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## **ABSTRACT**

### **"EDUCATIONAL STRATEGIES IN SPORTS FOR MAINSTREAMED STUDENTS WITH SPECIAL NEEDS"**

**For awarding a doctoral degree in professional field  
Pedagogy, Doctoral programme in Special Education**

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## **Abstract**

The present study dealt with the issue of educational strategies in sports for educationally disabled students. A key element for the success of co-education is the creation of a culture and climate in schools, based on a positive attitude towards the acceptance and meeting the needs of different students, the development of the philosophy of co-education and the acceptance of diversity. An important factor for the success of inclusive education is the attitude of the teachers, because they can influence other students in the class, their colleagues and their parents. In more detail, the study was completed through six chapters, where reference was made to people with disabilities in relation to education. The concept of disability, the categories and characteristics of students with disabilities, as well as the importance of inclusive education in relation to the Greek legal framework, were defined. The benefits of inclusive education for all participants in the educational process were highlighted, as well as strategies to support the inclusive education of students with and without disabilities and SEN in sport. Research was carried out in relation to the subject under study where it was concluded that most teachers agree that in today's Greek school there can be educational co-education of children with multiple disabilities, that there are benefits in the process of co-education and that the most important adaptation for co-education is the level of educational material. In addition, the participants believe that it is very important to strengthen the physical education course for inclusive education, with a school culture and climate that focuses on the principles of inclusive education. It was also clear that the majority of participants wish to focus on teaching methods to strengthen their role in inclusive education and that university courses on adapted physical education should be compulsory. Finally, participants more often provide feedback and encouragement during tasks for children and physically support students with special needs when needed.

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## **Chapter 1. People with disabilities and SEN in education**

### **1.1. What is a disability**

Disability is a complex, dynamic, multidimensional and controversial concept. In recent decades, the movement of people with disabilities, as well as social scientists and health scientists, have identified the role of social and physical barriers to disability that cause a host of difficulties in important areas of human life, such as education, entertainment, self-service and social participation. The philosophy of how disability is defined and treated today led to the creation of three models (Hadjipetrou, 2013). The first is the medical, according to which disability is defined as any kind of deviation - physical, mental, psychological, sensory - from the "normal", so the problems are placed in the individual and any management focuses on medical rehabilitation. The second is the social model, according to which disability is a problem created by society itself, so the management of disability problems focuses on social action and state initiatives. The medical model and the social model are often presented as unconnected and often conflicting concepts.

A third model, called multidimensional or ecological, introduces a more balanced approach, where in addition to the interaction between individuals and the social environment, people with or without disabilities themselves are responsible for their attitudes leading to stigma (Forsyth, Colver, Alvanides, Wooley & Lowe, 2007; Shakespeare, 2006; Sherrill, 2004).

The ultimate goal of this multidimensional / ecological model is to enable people with disabilities to live and develop in a social environment without barriers and dividing lines. An important condition for achieving this goal is the cultivation of positive attitudes towards people with disabilities from the wider society. The first step in this path is the overthrow of stereotypes which are characterized as social representations, cognitive and emotional

constructions that are widely accepted and developed under specific social, political and cultural conditions .In order to achieve the coveted interaction of people with disabilities with society as a whole, barriers and dividing lines must be removed and negative attitudes changed so that behavior towards these individuals. This change in behavior is the subject of the Theory of Planned Behavior (TPB) (Ajzen, 1985), according to which the appearance of a behavior depends on the intention of the individual, which in turn is determined by his attitude towards behavior and by social norms, which indicate its adoption. It is important to emphasize, of course, that society's practices towards people with disabilities are not uniform and continue to vary widely: from rejection to over-protectionism. But regardless of the reason for the attitude that everyone has towards these people, it should be recognized that it is a moral obligation of all to respect fellow human beings with disabilities, to support education and protection structures as well as to protect their accessibility and rights. For several years, researchers such as Yamamoto (1971) and Roeher (1961) have argued that the key to creating positive attitudes is to cultivate and enhance the interaction between people with and without disabilities, which should be based on recognition and respect.

