has the chance to be a part of what you are offering at the university we want to make sure that its accessible from the physical barriers and attitudinal barriers so that individuals feel welcome. If you have a disability you feel welcome and based not only on disability but sex, race, religion, gender, gender identification you feel a part of this university so inclusive is a university for all.

The elevation of the concept of inclusion was a goal that all participants had in mind. This concept of inclusion is needed from all program providers to ensure that students with disabilities are getting to participate in competitive sport opportunities like their peers as well as for the overall growth of inclusive sport programming.

CHAPTER FIVE

DISCUSSION

The research questions answered for the first part of the study include: how many adapted physical education courses are being offered for academic credit in higher education? Then also, what type of adapted physical education courses are being offered for academic credit in higher education in southern region of the U.S? The second part of the study focused on answering the question: What are the common themes found among adaptive sport and recreation program providers in higher education? The findings were examined through the lens of Contact and Constraints theory as well as the Inclusion Spectrum and STEP model.

The results from the inventory for this study are consistent with existing data and support the notion that few options exist for students with physical disabilities to participate in physical activity in college. Though, this study found a limited number of adapted physical education courses are offered for academic credit, it is important to note that there are other opportunities on college campuses for individuals with physical disabilities to participate in physical activity. These options include campus recreation endeavors and athletic teams. In other words, physical education classes are not the only way students can participate in physical activity.

The majority of adapted physical education courses included in this study provided 2 or less credit hours for participants, which is typical for classes in higher education that are designed for physical activity. Some courses initially included in the research, were titled similarly to adapted physical education but were excluded when further examination revealed that these courses were designed for educating students on how to implement adapted recreation and sport and how to create programs of physical activity for individuals with disabilities, rather than actually providing physical activity for students. It was also noted that the courses excluded

from this study were mostly lecture based and offered 3 credit hours whereas the courses included in this study were 1 or 2 credit hours which is typical for a physical education course.

Contact Theory

The current study's findings supported the existing literature of Allport's contact theory that offering adapted sports programs for people with and without disabilities to participate in together (Archambault & Searcy, 2018) provides for increased social interaction and reduces discrimination between them (McKay 2018). Allport's hypothesis of contact theory mentions that the more social interaction a majority group and a minority group have with each other under the appropriate conditions the more likely they are to better understand each other's perspectives and interactions will be improved thus reducing stigmas and stereotypes toward the other. One participant in the current study mentioned:

All my interns when they finish and we do their exit interviews, we are like well what did you learn, and they say I learned that they are just like any other student on campus and it's like duh of course they are. They are! They're college students.

Another participant explains:

There is a movement going on it's called disabled to label. Basically, it's about changing attitudes and perceptions and expectations and stereotypes of the able-bodied world. So sometimes is disability. The disability isn't the physical condition, but it's the societal attitudes and cultural expectations that you grow up in that actually create disabling conditions. These adapted sport programs help break those stereotypes with people who haven't been around or work with people with disabilities before.

It takes personal experience and spending time with a person that is perceived as different to be able to break the stigmas and stereotypes associated towards a person. Creating inclusive

environments within higher education allows for more opportunities for students without a disability to understand that they share more similarities than differences with students that have disabilities.

Constraints Theory

The hierarchical leisure constraints theory establishes that participating in leisure activities is dependent upon overcoming a hierarchy of intrapersonal, interpersonal and structural constraints (Crawford & Godbey, 1987). Interviews with the adapted sport and recreation program providers revealed that all three types of constraints were present. The current study found all three types of constraints present in the themes found from this study. The intrapersonal and interpersonal constraints relate to this studies theme of education and the structural constraints found relate to the theme of sustainable funding.

The intrapersonal constraints are based on psychological factors that prevent participation. This relates to this studies theme of education because educating someone about the different types of disabilities could help students without a disability to have a better understanding about people with disabilities. Therefore, helping to prevent people without disabilities from forming negative labels and stereotypes towards people with disabilities. These negative labels and stereotypes can prevent students with disabilities from participating in the adapted sport and recreation programs provided. One participant stated that “adapted sport programs help break those stereotypes with people who haven't been around or work with people with disabilities before.” This finding is consistent with previous research that found individuals with disabilities had previously been exposed to negative labels and stereotyping associated with their disabilities. Therefore, they had to overcome society’s stigmatizing, and their own

insecurities to the degree they had internalized these prior experiences (Lundberg, Tanigushi, McCormick, Tibbs, 2011). One program director stated that:

Not all our players have disabilities. So, it's actually unique to work with just your college students that want to play the game of basketball and using the wheelchairs as a form of equipment. So, trying to breakdown I guess those exclusion barriers.

