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## A Survey of Adapted Physical Educationa Programs at the Secondary School Level of Public Instruction in the Province of Ontario

John B. Cameron

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A SURVEY OF ADAPTED PHYSICAL EDUCATION PROGRAMS  
AT THE SECONDARY SCHOOL LEVEL OF PUBLIC  
INSTRUCTION IN THE PROVINCE OF ONTARIO

by  
John B. Cameron

Bachelor of Science, University of North Dakota 1963

A Thesis

Submitted to the Faculty

of the

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for the degree of

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Permission

Title A SURVEY OF ADAPTED PHYSICAL EDUCATION PROGRAMS AT THE  
SECONDARY SCHOOL LEVEL OF PUBLIC INSTRUCTION IN THE PROVINCE  
OF ONTARIO

Department Physical Education

Degree Master of Science

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Signature

John B. Cameron

Date

July 31, 1970

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## ABSTRACT

The main purpose of this study was to determine how many secondary schools of public instruction in the Province of Ontario were providing adapted physical education classes for their handicapped students. Questionnaires were sent out to 244 secondary schools and 174, or 70.0 percent, were returned. There were 20 questionnaires that were unusable because no information was provided by the respondent.

Areas surveyed were characteristics, facilities, qualifications of teachers, and the use of the medical profession in establishing adapted physical education programs.

The results indicated that:

1. Ontario Secondary Schools of public instruction are not meeting the psychological, sociological and physical needs of all their students.
2. The large percentage of physical educators in Ontario lack foundation courses in adapted physical education techniques.
3. The physical educators who are responsible for the construction of adapted physical education courses do not use all resource people available.
4. The acquisition of equipment, facilities and time might be facilitated if there were better relationships between administrators, school boards and teachers.



5. There is a general lack of understanding among the physical educators in regard to the needs of the handicapped student.

6. It was believed by a substantial majority that an adapted physical education program would be instrumental in the development of co-ordination, personality and physical abilities of the handicapped student.

## CHAPTER I

### INTRODUCTION

In a democratic society provisions must be made to insure the complete development of all individuals regardless of physical or mental abilities. Each individual must be encouraged and given opportunities to develop all of his given potentialities including special talents and abilities. This is especially true of the handicapped, who need increasing self direction and self confidence to help them feel that they are personalities in their own right.

As Rothstein (1964) stated:

In a democratic society equal opportunity for education and training should be made available for all individuals of any community, including those who may have a handicap, so that each may reach his potential.

The adjustment problems of the handicapped are not different from the normal, therefore, they must be given the same rights as the normal student to develop their psychological, emotional and physical well being.

#### Need for the Study

Historically, many disabling conditions were thought to be judgments for sin or omens of evil. In certain cultures, both ancient and modern, handicapped persons have been treated with ridicule and insult.

As Rothstein (1964) stated:

Prior to the year 1800, society's record was one of the "most pathetic chapters in the history of man." In ancient times Spartan parents exposed their handicapped offspring to the elements to perish. In the Middle Ages, the retarded were exploited as "fools" or "jesters" for the pleasure of the lords and their ladies. During the Protestant Reformation most people thought handicapped persons were "possessed" with the "Devil" and therefore the common treatment was to "beat the devil out of them."

Fenderson (1964) reported that, at the present time, asylum, custodial placement and extermination are being practiced in parts of Lapland, Africa and some South Sea Islands. .

Is there something being done on the North American Continent for the handicapped or are they forgotten and left to stagnate in a quagmire of self pity and socially-induced withdrawal?

Recent studies indicated that all of the needs of the handicapped students are not being met. Machie (1968) concluded in his study that only 35 percent of the handicapped needing special education would have it by 1968.

The writer hoped to determine how many secondary schools in Ontario provided physical education for the handicapped and the extent to which they met the physical, social and psychological needs of all their students.

## Statement of the Problem

### The Problem

The purpose of this study was to determine the number of secondary schools in Ontario whose physical education programs are meeting the needs of the handicapped student.

It was hoped that the information accumulated would serve as a basis from which school boards, administrators and physical educators could re-evaluate and broaden the scope of adapted physical education for the handicapped student.

Specifically, the purposes of this study were:

1. To determine how many secondary schools in Ontario provide physical education for the handicapped student.
2. To gather information concerning the qualifications of teachers of physical education for handicapped students.
3. To gather information concerning the characteristics of, and facilities and equipment for the adapted physical education programs.
4. To gather opinions concerning instruction in physical education for the handicapped students.

### Limitations

Data for this study were obtained through the use of a questionnaire. Although this method limited the scope of such a study, it was the only feasible method by which a suitable number of selected Ontario secondary schools could be reached.

### Delimitations

1. Only Ontario secondary schools of public instruction participated in this survey.
2. Only one third, or 244 secondary schools of the Province of Ontario were surveyed.
3. The survey was delimited to information concerning the qualifications of teachers of physical education for the handicapped, characteristics of the adapted physical education program, to what extent the handicapped were considered in the physical education program and opinions concerning instruction in physical education for the handicapped.

### Definition of Terms

1. Normal Students - those students who conform to a type or standard and have no physical or mental abnormalities.
2. Handicapped Students - those students who cannot participate in regular physical education classes because of some permanent physical or mental disorder.
3. Adapted Physical Education - a special physical education program designed for students with physical or mental abnormalities.

### Review of Literature

#### A Brief History

A review of the literature revealed that adapted physical education was formally introduced into the United States in 1879 by Dudley Sargent at Harvard. The initial philosophy of adapted physical education as

corrective exercise for bad posture and for the general improvement of health persisted until the time of World War I (Fait, 1960).

The philosophy of social, mental and physical development as a basis for adapted physical education for the handicapped had evolved by 1930. Out of the 1930 White House Conference on Child Health and Protection came the famous "Bill of Rights for the Handicapped Child" (Glover & Dewey, 1934).

The handicapped child has a right:

1. To as vigorous a body as human skill can give him.
2. To an education so adapted to his handicap that he can be economically independent and have the chance for the fullest life of which he is capable.
3. To be brought up and educated by those who understand the nature of the burden he has to bear and who consider it a privilege to help him bear it.
4. To grow up in a world which does not set him apart, which looks at him not with scorn or pity or ridicule - but which welcomes him exactly as it welcomes every child, which offers him identical responsibilities.
5. To a life on which his handicap casts no shadow, but which is full day by day with those things which make it worthwhile, with comradeship, love, work, play, laughter, and tears - a rich life in which these things bring continually increasing growth, richness release of energies, and join us in achievement.

Arthur S. Daniels (1954) stated:

In the interest of our democratic society and equality of educational opportunities, exceptional students are entitled to a program of physical education. They have the right to develop their mental, social and physical well being.

While writing about the handicapped student in society, Rathbone (1954) stated:

These young people have the same rights as other Americans, and the schools owe them an appropriate education, physical as well as intellectual.

This philosophy of making use of underdeveloped potentialities of the total individual rather than building upon limitations, was a major factor that affected that status of adapted physical education during the 1940's and early 1950's.

Bishop (1909), in his study of origin and development of adapted physical education in the United States, attributed the following as major influences affecting the status of adapted physical education:

1. The great success achieved in the military convalescent and rehabilitation programs.
2. A national study to determine the terminology for the program designed to help students with disabilities. The consensus was that adapted physical education was most acceptable.
3. The development and publication of guiding principles for the adapted physical education program by a Committee from the American Association for Health, Physical Education, and Recreation.
4. The co-ordination of physicians, educators, military medical groups, federal agencies, and voluntary service organizations to improve the amount and quality of services available to the handicapped.

#### The Need for Adapted Physical Education

The objective of adapted physical education for the handicapped is to provide opportunities for all students to acquire the maximum physio-

logical, psychological and sociological development of which they are capable, through participation in properly selected and controlled activities (Dunkelburg and Logan, 1958).