## **1.2. Categories and characteristics of students with SEN and disability**

As mentioned in Article 3 of Law / 3699 (2008), Students with disabilities and SEN are considered those who for the whole or a certain period of their school life show significant learning difficulties due to sensory, mental, cognitive, developmental problems, mental and neuropsychiatric disorders. which, according to the interdisciplinary evaluation, influence the process of school adaptation and learning. Students with disabilities and special educational needs include in particular those with intellectual disabilities, sensory visual impairments (blind, visually impaired), sensory hearing

disabilities (deaf, hard of hearing), mobility impairments, chronic disabilities, speech-specific learning difficulties such as dyslexia, dysgraphia, dysnumeracy, misspelling, attention deficit hyperactivity disorder with or without hyperactivity disorder, pervasive developmental disorders (autism spectrum disorder), mental disorders and multiple disabilities. The category of students with disabilities and special educational needs does not include students with low school performance who are causally associated with external factors, such as linguistic or cultural peculiarities. Students with complex cognitive, emotional and social difficulties, delinquent behavior due to abuse, parental neglect and abandonment or due to domestic violence, belong to people with special educational needs. Students with special educational needs are also students who have one or more mental abilities and talents developed to a degree that far exceeds the expectations for their age group”.

The characteristics of students / three with SEN and / or disability vary and depending on their disability have different characteristics. The common characteristics of most children with disabilities are the significant problems they show in their school performance and education, as well as psycho-emotional problems such as anxiety, lack of motivation, low self-esteem, depression, behavioral problems and social acceptance problems as a result of their disabilities. of their "handicap". In addition, these children are possessed by feelings of insecurity and inferiority as their negative characteristics are emphasized and they are convinced that their problem is permanent and irreparable

## **Chapter 2. Co-education**

Equal inclusion of children and young people with and without disabilities is a philosophical assumption, which is based on basic principles of Pedagogy and Psychology, but also an inalienable right of every person living in a modern democratic society. It is the right of every person to live and develop in a social and school environment with the least possible obstacles to self-expression, self-realization and social participation (Haroupias, 2004). In terms of inclusive education, the English term (inclusion) comes from the Latin verb *includere* which means include. In the Greek literature, although the term is usually rendered as "co-education", the terms "convergence", "education for all" or "inclusive education" are used with the same meaning (Doikou-Avlidou 2006).

Co-education is a right of every person living in a modern democratic society and aims to help the person with a disability and SEN live and develop in a social and school environment with as few barriers as possible. It is strengthened through the institution of "Parallel Support" and the schools are required to create a set of good practices and values, in order to support to a significant degree each student with EEA, providing him / her with all the support means necessary for his / her development (Venianaki, 2014). Co-education aims at the general improvement of the living conditions of a child with a disability. Within this general improvement is their education (Michailidis, 2009). It is the right of every child to be an active member of the school, to participate in the experiences given to the school community and to have full access to the educational system, which must be shaped in such a way as to meet the special needs and abilities of each child .

Through co-education, the "labeling" and grouping / categorization of the system starting from school is eliminated. Co-education, in addition to the spatial placement of the student with special educational needs, proceeds to

important changes such as organizational and structural, in order to better serve the needs of all students and this is a very important reason to impose this form of education. Equally important is the fact that during the co-education the possibility of individualized teaching is given as a right of every student and not only in the context of special education (Kampanellou, 2011). According to Allan (1999) and Armstrong (2003) inclusive education programs increase the quality of education by promoting co-teaching, collaboration, interaction between students with and without special educational needs, while promoting mutual acceptance and improving interpersonal relationships of all students. Co-education helps to create a tolerant society in which future adults will coexist harmoniously with people with disabilities (Kanter, Damiani & Ferri, 2014).

According to Sebba and Ainscow (2009), the term inclusive education is used to describe the process by which the school tries to respond to all students individually, and this is achieved by reviewing the organization and delivery of the curriculum. Through this process gives the opportunity to attend the school more and more students of the local community. Co-education is not just a method of education suitable for students with disabilities, but is above all a philosophy that accepts every student, regardless of their nature and degree of difficulty, as a competent and valued member of the community, who has the ability to participate in social life (Brown & Shearer, 2004). Corbett and Slee (2000) state that inclusive education is an unshakable, public and political proclamation and celebration of diversity. It requires a constant active response to consolidate an integrated educational culture. Co-education for Clough and Corbett (2000) means a process of change and a challenge to address the fears that may be caused by the unknown of impending change, as well as the call for participation of all those who have historically been excluded.

From the above, it is understood that equal co-education follows the model of "minimum rejection", according to which students with disabilities should be educated together with students without disabilities as much as possible the conditions of suitability of the education system, human (specialist staff) and material resources (logistics, general conditions related to the availability and supply of persons at school, at home and in society).