Some students without disabilities understand the intrapersonal constraints persons with disabilities may face and are doing their part to break down these constraints. This study found that this to be a benefit derived from offering inclusive adapted sports programs.

Interpersonal constraints involve overcoming the social aspect of participating with groups who are different than you. This relates to this studies theme of education because educating the staff about how to modify an activity so everyone can participate together. One participant mentioned that some students without disabilities do not participate in the programs because they are “afraid to maybe offend other people or not really sure what is going on and don't want to be put in an uncomfortable position.” Another participant explained how awareness of the program was an issue because people thought it was just for people with disabilities. In order to get students involved you know advocating that it's not just for someone with who has or uses a wheelchair. For example, “we had one player who had a traumatic brain injury explain the benefits of adaptive sport.” Another interpersonal constraint that a program provider mentioned was that “a lot of people probably just don't know how to do it,” meaning the staff lacked the education and knowledge of how to modify an activity for people with disabilities to be able to participate, and were therefore, uncomfortable getting involved in the program.

The structural constraints that were presented include the lack of access to facilities and lack of funding to buy necessary equipment for a program. This relates to the theme of

sustainable funding because if you do not have the funding then you may not be able to provide an accessible facility or items needed for an inclusive program. Several participants described how facilities are presented as a barrier to their program and can prevent the implementation of a program. For example, “the access to campus rec facilities is really limited and so we can only do so many games based on availability of court time.” Also, “athletics has the priority of all of the spaces that would be viable programming choices for us so, they are hard to schedule.” One participant described how:

One more barrier and every recreational sport team is going to tell you this is just facilities on campus and securing time gym space is always difficult to get but they've been really wonderful. Right now, we have the most accessible gym space. It has air conditioning and it's right next to our cage where we keep our equipment. So, I think our biggest challenge has just been advocating and then getting funding and resources for the program to run

Furthermore, the degree of physical accessibility of the facilities, and the campus overall, was presented as a barrier to individuals with physical disabilities to participate in leisure activities. The lack of accessibility of the campus as a whole was mentioned by participants as one possible reason why there are not a lot of students with physical disabilities to participate in their adapted sport programs. Finally, the lack of funds to buy adapted equipment was mentioned by participants as a major structural constraint. A participant specifically said:

There's a financial barrier of course that every single person encounters is how are we going to pay for everything most notably the equipment. We were lucky and were able to get a small grant from our University to buy those chairs. So, the challenge going forward is that we don't have any more money.

Another participant mentions having to court many different departments and campus groups to obtain funding for various kinds of equipment.

“I went around to my different colleagues and said hey, can you run this under your program? Because I don't have a budget. So, because intramural sports have a budget, they're able to staff a wheelchair basketball program because Outdoor Adventure has a budget, they were able to purchase an adaptive kayak and a whole system for the tower. So that's how I've been able to really work our programs so that we are able to do a bunch of things and I work with our fitness person hey is there any more equipment and or I've been doing some research on this equipment. Can we get this, or those kinds of things?”

This study found that resourcefulness of the program director was a requirement to overcome the lack of funding typically available for adapted sports programs.

Inclusion Spectrum

The inclusion spectrum is a practical model that provides various levels of activity for creating inclusive physical activity opportunities (Black & Stevenson, 2011). The participants in this study provided various levels of inclusive activities for individuals with and without disabilities. Across the Inclusion Spectrum, activities are categorized as separate where the people with disabilities do the same activity separately from those without disabilities, parallel where people are grouped according to ability level, disability sport or reverse integration where everyone participates together in the adapted sport, open where the activities are inclusive by nature, and modified, everyone is doing the same activity, but some changes were made to the rules, space and equipment. (Black & Stevenson, 2011). Several of the programs provide adapted physical activity also called “reverse integration” where people without disabilities take part in disability sport (Black & Williamson, 2011). In the current study, one participant stated that they

chose to provide a particular adapted activity to be able to provide an inclusive program with reverse integration:

Not all athletes want to do basketball and not all athletes can do basketball physically because of the different disability type. So, what's out there for them? So, we're trying to show that adapted track is a good alternative for them to still be able to participate in sports.