Gruber (1969) acknowledged this trident philosophy of adapted physical education when he stated:

Growth and activity go hand in hand. As biological maturation is approached there is a slowdown in voluntary physical activity. Handicapped children may be far more inactive than normal children of the same age. This leads to motor skill levels in the handicapped which are below those of normal children in the same age groups. Due to this and other reasons, the handicapped fail to reach a level of growth equal to that of normals and their physical fitness levels are also quite low. As a result, they are deprived of play experiences in various peer groups and become socially handicapped, this in turn promotes more inactivity. Children with handicaps are the victims of jokes which have a deteriorious effect on their self concept. This acts as a negative motivator in terms of social-psychological development as reflected by lack of self-confidence, poor peer status and poor feelings of personal worth.

Mathews, Kruse and Shaw (1962) estimated that there were approximately four million children in the United States who require special education because of a handicap. They also stated:

Not counted in this large population are those children whom the physical educator might consider handicapped according to the objectives of his profession. That is, the child with such problems as poor motor co-ordination, sub strength, obesity, and impaired



body mechanics might fall short of certain physical education standards. Indeed the number of youngsters who would greatly benefit from an individualized as well as adapted physical education program is staggering.

Stafford (1947) found that approximately one in every eight school children was handicapped to the extent that special educational provisions must be made to meet his special needs. He further stated:

Whatever figures one chooses to use, the fact remains that the percentage of handicapped children of school age is large enough to warrant serious attention to challenge the efforts of intelligent persons.

A review of statistics in Canada revealed the following information:

1. The Multiple Sclerosis Society of Canada reported that a minimum of 25,000 Canadians were afflicted with this common neurological disease.
2. The Canadian Association for the Mentally Retarded reported that the generally accepted figure of incidence of this disability was three percent of the population, or three out of every 100 children born can be classified as mentally retarded.
3. The Canadian Diabetic Association reported that there were 3,000,000 diabetics in Canada and the United States with 200,000 unknown cases in Canada.
4. The Canadian Cancer Society reported that, in 1967, 494 children under the age of 15 died of cancer. They also reported that there were 90,000 cases of cancer under treatment with 60,000 new diagnosed cases each year.

5. The Canadian Arthritis and Rheumatism Society reported that there were 285,000 Canadians afflicted with this disorder with 63,000 being totally disabled or severely handicapped. They also stated that it was generally considered a disease of older persons, however, rheumatoid arthritis may appear at any age. In more than 50 percent of juvenile cases, joint involvement eventually disappears, however, in one of three cases the disease may continue active into adult years.

6. The Muscular Dystrophy Association of Canada reported that, in Canada, there were an estimated 12,000 victims, most of whom were children.

7. The Canadian Cystic Fibrosis Foundation reported that one in every 1000 babies born in Canada had cystic fibrosis.

8. The Ontario Heart Foundation reported that more than 2,000 children were born each year with deformed hearts. They went on to state that over 80 percent of these cases can be cured or alleviated to give normal life to children.

9. The Canadian National Institute for the Blind reported that, as of December 31, 1969, the number of registered blind was 27,184. They also reported that there were 2,529 blind children under the age of nineteen.

There were, unfortunately, no statistics available concerning handicapped students as outlined by Mathews, Kruse and Shaw (1962).

## Recent Studies

The information available from previous studies is limited mainly to surveys at the college or university level in the United States. This writer knows of no printed material on adapted physical education studies in Canada or specifically, the Province of Ontario. There is no mention of Adapted Physical Education at the secondary level of instruction in the Physical Education Curriculum guide for the Province of Ontario.

Recent studies in the United States indicated that there is a definite need for adapted physical education, however, many schools do not provide physical education for the handicapped student.

Claude J. Ruggian (1958), in his study of junior and senior high schools in Nassau County, New York, reported that over half the 42 schools surveyed included the physically handicapped in the physical education program. He further stated (Ruggian, 1958):

Sixteen schools included the handicapped in the regular physical education program, and six schools stated that they participated part of the time. Only one school holds special classes for the physically handicapped.

James H. Goodridge (1963), in his survey of adapted physical education in North Dakota, stated:

A total of 161 schools and colleges, or 60.3 percent of the 267 responding, do not have any form of adapted physical education. A total of 399 physically handicapped students (excluding the college figures) are not receiving adapted physical education.

Nancy L. Steele (1969), in her study of the status of adapted physical education programs for girls in California, reported:

Responses received from 272 public high schools indicated that 47.7 percent of the high schools offered adapted physical education programs; 52.2 percent of the schools did not offer adapted programs.

The greatest number of adapted programs were offered by high schools in Southern California (62.9 percent) followed by Central California (42 percent) and Northern California with 38 percent.

The greatest number of adapted programs (73.3 percent) was offered in schools with student enrollments of 1,800 and above. Schools in Southern California under 1,000 offered more adapted programs than did schools in Northern and Central California under 1,000.

It is evident from the material available, that there is a definite need for adapted physical education in educational institutions, however, many schools do not meet the psychological, sociological and physical needs of the handicapped student. The North Dakota Department of Special Education estimated that 15 percent of the school age children need special education (1963-1965).

Every child has the right to grow psychologically, socially and physically. No longer is it excusable, much less justifiable, for the handicapped student to be excluded from physical education.

## CHAPTER II

### METHODOLOGY

#### Source of Data

The writer became interested in adapted physical education for the handicapped student while doing research on the identification of the educable mentally retarded. After gleaning the available material on physical education for the handicapped student, the writer set down a workable title and outline.

#### Method of Collecting Data

Having selected a topic of interest and value to the profession of physical education, the writer decided that the questionnaire survey method would be the most suitable for collecting the necessary data. After a review of related literature, a questionnaire was constructed in a brief and objective manner to encourage maximum response. This questionnaire was sent to seven athletic directors in the Northwestern Ontario Organization of Secondary Schools Association for appraisal. With the aid of their suggestions the questionnaire was then rewritten to include multiple choice, yes-no, and alternate response questions.

The nine page questionnaire consisted of four main parts. Part one was concerned with the community population and types of students en-

rolled as to normal or handicapped. School populations were not considered on the questionnaire as this information was already known. Part two was concerned with the qualifications of teachers of physical education for the handicapped. Part three was concerned with the characteristics of the adapted physical education program including type of program and equipment available. Part four was concerned with the opinions of physical educators concerning the instructional program in physical education for the handicapped.

The schools surveyed had school populations between 200 and 3,200 students and represented urban and rural communities ranging in population from 1,000 to over 50,000.

On March 31, 1970 the finalized form of the questionnaire was mailed to 244 selected secondary schools of public instruction in the Province of Ontario. A letter of explanation, questionnaire and self addressed stamped envelope were included in the material sent to each school.

A period of four weeks was allowed for returns. By April 30, 1970, 144 or 55.5 percent of the questionnaires had been completed and returned.

On May 1, 1970, a follow up letter, questionnaire and self addressed stamped envelope were mailed to those secondary schools whose replies had not been received.

There was no definite date set for the return of the second questionnaire. The writer finalized his tabulations on July 1, 1970 with a total of 174, or 70.0 percent, of the questionnaires received in usable form.

There were twenty questionnaires that could not be used because of the lack of information.

Daily tabulation of questionnaires received were entered on five specially designed master charts.

Tables were constructed and data were tabulated and analyzed for comparisons. From these tables percentages were computed, comparisons were made and results discussed. From the data gathered conclusions were drawn and recommendations were made.

## CHAPTER III

### TREATMENT AND ANALYSIS OF DATA

Recent studies have established that the large percentage of handicapped students do not receive physical education at the elementary and secondary school levels. It has also been established that the handicapped have the same psychological, sociological, and physical needs as the normal student.

There are limited statistics concerning the number of handicapped people in Ontario. To the writer's knowledge, there are no statistics concerning physical education for the handicapped student in Ontario. The problem under study, then, is concerned with adapted physical education for the handicapped student in the Province of Ontario.

#### The Results

Of the 244 questionnaires sent, a total of 174 were returned, which amounted to a 70.0 percent return. There were, however, 20 that were returned in unusable form, leaving 154 questionnaires to be used in the study. The general information concerning the size of community and school population was an important aspect of the study. Related to this information was the number of schools responding that recognized the numbers of handicapped students in their systems.