## **2.1. Historical Background**

In the past, the education and care of people with disabilities belonged exclusively to the family and to charities. Until the beginning of the 20th century, people with disabilities were locked up in institutions without receiving special education. In the late 1950s, the practice of "normalization" begins in the Scandinavian countries, which is based on the theory of psychology, and so children with special needs are placed in a school environment in order to be integrated into social becoming. The integration was promoted by a law in the USA known as PL 94-142 which ensured the access of children with disabilities to public education and the existence of an individualized educational program that would meet the special needs of each student

In the 1980s, the European Community spoke of educational integration in the light of the Warnock report. The Warnock Report estimates that the percentage of people with special educational needs is 20% of the student population (Department of Education and Science, 1978). In the Warnock report, the report of the committee chaired by distinguished researcher Baroness Mary Warnock, the issue of people with special educational needs is carefully studied. The Exhibition spoke of three types of school integration: spatial, social and functional.

The Warnock Report in conjunction with the Salamanca Declaration (UNESCO, 1994) is considered, along with the UN declarations. on the rights of the child,

one of the most important texts on the child and man that was formulated in the 20th century and was accepted and incorporated into the legislation of the majority of the civilized states of the earth. The philosophy of the concept of 'inclusion' is based on these three historical movements for social inclusion and especially for the education of the disabled.

## **2.2.Greek legal framework for inclusive education**

In Greece, institutionalized measures for the integration of children with disabilities in the school environment began in the 1980s, to end after the passage of two decades in the enactment of law 2817/2000, which gave them the opportunity to attend general school (Panagiotou, Evangelinou, Doulkeridou, Koidou&Mouratidou, 2009).

From 1980 onwards, the Hellenic State begins to review the way of looking at Special Education until then, adopting the new concepts that prevail in Europe, not only for Special Education but also for disability.

Law 1143/81

Law 1566/85

Law 2817/2000

Law 3699/2008

Law 4074/2012

## **Co-education and Physical Education - Success Factors**

The purpose of PE in compulsory education is to contribute as a priority to the physical development of students and at the same time to help their mental and spiritual cultivation as well as their harmonious integration into society. Priority is given to the development of students 'motor skills and through

them the cultivation of their physical abilities and the enhancement of their health (Government Gazette issue B' sheet no. 304 / 13-03-03). The PE course is an appropriate environment for promoting inclusive education of children with and without SEN. Block and Obrusnikova (2007) conducted a literature study based on 38 English-language research articles related to co-education in the PE course from 1995 to 2005. The findings of this epic work showed that students with disabilities can be successfully included in formal education classes provided appropriate support.

It is commonly accepted that physical activity is important for maintaining good health in all people. Systematic exercise has a significant positive effect on people with cerebral palsy (Dodd, Taylor, & Damiano, 2002), with mental disability (Lotan, Henderson, & Menick, 2006; Temple, Frey, & Stanish, 2006), with Down syndrome (Shields & Dodd, 2004) and autism (Ferreira et al., 2018; Rosenthal – Malek & Mitchell, 1997). The FA course is an important body for the systematic exercise of children with mental disabilities and autism and can contribute to the appearance of the benefits of exercise in these children (Korologou, 2016). Research has shown that the level of self-perception of students with disabilities increases with their equal participation in the team and contributes to a greater intention to participate in sports activities (Ioannidou, Batsiou, Douda, Kourtesis, 2012; Karaolis, Batsiou, Douda, Antoniou, 2012; Kaprinis & Liakos, 2015). Properly designed programs aimed at promoting equality through PE, can help people with disabilities to integrate into the school environment but also raise awareness of other children to understand, accept and coexist (Zoniou - Sideris, 2000a; Kyriotakis, ). The participation of students with disabilities and / or SEN in PE courses significantly affects the cognitive, social (Sato & Hodge, 2009) and physical development of these children (Kasser & Lytle, 2005) while promoting their lifelong participation in physical exercise and activity. The literature also argues that the benefits of integration include improving sociability,

developing the self-confidence and self-esteem of students with disabilities, and smooth integration into the formal classroom and society, elements that can be enhanced with the participation of students / three with disabilities. and special educational needs in a differentiated and innovative PE course (Sherrill, 2004; Maggouritsa, Kokaridas& Theodorakis, 2005; Kaprinis&Liakos, 2015). In addition, as mentioned in the work of Korologos (2016), the lesson of FA is considered particularly important in the integration of a child with special educational needs, because it offers all those opportunities that enable the child to develop motor skills suitable for participation in sports. activities and leisure activities, interpersonal

and social relationships, self-confidence and positive self-esteem (Downing, 2002; Stainback&Stainback, 1985; Stainback&Stainback, 1990).

In Physical Education there are quite large opportunities for co-education of students with and without disabilities. It is well known that there are always differences between participants in PE programs as each child has different abilities.