Other examples of sports that include reverse integration are goalball, sitting volleyball, and boccia. Other programs studied also included “modified activities,” in order to promote inclusion. Many of the people interviewed specifically indicated that their goal was not to be “separate”, but to include both people with and without disabilities in their program. However, the athletic sports teams that compete at a collegiate level, such as wheelchair basketball, must be separate, as people without and with disabilities are not allowed to play together. Therefore, they have separate teams. There may have been some open activities, such as cool down and warm up, within the programs included in this study. However, the existence of these open activities was limited and not discussed, as this study primarily focused on adapted programs. Parallel activities were not found in this study.

STEP Model

In addition to the inclusion spectrum each program director addressed all of the components of the STEP model, which is a tool used to adapt and modify activities, in order to implement the program. STEP stands for space, task, equipment, and people (Black & Williamson, 2011). The task portion of the STEP Model ensures everyone has equal opportunity to participate and time to develop skills. In all cases, program directors had to find space that was suitable to fit the needs of their program and its participants. Several of the people

interviewed in this study had to take into consideration that availability of space on campus is limited, and it can be difficult to find a time and place to have their practices, games, and events.

One participant said:

It's not like we're part of athletics where we just get scheduled, we've had to do a lot of running around to work with the actual coaches of those programs to get space, but it's worked out fine. The first year was tough. A couple of times we got locked in the track. It's like in a gated area on the top of a parking garage. Then got locked in there because we didn't have a key.

Program directors have to be communicative and get out and meet the people who have access to the facilities such as campus recreation and athletic teams on campus in order to be able to have a space to implement their program as well as store any equipment used. Most program directors in the study had to spend a lot of time and resources obtaining equipment or making it accessible for everyone to use. For instance, this participant found a cost-effective way to make equipment accessible.

Buying elevated mats, so folks in chairs could transfer if they wanted to, you know, obviously not getting out of the chair to the floor so this makes a little bit easier transfer for them there. Also, those could be used in our group classes like for yoga and things like that as well. Then putting tactile indicators on our cardio equipment, you know scotch tape just making an "UP" in a square for quick start. So, it didn't have to be Braille. But just so we have some tactile indicators we can slap on some of our cardio equipment to make it accessible.

Finally, the people component of the STEP Model states that it is best to match participants up of similar abilities. finding people with and without disabilities to participate in equitable ways was consistently a challenge that had to be addressed.

Limitations

This study examined all institutions accredited by Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to determine the number of institutions that have an adapted physical education course. Therefore, the sample for part one of this study was limited as a result to using select schools in a specific region which may not be a reflection of the entire U.S. Another limitation found was that the number of courses initially thought to be included in this study because the course title was similar to adapted physical education was excluded from the study when it was revealed that these courses were designed for educating students on how to implement adapted recreation and sport and how to create programs of physical activity for individuals with disabilities, rather than actually providing physical activity for students. There is currently a limited number of adapted sport programs in existence within higher education, so the resource pool for part two of this study was small to start. Also, some of the participants contact information was not accurate therefore creating a limitation to collecting more information about adapted sport programs spread across the United States.

Delimitations

The results were delimited in part one of the study because eligibility was based on the course descriptions provided in the course catalog at each intuition that was accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The sample in this study for part two was delimited to adapted sport and recreation program providers in higher education, who provide inclusive programs for people with disabilities.

Future Research

The limited number of colleges currently offering adapted physical education courses or programs that are inclusive to individuals with and without a physical disability indicate that the benefits of offering such programs are not well understood. Therefore, further research is necessary to determine the effects and provide awareness about how both students and universities can benefit from adapted sport and recreation programming. The participants could be course instructors or even students in these courses. They should be interviewed to investigate whether offering inclusive physical activity courses helps to break down the associated stigma between students with and without disabilities, attracts more students to the institution and fits with the institutions' diversity statement and intention. Additional research could include examining the demand for such programs on college campuses. Surveys could be conducted at the high school or junior sports levels to measure the demand. Additional research is also warranted to determine the legal risk of not providing equal resources for programming for people with disabilities at the college level. More research is also needed to examine the opportunities that students with disabilities have to participate in physical activity in higher education outside of the SACS-COC.