As shown in Table 1, 91, or 40.6 percent of the schools recognized that there were handicapped students in their school system. As this survey included only secondary schools of public instruction, there were no schools that enrolled only handicapped students. There were, however, 83, or 37.5 percent of the schools that indicated there were no handicapped students in their systems. This shows that 37.5 percent of the schools surveyed did not recognize or provide physical education for the handicapped student.

TABLE 1

## ENROLLMENT OF "NORMAL" AND "HANDICAPPED" STUDENTS

Types	Numbers	Percent
Normal and Handicapped	91	40.6
Handicapped only	0	0
Normal only	<u>83</u>	<u>37.5</u>
Totals	174	77.6

Important, also, to the study were the communities surveyed in relation to the population. Table 2, page 17, shows the population range and numbers of questionnaires sent and received in relation to community population. The population of communities surveyed ranged from under 1,000 to over 50,000 persons. The questionnaires sent to communities of under 1,000 population to 50,000 numbered 158, or 70.5 percent, of the total schools surveyed. Of the 174 questionnaires returned, 115 of 66.9 percent,

were from communities with populations under 50,000 persons. The number of schools surveyed with community populations over 50,000 persons were 66, or 32.5 percent, of the total. It was also shown that of the 174 questionnaires completed, 115, or 66.9 percent, came from communities with populations under 50,000 while 59, or 33.9 percent, came from areas with populations over 50,000. This indicated that the smaller communities, with populations under 50,000, were more ready to participate, as their return was 79, or 73.6 percent as opposed to 33, or 44.6 percent, return from larger communities.

TABLE 2  
DISTRIBUTION OF RESPONSES BASED ON  
COMMUNITY POPULATION

Population	Sent	Received	Percent
Under 1,000	25	14	56.0
1,000 to 2,500	33	21	63.6
2,500 to 5,000	30	20	66.7
5,000 to 10,000	29	19	65.5
10,000 to 20,000	31	22	71.0
20,000 to 50,000	30	19	63.3
Over 50,000	<u>66</u>	<u>59</u>	<u>89.4</u>
Totals	244	174	70.0

Another method of tabulating the results had to be determined because the area population did not necessarily indicate the school population. Table 3 shows the percentage of replies received to be fairly consistent with the school populations between 0 and 1,000 students. The greatest return came from those schools with populations between 1,001 and 2,000 with 100 returned, or 78.8 percent. The smallest percentage of returns, 2 or 40 percent, came from those schools with populations over 2,001.

According to the survey, schools with the greatest populations, as with the largest community populations, were not as willing to participate in this survey as were the lesser populated schools and communities.

One of the purposes of this survey was to determine how many secondary schools of public instruction in the Province of Ontario provided physical education for the handicapped student.

TABLE 3

## DISTRIBUTION OF RESPONSES BASED ON SCHOOL POPULATION

School Population	Sent	Received	Percent
0-250	10	5	50.0
251-500	37	21	56.0
501-1000	65	46	70.8
1001-2000	127	100	78.8
over 2000	<u>5</u>	<u>2</u>	<u>40.0</u>
Totals	244	174	70.0

Table 4, page 20 shows the results concerning the schools with adapted physical education programs in relationship to community population and school population. It was indicated that, the larger the community, the greater the percentage of schools which provided physical education for the handicapped student.

An enrollment comparison of schools having adapted physical education for the handicapped students was deemed necessary as densely populated areas may have been serviced with numerous schools of limited enrollment.

It was also shown in Table 4 that only 40, or 22.9 percent, of those schools surveyed had adapted physical education for the handicapped student. It also indicated, with the exception of those schools with populations over 2,001, that the greater the school population, the more likely it is that there will be an adapted physical education program. However, it is also reasonable to assume that there will probably be fewer students in need of an adapted physical education program in those schools with fewer students.

#### Teacher Qualifications

The second purpose of this survey was to gather information concerning the qualifications of teachers of physical education for handicapped students. It was hoped that a rather specific recommendation could be given in regard to teacher training and course selection at the college level.

Table 5, page 21, shows that 40 percent of teachers in physical education and 42.5 percent of those in adapted physical education have

TABLE 4

PHYSICAL EDUCATION PROGRAMS BASED ON COMMUNITY  
AND SCHOOL POPULATION

Community Population			School Population		
<u>With Program</u>		<u>Percent</u>	<u>With Program</u>		<u>Percent</u>
Under 1,000	2	5.0	0-250	2	5.9
1,000-2,500	2	5.0	251-500	5	12.5
2,500-5,000	3	7.5	501-1000	11	27.5
5,000-10,000	4	10.0	1001-2000	21	52.5
10,000-20,000	4	10.0	Over 2001	<u>1</u>	<u>2.5</u>
20,000-50,000	7	17.5			
Over 50,000	<u>18</u>	<u>45.0</u>			
Totals	40	22.9		40	22.9

from one to three years teaching experience. There seems to be no relationship between years of teaching experience in physical education and involvement in teaching adapted physical education. There is an indication, however, that new teachers were involved in teaching adapted physical education. It was shown that seven, or 17.5 percent, of those teachers involved with the handicapped students had less than one year's teaching experience.

The academic qualifications of the physical educators were needed to determine a level of professional training present in the Ontario educational system.

TABLE 5

YEARS OF TEACHING EXPERIENCE OF TEACHERS OF  
PHYSICAL EDUCATION FOR THE HANDICAPPED

Years of Experience	Physical Education		Adapted Physical Education	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Less than 1 year	2	5.0	7	17.5
1-3 years	16	40.0	17	42.5
4-6 years	10	25.0	6	15.0
7-10 years	8	20.0	7	17.5
Over 10 years	8	20.0	3	7.5

Table 6, page 22, shows that 80 percent of the responding physical educators had academic qualifications of a baccalaureate degree (35 percent), Masters degree (5 percent), specialist's diploma (40 percent). It was shown, however, that eight, or 20 percent of the instructors of adapted physical education, had only one year of professional training. In reference to the lack of qualified instructors for adapted physical education, it was reported that half a loaf was better than no loaf at all.

Important, in a survey of this type, was the professional background in physical education foundation courses of the instructors of adapted physical education. Although only 20 percent of the physical educators surveyed had less than a baccalaureate degree, only 16, or 40 percent, had any adapted or corrective physical education courses as in Table 7, page 23.

TABLE 6

ACADEMIC QUALIFICATIONS OF TEACHERS OF PHYSICAL  
EDUCATION FOR THE HANDICAPPED STUDENT

Qualifications	Numbers	Percent
Teachers Certificate	8	20.0
B.A. or B. Sc.	14	35.0
M.A. or M. Sc.	2	5.0
Specialist	16	40.0
Doctorate	0	0

In addition, 32, or 80 percent, of the physical educators stated that, while in college, they were not exposed to the teaching of physical education for the handicapped student. There is a general lack of foundation courses in physical education among the instructors of adapted physical education in the Province of Ontario.

Characteristics, Facilities and Equipment for the  
Adapted Physical Education Program

The third purpose of this survey was to gather information concerning curricula, facilities and equipment for the adapted physical education programs. This information was deemed necessary to give the complete scope of the adapted physical education program in Ontario.

Health Services

In general, most school health services are preventive or protective and educational. In reference to Table 8, page 24, it was found that

a very low percentage of schools required medical examinations. Of the 40 schools with adapted physical education, only 11, or 27.5 percent, required an annual medical examination. Some schools required an examination upon entrance and periodically thereafter. It can be estimated that at least 47.5 percent of the students enrolled in schools that provide adapted physical education will have at least one medical examination and that, of these, at least 14 will have one more medical examination while in high school.

TABLE 7

COLLEGE COURSES OF TEACHERS OF PHYSICAL EDUCATION  
FOR THE HANDICAPPED STUDENT

Courses	Numbers	Percent
Team Activities	19	47.5
Individual Activities	23	57.5
Dual Activities	14	35.0
Group Games	17	42.5
Folk and/or Corrective Social Dance	16	40.0
Adapted or Corrective	16	40.0
Calisthenics or Conditioning Rhythms	17	42.5
Swimming	22	55.0
Gymnastics or Tumbling	18	45.0



TABLE 8

MEDICAL EXAMINATIONS AND EVALUATIONS  
OF STUDENTS IN SCHOOLS SURVEYED

Medical Examinations			Evaluations		
	<u>Number</u>	<u>Percent</u>		<u>Number</u>	<u>Percent</u>
Periodically	14	35.0	Physical Achievement	17	42.5
Annually	11	27.5	Fitness Test	22	55.0
Entrance to School	19	47.5	Self Evaluation	19	47.5

It was apparent from the information available that at least one-half of the schools surveyed do not require a medical examination of their students.