A necessary condition is the positive attitude of the teacher, the other children in the class, but also of the child himself with a disability in the possibility of co-education. Regarding the attitudes and perceptions of children towards people with disabilities, research has shown that students who attend a school with a student with a disability and / or SEN, develop more positive attitudes towards these people and their integration, compared to students. attending a school that does not have a student with a disability and / or SEN (Kalyva&Agaliotis, 2009; Nikolarazi et al., 2005; Rosenbaum Armstrong & King, 1988). In addition, most of the work that examined students' attitudes towards children with disabilities / and SEN in the PE class showed that these attitudes were positive. (Block, 1995; Butler & Hodge, 2001; Panagiotou, Evaggelinou, Doulkeridou, Mouratidou, &Koidou, 2008). As

mentioned in the episcopal work of Jing and Amy (2012) the positive attitudes of PE teachers towards inclusive education positively affect students with disabilities who participate in a formal classroom (Block & Obrusnikova, 2007). In the same study it was shown that the positive attitudes of PE teachers are directly correlated with the severity of the disability, ie teachers have a more positive attitude towards people with mild disabilities than students with severe disabilities (Block & Rizzo, 1995; Conatser, Block, & Gansneder, 2002; Conatser, Block, & Lepore, 2000; Duchane & French, 1998).

Also the positive attitude is influenced by the type of disability. Therefore, PE teachers prefer to teach students with learning disabilities rather than students with psychological and behavioral disorders (Obrusnikova, 2008; Rizzo & Vispoel, 1991). Finally, the positive attitudes of PE teachers, as shown in the review work of Jing and Amy (2012) depend on gender - women have a more positive attitude to disability - (Vaporidis, Kokaridas, Krommidas, 2005; Conatser et al., 2000; Meegan & MacPhail, 2006), from their academic preparation (Block & Rizzo, 1995; Klavina & Block, 2008; Tripp & Rizzo, 2006) and from their high self-awareness (Conatser et al., 2002; Obrusnikova, 2008; Tripp & Rizzo, 2006).

Co-education in the PE lesson can be complete and has the meaning of attending the PE lesson together with the other students or partial, that is, participation only in selected activities that the children can successfully respond to (Sherrill, 1998). For the success of the joint training, the material and technical infrastructure, the appropriate equipment and the adaptations are necessary. The school curriculum should ensure the progress of all students so that the education and physical activity of children without disabilities do not lag behind.

The PE course includes activities that develop orientation skills, balance, audiovisual coordination, and activities that improve motor coordination.

Students should be given learning opportunities to gain body knowledge, improve their perception of space and direction. Finally, it is important to be taught rhythm and dance, athletics, athletics and swimming. An important part of the program should be the physical condition with special attention to the intensity, duration and frequency of exercise (DEPPS-APS Adapted PE in Primary-High School-Lyceum).

Children with disabilities and / or SEN lack self-confidence and motivation for self-efficacy. A carefully designed and well-structured PE program can help in this direction as well. Activities should be simplified so that they are easily performed and lead to success. If in a PE course, which includes competitive games e.g. road games, swimming, apples, etc., are not made appropriate adjustments and modifications this can cause negative experiences in students with disabilities (Fitzgerald 2002; Fitzgerald & Kirk, 2009 op.cit. in Petrie, Devcich & Fitzgerald 2018). Children should be motivated, encouraged and rewarded for their efforts. Activities should be done progressively and only when children can respond. The content of the PE program should also include relaxation exercises. These activities should also take into account the other children in the class. Do not engage in activities that make them feel that their disabled and / or SEN classmates are holding them back or forcing them to compromise their game (Block & Zeman, 1996; Vogler, Koranda & Romance, 2000). Activities, especially in groups with children with severe disabilities, should not be competitive or require the participation and assistance of others, because then children with disabilities were not accepted and the other children considered them to be late (Vogler, Koranda & Romance, 2000; Goodwin & Watkinson, 2000). The peer group is important for learning motor skills, as they can prove to be important teachers for children with SEN (Lieberman, Dunn, Van der Mars & McCubbin, 2000). PE teachers should never be left alone without the support, guidance and continuing education of qualified PE teachers (Block & Zeman, 1996; Vogler,

Koranda & Romance, 2000 op. Cit. Albanidou, 2012). People with disabilities should be given opportunities to develop their personality through PE and sports programs that meet their requirements and needs (Shephard, 1990). Before enrolling a child in the PE course it is necessary to assess the motor development of a) to assess the individual needs of the child, b) to assess the difficulties in movement and self-care, c) to determine the type of activities in which each child needs to be trained, d) to assess the level of performance, e) to assess the level of improvement and f) to evaluate the effectiveness of the program implemented (Stamatiadis, 2007).