CHAPTER SIX

CONCLUSIONS

The researchers found that there is not a one size fits all approach to developing and implementing adapted programming. While the study does not necessarily provide a template for developing an adapted recreation program, it does provide useful information to look at and consider when starting a program. It highlights some strategies that have been successful for others. For example, as the themes from the study provide a guideline for the framework that is needed for successful implementation. The study also identifies specific challenges to adapted programs and draws upon how those challenges were negotiated.

Findings for part one, the inventory, of this study provided a baseline to how many adapted physical education courses are currently available in higher education in SACS-COC accredited colleges and universities, by which to measure progress going forward. Given that there are very few adapted physical education courses that provide physical activity for students with and without disabilities in the southern region. A key implication of this finding is that physical education administrators and faculty must create opportunities for students with and without disabilities to participate in physical activity for course credit in higher education if they wish to motivate students to participate in in physical activity. Furthermore, the findings from the inventory and the interviews is pertinent for the stakeholders who may benefit from or become involved in adapted programming in higher education such as the students, faculty, administrators, student services and also the people of the disability community. This study contributes to the disability community that adapted sports and recreation programming in higher education creates more awareness and provides opportunities for people to get involved in adapted sports and realize their own abilities while also providing opportunities for young athletes to eventually play competitively at the college level.

Findings for part two, the interviews, indicated that program providers would be wise to utilize the criteria outlined in Contact Theory, as well as the components of the STEP Model during their planning. They should also consider using the Inclusion Spectrum to determine how activities will benefit both populations, trying to ensure they are designed for reverse integration or modified, rather than separate or parallel, to ensure inclusivity. Finally, adapted sport and recreation program providers should be aware of the constraints to participation inherent in their circumstances and make efforts to remove or mitigate as many constraints as possible.

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APPENDIX

APPENDIX A

Table 1 shows 15 courses related primarily to adapted physical education. These courses are mostly 1 credit hour and the course description is centered on adapted physical education. The commonality found in the course descriptions for Table 1 is the activities in these courses designed for people of all different ability levels to be included.

Table 1

Adapted physical education

<u>Course</u>	<u>Course Description</u>	<u>Credit Hours</u>
Adapted Physical Education	This course is designed to teach and apply the principles of lifetime physical fitness, utilizing the five major components of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition. A variety of health and wellness issues will be addressed. The components of fitness will be met through structured individually paced aerobic, muscular strength and muscular endurance activities that meet the need of students with medical/physical limitations. For students with medical problems who are unable to take regular Physical Education classes. Repeatable up to two semesters.	1
Adapted Physical Education	Prerequisite Statement from physician listing restrictions is required. For students not physically able to participate in regular activity courses. Statement from physician listing restrictions is required	2
Adapted Physical Education	This course involves individualized instruction in selected physical activities modified for students with disabling conditions, and designed to develop physical fitness, skills, and interests for leisure-time pursuits.	1, 2
Adapted Physical Education	Elective for those students who have conditions that require limited physical activity. NOTE: Students limited to taking 1 class per semester. Limited to students who have been certified as disabled by the Office of Disabled Student Services.	1
Adapted Physical Education	Individualized physical education and acquisition of fitness knowledge.	1

Table 1 (continued)

<u>Course</u>	<u>Course Description</u>	<u>Credit Hours</u>
Adapted Physical Education	Designed for those students with physiological, anatomical, and medical limitations that limit the amount of physical activity. Registration in or transfer to the class is dependent upon the recommendation of a physician or the major advisor of Exercise Science and Health.	1
Adapted Physical Education	Remedial and therapeutic activities. 2 meetings. Prerequisites Permission of instructor and recommendation of a physician.	1
Adapted Physical Education Activity	Special instruction in sport and physical activities; rehabilitation for individuals with temporary and permanent physical disabilities.	1
Adapted and Developmental Physical Education	Adapted Physical Education develops beginning level knowledge and skills to meet individual needs in physical education, recreation, sport, fitness, and rehabilitation settings.	1
Physical Education	This is a course in conditioning and sport activities designed for those with temporary or permanent physical disabilities that prevent participation in regular activity classes. A student must have permission from a physician before participating in this course	2
Adaptive Physical Education	The participation in an activity by a person with unusual physical conditions. Usually an activity is "adapted" so that such a person may participate. By arrangement only.	1
Adaptive Physical Education	Designed to provide instructional activities, including low impact aerobics, stretching, muscular strength training, and yoga. Students whose medical examinations indicate that they are physically unable to participate in strenuous physical activities shall be placed in this program. Prerequisite(s): Physician's Recommendation	1
Adaptive Physical Education	Designed especially for teachers of exceptional children as well as for those who work with the handicapped; practical application of physical education activities, equipment, and modification of facilities for adaptive children and adults with adaptive needs; age, grade, and handicap levels will be considered.	1