The evaluation aspect of the adapted physical education program was important to establish the credibility of the program. It was indicated that 17, or 42.5 percent, of the schools with adapted physical education programs graded their students on physical achievement, and 22, or 55 percent, used physical fitness tests as a means of evaluation. Nineteen, or 47.5 percent, reported that there were some provisions made for a program of self evaluation. This indicated that the large percentage of students enrolled in adapted physical education classes were not expected to obtain any level of achievement that could be graded or categorized.

It was important to establish how the students were selected to participate in an adapted physical education program, and who was instru-

mental in the development of the adapted activities.

Table 9 reveals that the physical education teacher and the student's physician were the two major sources of identifying the handicapped student. It was also shown that the physician was involved in the program development in only two cases, or in 5 percent of the schools surveyed. This indicated that 95 percent of those schools responding to the questionnaire that have physical education programs do not use the student's physician when constructing an adapted program.

TABLE 9  
IDENTIFICATION AND PROGRAM DEVELOPMENT  
OF THE HANDICAPPED STUDENT

Resource People	Identified		Program Development	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Classroom Teacher	4	10.0	1	2.5
Physical Education Teacher	16	40.0	23	57.5
School Nurse	4	10.0	0	0
Physician	13	32.5	2	5.0
Specialist in Adapted Physical Education	0	0	4	1.0

Important to the adapted physical education program is the keeping of cumulative records for each handicapped student. The survey showed that only four, or 10 percent, of those schools surveyed kept records or

case studies of students in the adapted physical education program.

The length of class periods and number of periods per school week are shown in Table 10, page 27. The most frequent number of periods per week was three with the length of each period being 45 minutes. There was no indication of which hours were preferred for adapted physical education. The survey indicated that the majority of adapted classes were held during the regularly scheduled physical education classes.

The final phase of the third section under purposes dealt with the facilities and equipment available for adapted physical education. The actual need, as indicated in Appendix D, page 60, was minimal. All schools reporting had all necessary equipment to carry on an adapted physical education program. However, it was reported that 25, or 62.5 percent, indicated that more facilities and equipment were needed for the improvement of the adapted physical education program.

Other opinions concerning the improvement of adapted physical education were also indicated. It was reported that 29, or 72.5 percent, of the instructors of adapted physical education recognized the need for more qualified instruction. Twenty-one, or 52.5 percent, wanted more school time allotted to adapted physical education.

It has been shown that the handicapped student needs the opportunity for sociological, physical and psychological development as much as, or even more than, the average student. However, it was reported that over 50 percent of the instructors returning the questionnaire, who were involved with adapted programs, wanted more and improved under-

standing of faculty, administration and community.

TABLE 10  
FREQUENCY AND LENGTH OF ADAPTED  
PHYSICAL EDUCATION CLASSES

Number of Periods Per Week		Length of Periods	
<u>Days</u>	<u>Number</u>	<u>Time</u>	<u>Number</u>
One	0	15 min.	0
Two	4	30 min.	8
Three	23	45 min.	23
Four	7	60 min.	0
Five	6		

There is some question as to whether the handicapped student should be segregated from the normal student, made to participate in regular physical education classes with "normal" students, or to participate in regular classes with a modified program. In many instances, however, the "modified" program may involve washing balls, officiating, keeping scores, or being a spectator. Of the schools reporting, Table 11, page 28, shows that 17, or 42.5 percent, of the handicapped students have physical education in classes which are segregated from the regular program. It also shows that 9, or 22.5 percent, of the handicapped students are required to take physical education with the regularly scheduled classes. Those respondents indicating that the handicapped student took

regular physical education also stated that some remedial work was done with the handicapped outside of the regular physical education class.

TABLE 11

NUMBER OF HANDICAPPED STUDENTS COMPARED TO SCHOOL  
POPULATION WITH ADAPTED PHYSICAL EDUCATION

Type of Class	Schools		Students
	<u>Number</u>	<u>Percent</u>	<u>Number</u>
Segregated Classes	17	42.5	413
Regular Classes with Normals	9	22.5	136
Modified with Normals	19	35.0	66

The fourth purpose of the survey was to gather opinions of physical educators concerning instruction in physical education for the handicapped. This was deemed necessary because of the varied opinions concerning the teaching of physical education for handicapped students.

Table 12, page 30, shows the differences of opinions among the physical educators of Ontario Secondary Schools responding to the questionnaire.

The opinion section of the questionnaire was completed by 100, or 58.7 percent, of those answering the questionnaire. One area where there was overwhelming agreement dealt with professional preparation of the instructors. It was shown that 89 percent of those completing the opinion section of the questionnaire believed that teachers of adapted physical

education should have professional preparation in physical education. The survey also revealed that 89 percent of the physical educators believed that all instructors of physical education should have a background in adapted physical education. It has been reported that only 40 percent of the instructors of adapted physical education had adapted or corrective physical education course backgrounds.

The need for more foundation courses in adapted physical education was demonstrated when 81 percent of the respondents indicated that colleges should add courses in adapted physical education.

The importance of physical education has been pointed out earlier in this paper. This philosophy was reinforced by this survey when 90 percent of the respondents reported that instruction in physical education can help social and mental development of the handicapped.

The purpose of physical education was further reinforced when 87 percent of the respondents stated that the purpose of physical education, for the handicapped was to develop the total person, including co-ordination, personality and physical abilities.

One area of uncertainty revealed by the survey was whether or not handicapped students should be taught physical education with "normal students." The survey indicated that 48 percent disagreed with combining the "normal" and "handicapped," 27 percent agreed, 15 percent were undecided and 10 percent reported that they were unqualified to answer. It was evident that the opinions among the physical education instructors of Ontario were as diversified as in other areas of North America.

TABLE 12

OPINIONS CONCERNING INSTRUCTION IN PHYSICAL  
EDUCATION FOR THE HANDICAPPED

	Agree	Disagree	Undecided	Un-qualified to Answer
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
A. Taught with normal student.	27	48	15	10
B. Teachers should have professional preparation.	89	1	7	3
C. Handicapped should be taught, even if instructor has no preparation.	25	37	24	14
D. Physical educators should have background.	89	7	3	1
E. Colleges should add courses in adapted physical education.	81	3	12	4
F. Social and mental development of handicapped.	90	0	3	7
G. Superior in social adjustment	24	4	15	57
H. Normal children superior in motor proficiency.	35	12	15	38
I. Development of coordination, personality and physical abilities.	87	3	5	5

## CHAPTER IV

### DISCUSSION OF THE DATA

A review of related literature showed that, historically, a person who deviated from the norm physically, socially, or mentally was usually regarded with suspicion and disdain. One of the purposes of this study was to determine whether or not society has changed its attitudes toward the handicapped student, specifically in relation to physical education.

Recent studies indicated that there were over four million children in the United States who could benefit from special education classes. The figures for Canada, specifically, the Province of Ontario, were inconclusive. However, if Stafford's figure of one child in every eight being handicapped, this would indicate that, regardless of the size of the school population, there will be students who could benefit from an adapted physical education program.

The writer cannot agree with eighty-three of the schools surveyed that indicated they only enrolled "normal" students. The writer also hypothesizes that 37.5 percent of all secondary schools in Ontario do not recognize their handicapped student. Another disturbing fact is that 55.5 percent of those schools that recognized their handicapped students did not provide adapted physical education programs.

This is extremely disturbing to the writer because of the opinions



concerning instruction in physical education for the handicapped student. There was almost total agreement among the physical educators that adapted physical education was important to the social and mental development of the handicapped, as well as to co-ordination, personality and physical abilities; yet little is being done for them in physical education.