It is understood that the PE teacher who will undertake the co-education department must be informed about the students with disabilities that he will have in his lesson by reading their file and the opinions of K.E.S.Y. In addition, he will have to talk to parents and the special education staff or the Special Education teacher and to compile a Specialized Educational Program and through customized group activities to cover, as far as possible, their personal needs and interests as well as to practice the motor skills.

their skills.

Sherrill (2004) states in her book «Adapted Physical Activity, Leisure & Sports» that effective teaching in an inclusive course includes the following teaching principles:

- Maintaining a warm and positive atmosphere: Positive learning environments include positive interactions, realistic expectations, mutual respect, collaborative relationships and activities, treating with dignity, seeing each child as a winner and focusing on abilities rather than disabilities.
- Personalization of teaching by making adjustments: The PE teacher must assess the capabilities of his students and apply adjustments so that students

have increased success. Equipment, facilities, space, time and other variables can be modified and customized

- Data-based exercise: The use of an Individualized Training Program, the use of the Departmental Method versus the Total and the differentiation of the levels of assistance are parameters of the individualization of teaching.

- Dedicating enough time to course objectives: Each activity will refer to a specific purpose of the Individualized Training Program

- Shared responsibility for learning and demonstrated self-determination (decision-making) of students: Students should not be mere observers and facilitators of the lesson conceived by PE teachers but learning would be more effective and meaningful even though they themselves have taken part in lesson planning.

In her book Sherrill (2004) mentions peer coaching and teaching which can be applied by students with moderate mental retardation, autism or learning disabilities but also by students without disabilities.

Research has shown that children with and without disabilities who have been assigned the role of peer helper, have developed empathy and show signs of interactive behaviors. The game design model is an approach to modifying traditional and well-established games that is a) collaborative and b) promotes collaborative problem solving. PE teachers can modify the basic components of a game (number of players, equipment and space, moves, rules, purpose) by designing a lesson to meet the needs of all their students. Effective teaching is when PE teachers give

the opportunity for his students to collaborate and design their own toys. In this way, students understand the components of the games and how they can be changed so that everyone has the opportunity to participate. In this

model, the use of cooperative games is also considered necessary, a didactic strategy for promoting social interaction. Prerequisites for successful collaborative learning or group learning are team building, positive interdependence, individual responsibility and collaborative skills. One model introduced in 1980 by Special Olympics International is Unified Sports, which is guided by two principles: a) age grouping and b) ability grouping. In this program, teams are created for each sport in which individuals with and without SE participate together. People with SE are classified as «athletes», while those without SE are classified as «partners». With this structure each team participates in training and official competitions (Special Olympic Hellas, 2016, <http://www.specialolympicshellas.gr>). At all times, during the race, the team must be composed of at least 50% athletes with SE (Sherrill, 2004). An equally effective learning model in inclusive education is motor education, which is an approach in which students work simultaneously on the same skill but at their own level of difficulty, known as guided discovery teaching. According to Panteliadou (2014), people with disabilities can benefit through small group work (collaborative learning), learning through playful activity, behavioral reward (verbal or material reward) so that the student can learn and generalize. when a behavior is correct, acceptable and appropriate. Also important is the motivation (physical and verbal), the method of decision selection, as well as the frequent indication of the desired behavior / movement (Panteliadou, 2014).

Finally, it is worth mentioning the 8 'P' which according to Vickerman (2007, p.98) are necessary for the success of the integration in the PE course since he considers that the integration should be treated holistically. That is, it is not enough just to have the policy for a school for all or the pedagogical approach of the teacher. Vickerman (op. Cit. In the work of Petrie, Devcich& Fitzgerald, 2018) explains that the success of an inclusive curriculum is due to the coexistence of 8 factors in a framework (a) in understanding the

philosophy and principles governing integration and how they relate to the disabled (Philosophy) b) in understanding the rationale behind the strategies for integration (Purpose) c) in the possibility for PE teachers to be proactive, to prevent difficult situations and to be inventive in solving them (Proactive) d) in promoting the cooperation of all students with each other (Partnership) e) in understanding and recognizing the fact that inclusive education is a time consuming process that often requires a change of course and strategy (Process) f) in recognizing the institutional policies for equality in which PE teachers will demonstrate a commitment (Policy) g) in recognizing that the keys to success lie in understanding that teaching , learning and assessment are serious processes for which PE teachers must adopt flexible methods (Pedagogy) h) in promoting the discussion of all the above elements and their reflection by all stakeholders (Practice).