Table 1 (continued)

<u>Course</u>	<u>Course Description</u>	<u>Credit Hours</u>
Modified Physical Education	A class for students needing modified activities because of limitations due to physical status. Pre-requisite: Submission of written documentation from a medical doctor stating limitations and prescriptions to Disability Support Services and subsequent approval. Secondary approval from the Dean of EXSS May be repeated once for credit. Lab fee.	1
Adaptive PE	The purpose of this course is to give the student the opportunity to study personal fitness topics under the direction of a departmental instructor. Student must receive permission from the departmental coordinator to be allowed to register	1

Table 2 shows eight courses related primarily to adapted fitness. These courses are mostly 1 credit hour and the course description is centered on providing opportunities to develop overall fitness for people with and without disabilities.

Table 2

Adapted Fitness

<u>Course</u>	<u>Course Description</u>	<u>Credit Hours</u>
Accessible Fitness and Wellness	Designed for students who self-identify as having social, cognitive, emotional, psychological, or physical limitations who would benefit from a small group and/or individualized fitness/nutritional training program. Students will learn the basic principles about cardiovascular/aerobic training and resistance/weight training to increase flexibility, balance and overall fitness. Upon completion, students should be able to plan and implement a personal, lifelong fitness program based on their individual needs, abilities, goals and interests. Course will also include classes on nutrition to increase overall wellness.	2
Modified Physical Fitness	Designed for students with medical conditions which warrant the limitation of physical activity.	1
Adapted Recreational/Fitness I	A course for students who, for various reasons, need individual attention concerning physical activity. Consent of instructor is required. Must be taken Pass/D/F.	1
Adapted Recreational/Fitness II	A course for students who, for various reasons, need individual attention concerning physical activity. Consent of instructor is required. Must be taken Pass/D/F.	1
Adaptive Personalized Fitness	This course consists of three major components, (1) cardiovascular conditioning, (2) strengthening exercises, and (3) range of motion stretching/flexibility. This class is designed to introduce physically challenged students (P.C.S.) to a variety of physical activities including rhythmical movement, aquatics, hydro fitness (resistance training), walking/jogging. P.C.S. are defined as students with temporary injuries, severely obese individuals (over 40% body fat percentage), permanently disabled students or students Majoring in a Kinesiology Program Degree. May be repeated for credit. Lab fee required.	1

Table 2 (continued)

<u>Course</u>	<u>Course Description</u>	<u>Credit Hours</u>
Adapted Physical Activity	Individualized rehabilitation and fitness program designed for students with specialized needs or considerations. Emphasis on improving fitness levels relative to the individual's needs and goals. May be substituted for a general activity course. Fulfills KINE activity requirement. Prerequisite: Instructor permission required.	1
Adapted Physical Activities	Offered for students who, under a physician's advice, are unable to participate in regular fitness and sport sciences classes.	1
Adapted Physical Activity	Designed one-to-one or small group instruction in various fitness programs, lifetime sport activities and a weight room program	1

Table 3 shows six courses related primarily to adapted recreation. These courses are mostly 1 credit hour and the course description is centered on providing recreational based activities for people with and without disabilities to participate.

