

Educational program “*Inclusive Sport in School*” as research context

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The “Inclusive sport in school (ISS)” (Pérez-Tejero, Barba, García-Abadía, Ocete, & Coterón, 2013) is a educational programme, development during 2 editions, in 2012-2013 and 2013-2014 academic courses in the cities of Madrid and Barcelona, aiming to facilitate inclusive physical education, to promote different Paralympics sports through an inclusive methodology and to bring awareness about the situation of persons with disabilities in sport practices.

The program has a clear precedent in the "Paralympic School Day" (PSD) program, created and promoted by the International Paralympic Committee (International Paralympic Committee, IPC) from 2004. PSD aims to promote the Paralympic movement, promoting awareness and understanding, creating positive attitudes in students towards people with disabilities to fully integrate them in the classroom, being developed at an event with a duration of one day. The PSD has been carried out both in European countries (Evaggelinou, Vanlandewijck, Bouramas, & Kippers, 2004; Kudláček, Ješina, & Janečka, 2009; Liu, Kudlacek, & Ondrej, 2010; Panagiotou, Kudláček, & Evaggelinou, 2006; Van Biesen, Busciglio, & Vanlandewijck, 2006; Xafopoulos, Kudlacek, & Evaggelinou, 2009; Zimmermann, 2006) and American countries (Devine & Wilhite, 2000; Wilhite, Mushett, Goldenberg, & Trader, 1997), being development by specialists in Paralympic sport, physical education, disability and pedagogy.

ISS is composed also of a series of activities and teaching resources aimed specifically at students and teachers of High School, seeking the active participation of people with disabilities in sports activities from an educational approach in a motivating and fun environment in physical education class. These activities are carried out by the PE teacher of each school in their classes. Moreover, as program is a practical tool it serves as a means to work awareness towards disability, Paralympics sports and encourage the active participation of students with disabilities.

The program is based for execution at school the professor of PE and they are the ones who carry out the teaching units inserting their classroom programming and adapting them to its center and students, using the donated and /or booked material, attending the Paralympics athletes who visit the centre and evaluating the process. For these reason, although the educational content developed at ISS is based on the school curriculum for students in secondary and high schools, the program is presented as a tool for teacher continuous training (Ocete, Pérez, & Coterón, en prensa).

For the development program, ISS have the support of Fundación Sanitas and Liberty Seguros, and also collaborating institutions like High Sport Council, Spanish Paralympic Committee, Spanish Federation of sports for people with cerebral palsy and Brain injury, Spanish Federation of sports for people with deafness, Spanish Federation of sports for people with physical disability, Spanish Federation of sports for people with blindness, Spanish Federation of sports for people with intellectual disability, Tres Cantos Association for people with motor disability, the Spanish Association of Adapted Physical Activity and Sport (AEDAF) and the Centre for Subtitling and Audio description (CESyA).

The evaluation is a key phase after the implementation of programs of this kind, not only to check the effectiveness and suitability of the program on different aspects, but also to check the satisfaction of the stakeholders and possible improvements for the future (Ocete, Perez & Coterón, in press). The institutional framework in which is immersed the ISS is more than optimal to be investigated, this being the common thread between the work done by the university from research and its implementation in participating in the program schools as real practice.

More than 100 educational centres have participated in two editions, accounting more than 8.000 students without disability, 220 with disability, 50 PE teachers, 20 Paralympics athletes, 160 students from Vocational Studies, 200 Sport Science degree and master students, and one PhD student. On the other hand, different studies by students of physical disability and sport science have been carried out (Pérez & Ocete, 2014): Degree and master thesis level: Development their studies in the “Centre of Inclusive Sport Studies” about:

- Educational programme “Inclusive sport in school (ISS)”: participating institutions opinions (2013-2014).
- Physical Education and Inclusive sport: evaluations of a continuous training activity for teachers in the region of Madrid (2013-2014).
- Educational Program “Inclusive sport in school (ISS)”: assessment of Physical Education teachers and participant Paralympics athletes (2012-2013).
- “Inclusive sport in school (ISS)”: organization and management of an educative and inclusive sport event (2012-2013).
- PhD program at Polytechnic University of Madrid: “evaluation of programs intervention based on the practices of adapted and Paralympics sports for inclusion of people with disability in different contexts”, analyzing the impact of the program on:
 - Children’s attitudes toward inclusion of peers with disability in physical education,
 - Children’s attitudes toward the cooperative playing with peers with disability in physical education,
 - Teacher’s attitude toward inclusion of student with disability in physical education class,
 - The self-efficacy’s physical education teacher toward inclusion of student with disability in physical education class,
 - The self-esteem and self-concept’s student with disability participating in the programme.

One of the main aspects in the analysis of the impact of the ISS program on different dimensions evaluated, is the children’s attitude toward the cooperative play with peers with disability in physical education, measured with the tool “Children's Beliefs Toward Cooperative Playing With Peers With Disabilities in Physical Education (CBIPPD-MPE)” (Obrusnikova, Block, & Dillon, 2010). After this analysis, our proposal is a system of categories based in the Theory of Planned Behavior (Ajzen, 1991) for the analysis of behavioral, normative and control beliefs of high school students who participate in the program. Discussion about this proposal will be provided during presentation.

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