The PE teacher is called to use his theoretical knowledge, experience, imagination and creativity so that both the didactic approach and the model he will use to achieve the desired result, after ensuring first of all the safe participation of the trainees. in the program and then the achievement of the individual objectives. The teacher must remember that each person is a separate personality and must be treated accordingly.

It is therefore worth researching practices that strengthen and empower PE teachers to apply quality inclusive education in their course, because they have a direct impact on education issues to improve their course.

### **2.3.The Historical Development of Special Education in Greece**

The Evolution of Special Education in Greece can be distinguished in five periods: period of antiquity, from the Byzantine years to 1900, from 1900-1970, from 1970-1990, from 1990-present. 26

Period A: In Greece, Homer, referring to the structure of his society, where physical strength and heroic spirit was the concern of all, refers to minority groups such as: "deaf" (incompetent), "infant" (lame) , "Sustainable" (mentally retarded), "infant" (crazy). Homeric society condemned disability, while its primary concern was physical strength and the heroism of the spirit. In Sparta, according to the unconfirmed legend, children who happened to be born with a disability were thrown to Kaiadas, believing that there was no place in society. Unlike Plato, who called for the removal of people with disabilities from society, Hippocrates dealt with the scientific view of disability, making diagnoses and investigating the causes of problems, seeking various cures to bring about their cure.

Second Period: Although in antiquity there is interest for people with special needs, from 143 BC. and until the Byzantine era there is no reference to them. Substantial care and protection of people with disabilities is observed, later, in the modern Greek era, with the establishment of charitable institutions under the supervision of the church, from 1821 to 1900, without of course any special effort taking place for their education (Zoniou- Sideri, 2011).

Season C: Special Education in Greece started quite late in relation to other European countries. In 1906 the establishment of the charity company "House of the Blind" in Kallithea creates the starting point of the path to the care and education of these people. To date, 1416 special education schools have been established.

The American Care Foundation of the "Near East", founded in Athens and relocated to Syros, a school for deaf children, with its establishment marks the year for the beginning of the institution of Special Education (Zoniou - Sideris, 2011). At the initiative of the official state of Greece, the first Public Special School was founded in 1937 in Athens. Renamed to "Model Special

School of Athens" by "Special School for Anomalies", it upgrades the educational system and makes it worthy of the then European (Kroustalakis, 2000). Thus, with methods based on pedagogical and psychological principles, an attempt is made to solve the problems of education of children with "special skills". After the Second World War the adoption of the view that the special school provides a better quality of education to children with disabilities, special education is developed in Greece as a branch of Pedagogical Science. In the 60's and 70's emphasis is placed on the role of education and the psychological and social benefits of the integration of people with disabilities in society (Zoniou-Sideris, 2011).

Season 4: Simultaneously with the establishment of special schools and the effort of parents to seek resources, a special school begins in 1970, with retraining classes for teachers and kindergarten teachers, at the Maraslio School. The Greek Constitution of 1975 stipulates that free education at all levels is the right of all Greeks.

From 1981 begins a rapid development of Special Education, which is enshrined in the Constitution. With the belief that a climate of social acceptance and preparation for the adult life of children is ensured, special classes are created (parallel classes of full attendance in regular schools as well as classes of remedial teaching), with a parallel reduction of special schools. The Basic Law for Special Education is 1143 of 1981, which was supplemented by Law 1566 of 1985. This Law refers to the structure and operation of basic higher education (Angelopoulou-Sakantami, 2004).

Season 5: By Presidential Decree of the Hellenic Republic (PD 301 / 29.8.1996) the aims of the Special Education program were formulated, according to which the following were provided:

a) School readiness. One of the main purposes of Special Education is to support the achievement of school readiness, preparing children for a smooth introduction to basic school skills, developing communication skills, either orally or in alternative forms, cultivating their mental abilities and organizing their emotions. .

b) Basic school skills. The aim is for children to be able to acquire basic knowledge, such as the mechanisms of writing and reading, the basic mathematical concepts and the use of school skills for school and social integration.

c) Social adaptation. Children through Special Education are expected to know and understand their social and cultural environment, to accept it, to be accepted by it and to gain their autonomy to the highest possible degree.

d) Creative activities. Through creative activities, children are offered the enjoyment of creation and aesthetic satisfaction, while at the same time they can consolidate their school skills and use their free time properly.

e) Pre-professional readiness. In addition to school readiness, the professional readiness of children is also considered important. For this reason, Special Education aims to teach children to think and take care of their personality, to understand their strengths and weaknesses, to cultivate pre-professional skills but also to help them in their professional orientation (PD 301 / 29.8.1996 • Angelopoulou-Sakantami N., 2004).