There are a number of reasons for this discrepancy and the writer believes the main factor is the lack of initiative, concern and foundation courses dealing with handicapped students. Another problem inferred was the lack of equipment, facilities and time. The writer recognized the time and facility problems, however, most schools indicated that they were very well equipped. Therefore, the lack of equipment should not have been a problem in constructing adapted physical education programs.

The problem of time can only be eliminated when all educators and school boards become cognizant of the fact that handicapped students are an integral part of the school system. The general opinion is that adapted classes should be segregated from the regular physical education class, therefore, there should be time allotments provided for adapted physical education classes. This must be provided for if all the students' needs are to be fulfilled.

Many physical educators indicated that there were only one or two persons who could be classified as handicapped, therefore, the low numbers did not warrant special time allotments for adapted physical education classes. The writer believes that a great injustice is being done to these students because no provisions were made to develop their whole selves.

Another problem facing the physical educator was the availability of doctors' excuses to exclude students with physical handicaps from physical education. If a proper program is constructed by the physician and physical educator, there is no reason why asthmatics, epileptics, diabetics and students with heart conditions or other handicaps should be singled out and placed in a study hall to become less active than they already are. The survey shows, however, that there is a lack of communication between the school and the student's physician. The writer can only conclude that physical educators must take the initiative and discuss these problems with members of the medical profession.

There are no provisions made in the Ontario curriculum study, for handicapped students. There is, however, a requirement in physical education for all students in grades nine, ten and eleven. This, in itself, should be a strong argument for the placement of adapted physical education in the school time table.

Disturbing to the writer was the lack of foundation courses in physical education, especially in the adaptive or corrective areas. This shows that much work must be done on curriculum construction at the college and university levels. If the Ontario Department of Education expects physical educators in the Province to do a worthwhile job with all of their students, they must provide the proper professional background.

In conclusion, the writer believes the following statements are justified as indicated by the survey:

1. There is a definite lack of understanding among educators and

laymen as to the need, purpose, and aims of adapted physical education.

2. There is a lack of knowledge among educators concerning the number of handicapped students in their school systems.

3. There is a lack of communication between physical educators and the medical profession where handicapped students are involved.

4. There is a lack of professional development among the physical educators of Ontario.

The writer concludes that there has not really been a great deal of progress from medieval times in regard to the handicapped. Instead of leaving them to die, or using them as show pieces, many educators today do not even bother to recognize their presence. Which is worse?

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to determine the number of secondary schools in Ontario whose physical education programs are meeting the needs of the handicapped student.

It was hoped that the information accumulated would serve as a basis from which school boards, administrators and physical educators could re-evaluate and broaden the scope of adapted physical education for the handicapped student. Specifically the questionnaire was used to:

1. Determine how many secondary schools in Ontario provide physical education for the handicapped student.
2. Gather information concerning the qualifications of teachers of physical education for handicapped students.
3. Gather information concerning the characteristics of, and facilities for, the adapted physical education program.

The opinionnaire was used to obtain opinions from physical educators for recommendation purposes. The results of the questionnaire were used as the basis for conclusions and recommendations.

The analysis of tables and physical educators' opinions revealed the following information:

1. Only 40.6 percent of the responding schools recognized that

there were handicapped students enrolled in their school system.

2. The tendency toward higher returns came from those communities with greater populations, while the smallest percentage of returns came from those schools with the largest population.

3. If a school was situated in an area of dense population, it had a greater chance of offering an adapted physical education program than those schools situated in less populated areas.

4. The greater the school population, the more likely it was that an adapted physical education program would be offered.

5. The teachers of adapted physical education, although qualified academically, were usually inexperienced, or had less than three years of teaching experience.

6. There was a definite need for, not only courses in adapted physical education, but also all foundation courses in physical education at the college level of instruction.

7. Medical examinations were not used by the majority of those schools responding, neither were records or case studies of those individuals involved in an adapted program kept.

8. There were three periods of adapted physical education per school week, however, 67.5 percent of the respondents indicated that they favored more time allotment.

9. Improved instruction in adapted physical education would be derived by having more qualified instructors, more facilities and equipment, and an improved understanding among the faculty, administration,

and community.

10. Many physical educators believe that the handicapped student should be segregated from regular classes when at all possible.

### Conclusions

An analysis of this survey seemed to warrant certain general conclusions:

1. Ontario Secondary Schools of public instruction are not meeting the psychological, sociological and physical needs of all their students.

2. A large percentage of Ontario educators are unaware of the incidence of abnormality, both physical, psychological and social among secondary students.

3. The large percentage of physical educators in Ontario lack foundation courses in adapted physical education techniques. There is, however, an awareness of this problem by the overwhelming number of physical educators who indicated the need for professional preparation in adapted physical education at the college level.

4. The physical educators who are responsible for the construction of adapted physical education courses do not use all resource people available. There was an indication, however, that a great many physicians were not readily available to assist in the construction of adapted physical education programs.

5. Although most schools indicated that equipment was not a

problem, they also agreed that they must have better facilities and equipment and more time in order to do a professional job. The acquisition of these items might be facilitated if there were better relationships between administrators, school boards, teachers and the general public.

6. There is a general lack of understanding among the physical educators in regard to the handicapped student. It is believed that those students involved in adapted physical education should be segregated from the normal students, however, when asked for opinions concerning the social development of handicapped students in adapted physical education classes, 57 percent were unqualified to answer, 15 percent were undecided and 4 percent disagreed that there were any benefits derived from this type of a program.

7. It was believed by a substantial majority that an adapted physical program should be instrumental in the development of co-ordination, personality and physical abilities of the handicapped student.

#### Recommendations

The data compiled in certain phases of this study were incomplete and inadequate. Therefore, it would be desirable to recommend further study in all areas of physical education for the handicapped student. Specifically, however, the writer makes the following recommendations:

1. It has been established that the handicapped student needs the chance to develop socially, physically and psychologically as much as, if not more so, than the "normal" student. The writer recommends therefore that all secondary school administrators and physical educators should

re-evaluate their physical education programs, and make a positive step to ensure that all physiological, psychological and sociological needs are being met, for all their students.

2. This study showed that a great many physical educators were unaware as to the extent of handicapped students in their school system. It has been shown that one in eight school children could benefit from an adapted or special education class. It is therefore recommended that more publicity be given by the Department of Education to make physical educators, administrators, school board officials and the general public more aware of this serious defect in their educational system.

3. Professionalism must certainly be indicated by the training and course background one receives in preparing for a specific vocation. This study indicated a lack of professional preparation among a large majority of the physical educators. It is therefore, recommended that colleges and universities re-evaluate their teacher preparatory courses and programs of required study to include all aspects of physical education, especially in the area of handicapped students.

4. The importance of medical examinations and the keeping of cumulative records is well known to educators and thus will not be discussed further. However, the writer would recommend that more use be made of the medical profession in preparing adapted physical education programs.



APPENDIX A

March 31, 1970

Dear Sir:

Enclosed is a questionnaire concerning physical education for the handicapped student.

Would you please complete this questionnaire and return it to me, in the self-addressed envelope at your earliest convenience.

The results from this questionnaire will be tabulated and used as partial credit towards my Master's Degree.

Your school is one of 252 secondary schools in Ontario being surveyed and I would appreciate your returning the questionnaire, regardless of the size of your school or the type of physical education program you run.

Thank you for your time and assistance.

Sincerely yours ,

John B. Cameron

JBC:mjb  
Encl.

GENERAL INFORMATION

Name of person completing questionnaire \_\_\_\_\_

Title of person completing questionnaire \_\_\_\_\_

Name of School \_\_\_\_\_

Location of School \_\_\_\_\_

## DEFINITION OF TERMS:

"Normal Students" - Those students who conform to a type or standard and have no physical or mental abnormalities.

"Handicapped Students" - Those students who cannot participate in regular physical education classes because of some permanent physical or mental disorder.

"Adapted Physical Education" - A special physical education programme designed for students with physical or mental abnormalities.