Table 3

Adapted Recreation

<u>Course</u>	<u>Course Description</u>	<u>Credit Hours</u>
Adapted Fly Fishing	Applied education, and possible certification, in therapeutic adaptive fly fishing and fly tying as a recreational therapy modality.	1
Independent Activity	Independent activity classes for those with disabilities and others with special needs under the direction of a physical education advisor. Prerequisite: junior standing	1
Wheelchair Sports for Everyone	A physical education class which introduces students to various wheelchair sports.	1
Restricted Performance Activities	Adapted to individual need and capacity) Theory and practice of forming habits for good posture; also, table tennis, rope jumping, goal shooting, walking and calisthenics. Written recommendation of a physician is required.	1
Adaptive I	Therapeutic exercise for handicapped students. Requires physician's referral and permission of the department. Three hours a week	1
Adaptive II	Therapeutic exercise for handicapped students. Requires physician's referral and permission of the department. Three hours a week	1

Table 4 shows 11 courses related primarily to adapted activities. These courses are mostly 1 credit hour and the course description is centered on offering physical activities that that are designed for people with disabilities to participate.

Table 4

Adapted Activities

<u>Course</u>	<u>Course Description</u>	<u>Credit Hours</u>
Adapted Physical Activity	This course includes special activities for those students whose physical examination shows that they are unable to participate in the regular physical education program.	1
Adapted Physical Activity	Assignments to this class are made for students with special needs in physical education focusing primarily on acute and chronic physical limitations. Activities are assigned commensurate with interests and abilities. Students are required to present an exercise prescription from a physician including prescribed activities and limitations.	1
Independent Activity	Independent activity classes for those with disabilities and others with special needs under the direction of a physical education advisor. Prerequisite: junior standing	1
Adapted Activities	Includes activities for the handicapped student	1
Adapted Activities	An individualized program of adapted activities for those students who cannot participate in regular activity classes. Physician's statement or permission from chairperson of Physical Education Department. Pass/Fail credit only. Repeatable for credit. (Fee \$15)	1
Adapted Activities	An individualized program of physical activities for the student with health limitations	0.5
Adapted Activities I	Adapted activities for students unable to participate in regular human performance classes. Two hours of laboratory per week. Physician's statement required.	1
Adapted Activities II	Continuation of PE 120. Two hours of laboratory per week. Prerequisite: PE 120. Physician's statement required.	1

Table 4 (continued)

<u>Course</u>	<u>Course Description</u>	<u>Credit Hours</u>
Restricted Performance Activities	Adapted to individual need and capacity) Theory and practice of forming habits for good posture; also, table tennis, rope jumping, goal shooting, walking and calisthenics. Written recommendation of a physician is required.	1
Fitness Concepts/ Adaptive Activities	Examination of issues dealing with physical and mental well-being, and participation in physical and mental well-being. This course is designed for individuals with severe disabilities who require assistive devices, accommodations, and/or modifications (ex: high level spinal cord injury, severe cerebral palsy, traumatic brain injury, or those individuals who use a motorized wheelchair due to severe physical limitations of mobility and upper body strength). Students must be registered with the Office of Disability Resources and receive approval from RECR 101/PHED 101 faculty to take this course.	2
Fitness and Independent Activities	Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus.	2

Table 5

Summary of Programs and Inclusivity offered by Interview Participants

<u>School Pseudonym</u>	<u>Activities offered</u>	<u>Inclusion information</u>
Participant 1	Intercollegiate track and field, wheelchair basketball	Only individuals with disabilities
Participant 2	Intramural wheelchair basketball	Students with and without disabilities
	Intercollegiate wheelchair tennis and Paralympic soccer	Only individuals with disabilities
Participant 3	Intramural wheelchair football and 3 on 3 basketball, ambulatory track and field	Students with and without disabilities
	Intercollegiate wheelchair basketball, wheelchair tennis	Only individuals with disabilities
Participant 4	Intercollegiate wheelchair tennis, ambulatory track and field	Only individuals with disabilities
Participant 5	Intramural and open inclusive recreation goalball, wheelchair sports, sitting volleyball, coached adaptive swimming, outdoor trips-alpine skiing, paddling, cycling, and unified sports rec club	Students with and without disabilities
Participant 6	Wheelchair basketball club and Strength and conditioning program	Students with and without disabilities
Participant 7	Intercollegiate wheelchair basketball	Only individuals with disabilities
Participant 8	Intramural sitting volleyball, wheelchair basketball, goal ball, beep baseball and club wheelchair basketball	Students with and without disabilities
	Student assisted workouts Adaptive climbing and kayaking Intercollegiate wheelchair tennis	Only individuals with disabilities
Participant 9	Wheelchair basketball club Adapted Taekwondo	Students with and without disabilities
Participant 10	Adaptive sports club offering wheelchair basketball, wheelchair soccer, corn hole, and bocce ball	Students with and without disabilities