Today in Greece there are 1416 special education schools, of which 107 are kindergartens, 74 kindergarten integration departments, 155 basic education schools, 920 basic education integration departments, 9 special high schools, 4 high schools and 10 high school integration departments, 5 special education departments vocational education (TEE) and 2 departments for integration into TEE, as well as 62 special vocational training departments.

18,585 students study in these units, 2,619 teachers are employed, as well as 714 professionals of the special educational staff (Ministry of National Education and Religions; Angelopoulou-Sakantami, 2004).

## **Chapter 3. Review of the bibliography**

### **3.1. The benefits of inclusive education for all participants in the educational process**

Inclusive education has been a key educational policy in most countries around the western world for decades. The benefits of inclusive education concern all participants in the educational process, ie teachers, students with formal development, students with disabilities or SEN and parents (Cole, Waldron, & Majd, 2004; Downing & Eichinger, 2003; Snell & Eichner, 1989).

The most important benefit concerns the social value of equality. When educational institutions accept all students without discrimination, then equality is promoted and promoted as a social value (Karagiannis, Stainback, & Stainback, 1996). By eliminating discrimination, a climate of social solidarity is cultivated which ensures the participation of all individuals in educational processes and thus promotes a society of cooperation and understanding. Therefore, inclusive education contributes to the removal of prejudices (Soulis 2002; Wolfendale, 1997). In this way, children with formal development adopt principles and values related to the acceptance of diversity and the development of social solidarity, learn to accept people with disabilities more easily (Diamond, 2001), strengthen their empathy, realize the needs of their classmates (Diamond, 2001; Downing, 2002; Willis, 2009) and expand their knowledge about disability (Diamond, 2001; Favazza, Phillipsen, & Kumar, 2000). It is therefore understood that inclusive education tends to cultivate positive attitudes of typically developing students towards students with special educational needs (Hall, 1994; Mrug & Wallander, 2002). Children become more responsible and supportive while at the same time realizing their abilities (Rafferty & Griffin, 2005). The benefits are also visible to the parents of formal education students who believe that their children accept the different, thanks to the practice of inclusive education (Rafferty, Boettcher & Griffin, 2001).

Regarding students with disabilities and / or SEN, inclusive education helps to improve their self-esteem (Karagiannis et al., 1996). By attending a formal class, children with disabilities improve their behavior and sociability (Anderson, Klassen, & George, 2007; Kalambouka, Farrell, Dyson, & Kaplan, 2007), their self-confidence and self-esteem (Mastropieri & Struggs, 2001). ), values that will lead them to a smooth social integration. They thus learn to deal with a social situation that is more like the outside world after school than the protective environment of a special school (Topping & Maloney, 2005). Teachers, in the research of Anderson et al. (2007), confirm that children with disabilities benefit significantly from the social standards provided by students without disabilities in terms of behavior, working method and knowledge. Kappen (2010) argues that inclusive education helps in the emotional maturation of students with educational needs as they acquire a positive image of themselves and those around them. Also, the social skills of students with disabilities are improved, they make significant academic progress but there is also a significant improvement in the motor field.

Parents and teachers also benefit from inclusive education. Parents come in contact with other parents and are active in order to cooperatively solve the common problems that concern them (Patsidou, 2010).

They also appear very happy because their child has the opportunity to work with the children of the formal school class and offer significant help in the overall effort made by feeling justified (Emeagwali, 2009 op. Cit. In Korologou, 2016). Teachers who teach in inclusive classes also develop a greater spirit of cooperation, show a greater willingness to improve and train, and develop a wide range of new and more creative teaching methods to reach students with special educational needs (Power- deFur&Orelove, 1996). Finally, due to the difficult economic times, we may have to refer to the resource savings achieved through inclusive education as opposed to the

education of children with disabilities and / or SEN in a separate context (Savich, 2008). Cipani (1995) and Kelly (1994) state that a well-designed and implemented inclusive education program that applies to everyone can be more effective, both substantially and economically, than having two programs aimed at typically developing students and children with disability and / or SEN separately. Students and adults accept the difference and learn through it (Ainscow, 2005). According to Block (2000) op. Cit. in Korologou (2016) "Proponents of inclusive education in the PE course believe that most students with special educational needs can be taught in the same place, at the same time and with the same basic equipment used by other students without disabilities".