1. School enrollment includes:

- \_\_\_\_\_ a. Both "normal" and the "handicapped"  
 \_\_\_\_\_ b. The "handicapped"  
 \_\_\_\_\_ c. The "normal" only

2. Please check the population of the community represented:

- \_\_\_\_\_ a. Under 1,000  
 \_\_\_\_\_ b. 1,000 to 2,500  
 \_\_\_\_\_ c. 2,500 to 5,000  
 \_\_\_\_\_ d. 5,000 to 10,000  
 \_\_\_\_\_ e. 10,000 to 20,000  
 \_\_\_\_\_ f. 20,000 to 50,000  
 \_\_\_\_\_ g. Over 50,000

INFORMATION CONCERNING THE QUALIFICATIONS OF TEACHERS  
 OF PHYSICAL EDUCATION FOR THE HANDICAPPED

3. Physical Education for the handicapped is taught by:

- \_\_\_\_\_ a. The classroom teacher  
 \_\_\_\_\_ b. The physical education teacher  
 \_\_\_\_\_ c. Specialist

\_\_\_\_\_ d. Other (Specify) \_\_\_\_\_

4. Sex of the teacher of physical education for the handicapped is:

\_\_\_\_\_ a. Female

\_\_\_\_\_ b. Male

5. How many years has this person taught physical education:

\_\_\_\_\_ a. Less than one year

\_\_\_\_\_ b. 1 - 3 years

\_\_\_\_\_ c. 4 - 6 years

\_\_\_\_\_ d. 7 - 10 years

\_\_\_\_\_ e. Over 10 years

6. How many years has this person taught physical education to the handicapped?

\_\_\_\_\_ a. Less than one year

\_\_\_\_\_ b. 1 - 3 years

\_\_\_\_\_ c. 4 - 6 years

\_\_\_\_\_ d. 7 - 10 years

\_\_\_\_\_ e. Over 10 years

7. Please indicate the academic qualifications of the teacher of physical education for the handicapped:

\_\_\_\_\_ a. Teachers certificate

\_\_\_\_\_ b. B.A. or B. Sc.

\_\_\_\_\_ c. M.A. or M. Sc.

\_\_\_\_\_ d. Specialist

\_\_\_\_\_ e. Doctorate

8. Was the teacher of physical education for the handicapped exposed while in college to the teaching of physical education for the handicapped students?

\_\_\_\_\_ a. Yes

\_\_\_\_\_ b. No

9. Which subjects or courses were included in the college background of the teacher of physical education for the handicapped?

\_\_\_\_\_ a. Team activities

\_\_\_\_\_ b. Dual activities

\_\_\_\_\_ c. Individual activities

\_\_\_\_\_ d. Folk and/or social dance

- e. Group games
- f. Adapted or corrective physical education
- g. Calisthenics or conditioning rhythms
- h. Swimming
- i. Gymnastics or tumbling

10. How are the handicapped students identified for placement in adapted physical education classes?

- a. Classroom teacher
- b. Physical education teacher
- c. School nurse
- d. Student's physician
- e. Other (specify) \_\_\_\_\_

11. Who is responsible for the development of the adapted physical education program for the handicapped?

- a. Classroom teacher
- b. Physical education teacher
- c. A specialist in adapted physical education
- d. Other (specify) \_\_\_\_\_

12. Is the student's physician consulted as to the extent of handicap and adapted physical education program proposed?

- a. Yes
- b. No

13. How does the consultation between physician and physical education teacher occur?

- a. Personal appointment
- b. Questionnaire completed by physician
- c. Combination of questionnaires and personal interview
- d. Other (specify) \_\_\_\_\_

14. Is there a follow-up and/or case study done on each individual in the adapted physical education program?

- a. Yes
- b. No

INFORMATION CONCERNING THE ADAPTED PHYSICAL  
EDUCATION PROGRAM FOR THE HANDICAPPED

15. Physical education class periods per week for the handicapped:

- \_\_\_\_\_ a. One  
 \_\_\_\_\_ b. Two  
 \_\_\_\_\_ c. Three  
 \_\_\_\_\_ d. Four  
 \_\_\_\_\_ e. Five  
 \_\_\_\_\_ f. Other (specify) \_\_\_\_\_

16. What is the length of the physical education period for the handicapped?

- \_\_\_\_\_ a. 15 minutes  
 \_\_\_\_\_ b. 30 minutes  
 \_\_\_\_\_ c. 45 minutes  
 \_\_\_\_\_ d. 60 minutes  
 \_\_\_\_\_ e. Other (specify) \_\_\_\_\_

17. What is the time of the physical education period for the handicapped?

	<u>No. of Boys</u>	<u>No. of Girls</u>
_____ a. 8 - 9	_____	_____
_____ b. 9 - 10	_____	_____
_____ c. 10 - 11	_____	_____
_____ d. 11 - 12	_____	_____
_____ e. 12 - 1	_____	_____
_____ f. 1 - 2	_____	_____
_____ g. 2 - 3	_____	_____
_____ h. 3 - 4	_____	_____
_____ i. Other (specify) _____		

18. Please complete one of the following that is most applicable to the teaching situation included.

a. Physical education for the handicapped is taught in classes separate from those for normal students.

(a) No. of handicapped boys \_\_\_\_\_ grade level(s) \_\_\_\_\_

(b) No. of handicapped girls \_\_\_\_\_ grade level(s) \_\_\_\_\_

b. Physical education for the handicapped is taught in regular classes with "normal" students.

(a) No. of handicapped boys \_\_\_\_\_ grade level \_\_\_\_\_

(b) No. of handicapped girls \_\_\_\_\_ grade level \_\_\_\_\_

c. Physical education for the handicapped is taught in classes with "normal" students but the handicapped are given modified activities.

(a) No. of handicapped boys \_\_\_\_\_ grade level \_\_\_\_\_

(b) No. of handicapped girls \_\_\_\_\_ grade level \_\_\_\_\_

INFORMATION CONCERNING THE CHARACTERISTICS OF THE  
ADAPTED PHYSICAL EDUCATION PROGRAM FOR THE HANDICAPPED

19. Please check activities taught under categories a, b, and c:

a. Kinesthetic Activities

- \_\_\_\_\_ a. Basic movements (walking, skipping, etc.)  
 \_\_\_\_\_ b. Calisthenics & conditioning exercises  
 \_\_\_\_\_ c. Stretching & flexibility exercises  
 \_\_\_\_\_ d. Posture improvement exercises  
 \_\_\_\_\_ e. Rhythms (folk dance, social dance, etc.)  
 \_\_\_\_\_ f. Corrective exercises or adapted physical education

b. Individual Activities

- \_\_\_\_\_ a. Swimming  
 \_\_\_\_\_ b. Bowling  
 \_\_\_\_\_ c. Racket play (tennis, badminton, squash, etc.)  
 \_\_\_\_\_ d. Archery  
 \_\_\_\_\_ e. Gymnastics and tumbling  
 \_\_\_\_\_ f. Combatives (hand contests, wrestling, tug-o-war, etc.)  
 \_\_\_\_\_ g. Golf  
 \_\_\_\_\_ h. Track & field events  
 \_\_\_\_\_ i. Others (specify) \_\_\_\_\_

c. Team Sports

- \_\_\_\_\_ a. Volleyball  
 \_\_\_\_\_ b. Basketball  
 \_\_\_\_\_ c. Football  
 \_\_\_\_\_ d. Soccer  
 \_\_\_\_\_ e. Baseball  
 \_\_\_\_\_ f. Fastball  
 \_\_\_\_\_ g. Softball  
 \_\_\_\_\_ h. Flickerball  
 \_\_\_\_\_ i. Other (specify) \_\_\_\_\_

20. What facilities are available for the handicapped in physical education?

- \_\_\_\_\_ a. Playground  
 \_\_\_\_\_ b. Athletic fields: football, softball diamonds, etc.  
 \_\_\_\_\_ c. Bowling sites  
 \_\_\_\_\_ d. Corrective exercise room  
 \_\_\_\_\_ e. Basketball court  
 \_\_\_\_\_ f. Gymnasium floor  
 \_\_\_\_\_ g. Weight lifting room

- \_\_\_\_\_ h. Handball court or wall
- \_\_\_\_\_ i. Running track and field
- \_\_\_\_\_ j. Swimming pool
- \_\_\_\_\_ k. Tennis court
- \_\_\_\_\_ l. Shower and dressing rooms
- \_\_\_\_\_ m. Other (specify) \_\_\_\_\_