APPENDIX B

Interview Guide

1. What is your educational background?
2. What previous experience do you have with individuals with disabilities?
3. What previous adapted sport and recreation experience do you have?
4. What is the History of this program?
5. What are your goals for the program?
6. On average, what is your average enrollment?
7. How many times per fall and spring semester is the program offered for the students attending this institution?
8. Is this program a requirement for any students? If yes, why was it decided to be a requirement for those students? If no, why is this program not a requirement for any students?
9. What is taught in the program?
10. What challenges or barriers did you face if any in implementing the program?
11. How do you evaluate the program?
12. If any, what modifications have been made in the program?
13. How do you market the program to include individuals with a disability?
14. What does an inclusive environment/program mean to you?

APPENDIX C

Codebook

<u>Themes</u>	<u>Descriptions</u>	<u>Examples</u>
Sustainable funding	Finding a funding source that will be enduring and in what ways funding has an effect on the program such as not having money to recruit players or have the equipment they need.	<p>“I have no help because our program isn’t funded so we don’t have a separate pot of money for our inclusive rec program.”</p> <p>“Here’s a financial barrier of course that every single person encounter is how are we going to pay for everything most notably the equipment.”</p> <p>“I don’t have the money for the program to recruit students to come here. I know there was one student who was really interested in coming here got into school year. I believe he took his parents on a tour as well. But we just didn’t have the funding...”</p>
Administrative Support	Getting support, approval, attention, and interest from administration and/or the highest level of the university	<p>“Developing administrative buy-in is huge and a lot of that involves doing the research to demonstrate the value for a college or university to fund these programs...”</p> <p>“So we prove that there was a need on campus to have women’s wheelchair basketball which started as a sport club and as it grew we proved the viability of the program as far as the different components of Title 9 and why the University should go ahead and fund the women’s team the same level as a men’s team.</p>
Consistent stewardship of programs	A person that has interest and knowledge in the adapted sports program and leadership skills that will be with the program at the school for an extended period of time, such as an employee with a more permanent position with the university	<p>“You have to have a faculty member, or someone employed by the university that has an interest in the adaptive sport program.”</p> <p>“There needs to be somebody like a faculty member or an administrator who is really truly the driver behind it</p> <p>“There needs to be somebody like a faculty member or an administrator who is really truly the driver behind it...”</p>

Codebook
continued

<u>Themes</u>	<u>Descriptions</u>	<u>Examples</u>
Education	Educating and bringing awareness to administrators, staff, students, and community members about adapted sport, inclusion, opportunities for people with and without disabilities, adaptations and modification of equipment and facilities, rights that people with disabilities have	<p>“we are re still meeting people many years into their disability and finding out that they really didn’t know about adaptive sport or the opportunities that they had in the area. So, I think bringing down the barriers of knowledge and opportunity...”</p> <p>“... you have to have some students there who understand this is a right that they have but they just can’t sit around and wait for it to happen they are going to have to take some ownership and they are going to have to take the initiative and really push for it and be educated about what their rights are.”</p>
Elevation of concept of inclusion	Promotion of inclusion and how programs have this goal of inclusion in mind and that providing more competitive options to include people with disabilities	<p>“...a big part has been promoting inclusion and equality through sport. Sport is very non-threatening way to get people involved and promote awareness on a college campus.”</p> <p>“I think by promoting this in an NCAA level is how we’re going to get the exposure in an inclusive environment to get those events added in scholarships...”</p>

VITA

Avery Blankenburg was born in Knoxville, Tennessee to the parents of Kevin and Kelly Blankenburg. She attended Farragut High School in Knoxville, TN. After graduating from high school, she attended the University of Tennessee Chattanooga where she obtained her Bachelor of Science degree in Exercise Science. From there, Avery continued her education and started graduate school at the University of Tennessee, Knoxville. Avery was selected to be one of the first Graduate Teaching Assistants for the Adaptive Recreation Program. She will graduate in August 2020 with a Master of Science degree in Therapeutic Recreation with plans to begin working in the adaptive sport and recreation world and hopes to continue to use her passion for sport and recreation as a way to improve the quality of life for those with disabilities.