21. What equipment and supplies are used in physical education for the handicapped?

a. Indoor Apparatus

- \_\_\_\_\_ a. Trampoline
- \_\_\_\_\_ b. Box horse
- \_\_\_\_\_ c. Pommel Horse
- \_\_\_\_\_ d. Parrallel bars
- \_\_\_\_\_ e. Rings
- \_\_\_\_\_ f. Horizontal bar
- \_\_\_\_\_ g. Others (specify) \_\_\_\_\_

b. Weight training

- \_\_\_\_\_ a. Barbells
- \_\_\_\_\_ b. Dumbells
- \_\_\_\_\_ c. Squat Rack
- \_\_\_\_\_ d. Benches
- \_\_\_\_\_ e. Others (specify) \_\_\_\_\_

c. Ropes

- \_\_\_\_\_ a. Climbing
- \_\_\_\_\_ b. Jumping
- \_\_\_\_\_ c. Others (specify) \_\_\_\_\_

d. Balls

- \_\_\_\_\_ a. Basketballs
- \_\_\_\_\_ b. Volleyballs
- \_\_\_\_\_ c. Soccer balls
- \_\_\_\_\_ d. Footballs
- \_\_\_\_\_ e. Softballs
- \_\_\_\_\_ f. All purpose balls
- \_\_\_\_\_ g. Others (specify) \_\_\_\_\_

e. Musical

- \_\_\_\_\_ a. Record player
- \_\_\_\_\_ b. Records
- \_\_\_\_\_ c. Piano
- \_\_\_\_\_ d. Tape Recorder
- \_\_\_\_\_ e. Others (specify) \_\_\_\_\_



## f. Mats

- \_\_\_\_\_ a. Wrestling  
 \_\_\_\_\_ b. Tumbling  
 \_\_\_\_\_ c. Others (specify) \_\_\_\_\_

## g. Recreational

- \_\_\_\_\_ a. Table Tennis  
 \_\_\_\_\_ b. Shuffleboard  
 \_\_\_\_\_ c. Badminton  
 \_\_\_\_\_ d. Others (specify) \_\_\_\_\_

## h. Other equipment and/or supplies

\_\_\_\_\_

22. Please indicate with a check each of those tests and evaluation procedures applicable to your school and teaching situation:

- \_\_\_\_\_ a. Medical examinations are given annually  
 \_\_\_\_\_ b. Medical examinations are given periodically every two or three years  
 \_\_\_\_\_ c. Medical examinations are given at entrance and referred by teachers or a nurse.  
 \_\_\_\_\_ d. There is a daily health record kept on each handicapped student in adapted physical education  
 \_\_\_\_\_ e. Grades on achievement are given at regular intervals in adapted physical education  
 \_\_\_\_\_ f. Physical fitness tests are used (such as AAHPER Youth Fitness Test)  
 \_\_\_\_\_ g. There is a plan for self-evaluation leading to improvement in growth and development  
 \_\_\_\_\_ h. There is a plan for evaluating social and emotional development.

Please check changes in your school which would, in your opinion, improve instruction in physical education for the handicapped:

- \_\_\_\_\_ a. A qualified teacher of physical education for the handicapped.  
 \_\_\_\_\_ b. More facilities and equipment (specify) \_\_\_\_\_  
 \_\_\_\_\_ c. More time should be allotted for adapted physical education classes for the handicapped. Please specify how much more time each day and week. \_\_\_\_\_  
 \_\_\_\_\_ d. An improved understanding of the handicapped within:  
 \_\_\_\_\_ a. faculty

- \_\_\_\_\_ b. Administration  
 \_\_\_\_\_ c. Community  
 \_\_\_\_\_ e. More college preparation in physical education for teaching of handicapped students.  
 \_\_\_\_\_ f. Others (specify) \_\_\_\_\_

23. Opinions concerning instructions in physical education for the handicapped:

a. The handicapped can be taught in physical education classes with "normal" students.

- \_\_\_\_\_ a. Agree  
 \_\_\_\_\_ b. Disagree  
 \_\_\_\_\_ c. Undecided  
 \_\_\_\_\_ d. Not qualified to answer

b. Physical education teachers with handicapped students in their classes should have professional preparation in their physical education.

- \_\_\_\_\_ a. Agree  
 \_\_\_\_\_ b. Disagree  
 \_\_\_\_\_ c. Undecided  
 \_\_\_\_\_ d. Not qualified to answer

c. The handicapped should be taught physical education by the regular physical education teacher even if he has had no formal preparation for the handicapped.

- \_\_\_\_\_ a. Agree  
 \_\_\_\_\_ b. Disagree  
 \_\_\_\_\_ c. Undecided  
 \_\_\_\_\_ d. Not qualified to answer

d. All physical education instructors should have some instruction in physical education for the handicapped.

- \_\_\_\_\_ a. Agree  
 \_\_\_\_\_ b. Disagree  
 \_\_\_\_\_ c. Undecided  
 \_\_\_\_\_ d. Not qualified to answer

e. Colleges should add special courses in physical education for work with handicapped.

- \_\_\_\_\_ a. Agree  
 \_\_\_\_\_ b. Disagree  
 \_\_\_\_\_ c. Undecided  
 \_\_\_\_\_ d. Not qualified to answer

f. Instruction in physical education can help social and mental development of the handicapped.

- a. Agree  
 b. Disagree  
 c. Undecided  
 d. Not qualified to answer

g. Handicapped children referred to adapted physical education classes are superior in social adjustment to handicapped retained in regular classes.

- a. Agree  
 b. Disagree  
 c. Undecided  
 d. Not qualified to answer

h. "Normal" children are significantly superior in motor proficiency to handicapped children.

- a. Agree  
 b. Disagree  
 c. Undecided  
 d. Not qualified to answer

i. The purpose of physical education for the handicapped is to develop the total person, including co-ordination, personality, and physical abilities.

- a. Agree  
 b. Disagree  
 c. Undecided  
 d. Not qualified to answer

24. Do you desire a summary of the results of this survey?

- a. Yes  
 b. No

RETURN ADDRESS:

John B. Cameron  
1111 River Road  
Fort Frances, Ontario

APPENDIX B

May 1, 1970

Dear Sir:

I have failed to receive the questionnaire concerning adapted Physical Education at your school.

Because of the nature of the questionnaire and the implications resulting from this study it is imperative that I have a high percentage of returns.

If your school has no program for the handicapped I would appreciate your still returning the questionnaire.

Thank you, again, for your assistance.

Sincerely,

J.B. Cameron

JBC/mjb

APPENDIX C

## ONTARIO SECONDARY SCHOOLS SURVEYED

<u>School</u>	<u>Return</u>	<u>No Return</u>
Adam Scott Collegiate	X	
Agincourt	X	
Alderwood Collegiate	X	
Aldershot High School	X	
Alexander Mac Kenzie	X	
Almaguin Highland Secondary School	X	
Almonte District High School	X	
Anderson Street Collegiate	X	
A.N. Meyers	X	
Arthur Voaden Secondary School	X	
Athens District High School	X	
Aurthur District High School	X	
Ball River District High School	X	
Barrie Central	X	
Barrie North		X
Barton Secondary School	X	
Bathurst Heights	X	
Bayview Secondary School	X	
Bell High School	X	
Birchmont Park Collegiate	X	
Blind River District High School	X	
Bloor Collegiate	X	
Borden C.F.B.		X
Bowmansville High School	X	
Bracebridge and Muskoka Lakes	X	
Brantford		X
Bramalea Secondary Schools	X	
Britannia Secondary School		X
Brookfield High School		X
Bruce Mines District High School		X
Bruce Peninsula District High School	X	
Burford District High School	X	
Caledon Vocational School	X	
Caledonia High School	X	
Cameron Heights Collegiate		X
Castle Frank High School	X	
Centennial Secondary School	X	
Central Huron	X	
Central Peel	X	
Central Technical School		X
Chapleau High School	X	
Chatham Collegiate		X

<u>School</u>	<u>Return</u>	<u>No Return</u>
Chatham Kent	X	
Chaplain High School		X
Chippewa Secondary School	X	
Cobourg East	X	
College Heights Vocational School	X	
Collingwood	X	
Copper Cliff High School	X	
Cornwall	X	
David and Mary Thompson		X
Delhi	X	
Delta Secondary Schools	X	
Don Head Secondary Schools	X	
Don Mills Collegiate	X	
Drochester High School	X	
Dunville Secondary School	X	
Durham District High School	X	
Earl Haig Secondary School		X
Espanolo High School	X	
Eastdale Vocational School		X
Eastern High School of Commerce	X	
Eastdale Collegiate	X	
Eastdale Secondary School	X	
East Northcumberland	X	
Eastview High School		X
East York Collegiate		X
E.L. Crossley	X	
Elmira District Secondary School		X
Emery Collegiate		X
Englehart High School	X	
Erindale Secondary School	X	
Etobicoke High School	X	
Fergus High School		X
F.E. Madill Secondary School	X	
Forest Heights Collegiate	X	
Fort Erie Secondary School	X	
General Brock High School	X	
George Harvey Secondary School	X	
George Vanier Secondary School	X	
Glebe Collegiate	X	
Glencoe District High School		X
Glendale High School		X
Glenview Park	X	
Gloucester High School	X	
Gordon Graydon Memorial School	X	
Grand River Collegiate	X	



<u>School</u>	<u>Return</u>	<u>No Return</u>
Grantham High School		X
Grimbsy District High School	X	
Haliburton Highlands	X	
Hamilton Collegiate		X
Hammarskjolk High School	X	
Hawksbury District High School		X
Harbord Collegiate	X	
Harrow District High School	X	
H.B. Beal	X	
Highland Secondary School	X	
High School of Commerce	X	
Hon. W.C. Kennedy Collegiate	X	
Humberside Collegiate	X	
Huntsville High School		X
Huron Park Secondary School		X
Iroquois Falls and Calvert High	X	
John F. Ross Collegiate	X	
John Dieffenbaker Secondary School	X	
Kapuskasing District High School	X	
Kenner Collegiate and Vocation	X	
Kincardine District High School	X	
King City Secondary Schools	X	
King George Vocational School	X	
Kingsmill Vocational School	X	
Kingston Collegiate	X	
Kirkland Lake	X	
Lakefield District High School	X	
Lakeport Secondary School	X	
Lakeview High School	X	
Lakewood Collegiate	X	
Lampton-Kent Composite School		X
La Salle Secondary School	X	
Laurel Vocation School	X	
Laurentian High School		X
Laurence Park Collegiate	X	
Leamington District Secondary School	X	
Lindsay		X
Listowel District Secondary School	X	
Lively High School		X
Lo-Ellen Park	X	
Lockview Park Secondary School	X	
London Central Secondary School		X
Manitowadge High School	X	
Manitoulin Secondary School	X	
Markham	X	

<u>School</u>	<u>Return</u>	<u>No Return</u>
Martingrove Collegiate		X
Maxville High School	X	
Mayfield Secondary School		X
Maynard S. Fellows High School	X	
Merlin	X	
Merivale High School	X	
Merriton High School		X
Midland Avenue High School	X	
Midland Secondary School	X	
Milton High School	X	
Milverton	X	
Monarch Park Secondary School	X	
Napanee District Secondary School	X	
Nelson Boylen Secondary School	X	
Nelson High School	X	
Nepean High School		X
New Liskheard High School	X	
New Toronto		X
Nippissing High School		X
North Addington District High	X	
North Dundas District High School	X	
Northern Collegiate and Vocational	X	
North Essex		X
North Hastings	X	
North Lambton		X
North Middlesex District High	X	
North Park Collegiate	X	
North Toronto Collegiate	X	
Northview Heights		X
Northwestern Secondary School	X	
Norwich District High School	X	
Norwill District High School		X
Oakville-Trafalgar High School		X
O'Neill Collegiate and Vocational	X	
Opeonago High School	X	
Orangeville District Secondary School	X	
Orchard Park Secondary School	X	
Oshawa Central Collegiate	X	
Owen Sound Collegiate	X	
Parkdale Collegiate	X	
Parkside Collegiate	X	
Park Street Collegiate		X
Parry Sound High School	X	
Perth District Collegiate	X	
Port Hope High School		X

<u>School</u>	<u>Return</u>	<u>No Return</u>
Port Perry High School	X	
Preston High School		X
Prince Edward Collegiate		X
Queen Elizabeth Collegiate	X	
Quinte Secondary School		X
Red Lake District High School	X	
Renfrew Collegiate		X
Richmond Hill High School		X
Richview Collegiate	X	
Riverdale Collegiate	X	
Rockland High School	X	
Sarnia Collegiate	X	
Saugeen District High School	X	
Sault St. Marie Collegiate	X	
Scarlet Heights	X	
Schreiber High School	X	
Scott Park Secondary School		X
Seaforth District High School		X
Seaway District High School		X
Selkirk	X	
Sheridan Technical School		X
Simcoe Composite School	X	
Sir Allan MacNab Secondary School	X	
Sir Fredrick Banting School	X	
Sir James Dunn Collegiate	X	
Sir John A. MacDonald Collegiate	X	
Sir Wilfred Laurier Collegiate	X	
Sir Wilfred Laurier High School		X
Sir Wilfred Laurier Secondary School	X	
Sir Winston Churchill	X	
South Carlton District High School	X	
South Lincoln District High School		X
South Peel	X	
Stayner Collegiate	X	
St. Lawrence High School	X	
St. Marys Collegiate	X	
Thames Secondary School		X
Thistletown Collegiate	X	
Thomas A. Stewart		X
Thorolund District Secondary School	X	
Thornlea High School		X
Thousand Isles District High School	X	
Timmins High and Vocational School	X	
T.L. Kennedy Secondary School		X
Tweed-Hungerford District High School		X

<u>School</u>	<u>Return</u>	<u>No Return</u>
Vaughn Road Collegiate	X	
Victoria Park Secondary School	X	
Vincent Massey Secondary School	X	
Walkerton District High School	X	
Wallaceburg District Secondary School	X	
W.A. Porter Collegiate	X	
Waterdown District High School		X
W.D. Lowe Technical School	X	
Weddefield Secondary School		X
Westdale Secondary School		X
Westgate Collegiate		X
West Humber Collegiate	X	
Westland Secondary School		X
Wexford Collegiate		X
White Oaks Secondary School		X
William Hands Vocational School	X	
Woburn Collegiate	X	
Woodruffe		X
Yorkdale Vocational School		X

APPENDIX D

Facilities and Equipment

<u>Available Facilities</u>	<u>Number</u>	<u>Percent</u>
Playgrounds	12	30.0
Athletic fields	31	77.5
Bowling sites	7	17.5
Corrective exercise room	12	30.0
Basketball courts	27	67.5
Gymnasium floor	34	85.0
Weight lifting room	31	77.5
Handball court or wall	7	17.5
Running track and field	23	57.5
Swimming pool	8	20.0
Tennis court	5	12.5
Shower and dressing facilities	33	82.5

Equipment

A.	Indoor Apparatus:		
	Trampoline	35	87.5
	Box horse	28	70.0
	Pommel horse	25	62.5
	Parallel bars	28	70.0
	Rings	20	50.0
	Horizontal bars	22	55.0
B.	Weight Training:		
	Barbells	35	87.5
	Dumbbells	32	80.0
	Squat rack	20	50.0
	Benches	22	55.0
C.	Ropes:		
	Climbing	29	72.5
	Jumping	15	37.5
D.	Balls:		
	Basketballs	33	82.5
	Volleyballs	34	85.0
	Soccerballs	32	80.0
	Footballs	28	70.0
	Softballs	28	70.0
	All purpose balls	29	72.5
E.	Musical:		
	Record player	27	67.5

<u>Equipment</u>	<u>Number</u>	<u>Percent</u>
Records	24	60.0
Piano	4	10.0
Tape recorder	10	25.0
F. Mats:		
Wrestling	27	67.5
Tumbling	36	90.0
G. Recreational:		
Table tennis	21	52.5
Shuffleboard	3	7.5
Badminton	33	82.5

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