### **3.2.Strategies to support the inclusive education of students with and without disability and SEN in sports**

In recent years, inclusive education has become a reality in many countries around the world. Particular emphasis has been placed on inclusive education following the principles set out in the Salamanca Declaration and the UNESCO Framework for Action in Special Education (United Nations Scientific and Cultural Organization 1994), signed by 92 governments and 25 international organizations. In this way, the principles that should govern all educational policies and are related to equal opportunities in terms of genuine access to learning experiences of all children, respect for individual differences and quality education for all, focuses on personal strengths rather than weaknesses (Bines 2000; European Agency for Development in Special Education, 2009.). The Salamanca Declaration (United Nations Scientific and Cultural Organization 1994) has led to laws, policies and practices in various countries that focus on the right to free education for all (Peters 2004; Rogers 2007, cited in Vickerman 2012).

An effort is therefore made to educate students with disabilities and / or SEN in general schools in all subjects including PE (Vickerman & Coates, 2009). However, inclusive education is a challenge for PE teachers who have to cope with the different needs of the two categories of students (typically developing and disabled) in order to conduct effective teaching (Overton, Wrench & Garrett, 2016). ; Simpson & Mandich, 2012). Teaching that leads to faster and longer lasting targeted learning is effective (Rink, 1996). Research on effective teaching in recent years has focused more on teaching strategies and the more effective organization of the learning environment and seeks ways in which these elements can have a more positive impact on children's learning and ability (Collier & Hebert , 2004; Hebert & Worthy, 2001; Protheroe, 2004; Hickson & Fishburne, 2005). In the practice area the effective teacher devises strategies to maximize student participation, behaves with respect and insists on mutual respect between students and has developed communication skills.

He is constantly updated with his knowledge and has developed observation skills, creates a positive and supportive practice environment and personalizes teaching (Gallahue, 1996; Graham, 1992; Sandy, 2004; Rink, 1998; Siedentop, 1991 & 2002, op. Cit. in Vassiliadou & Derri, 2006).

Co-education requires more than just the presence of a child with a disability in a general school classroom. It means that it is necessary to provide the student with a disability with the necessary support for an adequate educational experience (Cervantes et al, 2013). To do this, teachers including the PE teacher must be prepared to treat and use strategies that facilitate the education of students of all abilities (Tripp, Rizzo, & Webbert, 2007; Webb, Webb, & Fults-McMurtery , 2011). However, the main problem that PE teachers face is to be able to provide a meaningful and safe learning environment by enhancing collaboration and interaction between all students including those with disabilities (Combs, Elliott & Whipple, 2010; Klavina,

Jerlinder, Kristen, Hammar&Soulie, 2014). Next, an attempt will be made to present research that addresses the concerns of PE teachers as well as their suggestions for practices to enhance inclusive education in the PE course. In their research, Hodge, Ammah, Casebolt, LaMaster& O'Sullivan (2004) used qualitative data (field notes and interviews) and examined the views of nine experienced PE educators regarding co-education, who had students with Disabilities and / or SENs in Secondary Schools in Pennsylvania, Ohio and California in the USA. The research showed that the teachers of the present research considered a necessary strategy to adapt their teaching and the use of modified exercises, differentiated lesson and appropriate equipment. They also referred to the support of the school management so that they have classes with fewer students, appropriate adapted material and an assistant teacher in order to focus more effectively on the lesson of inclusive education. The purpose of the research of Vaporidis, Kokarida and Krommida (2005) was to examine the views of PE teachers on the integration of students with disabilities in the general classroom. The research involved 54 PE teachers from schools (30 men - 24 women) in the greater area of Trikala. Each person completed the questionnaire of Sideridis and Chandler (1997). The results of the research showed that the contribution of PE teachers in the integration of students with disabilities in the general class depends on the level of knowledge that PE teachers believe they have on disability issues.

PE teachers have shown great willingness to expand their knowledge of education for people with disabilities, but there have been concerns about the extent to which the integration project can work due to a lack of support services, vocational training, and logistics infrastructure. The review work of Katsigiannis and Derri (2013) refers to the research of Hodge and Akuffo (2007) who recorded the concerns of Adapted Physical Education teachers and in particular six PE teachers who taught students with disabilities and / or SEN in a public school in western US state. The research methodology

included a collective case study based on the theory of didactic concerns and showed that young as well as experienced teachers reportedly had concerns about maintaining discipline, organizing and managing the classroom, limited space, sports equipment and time constraints. Both were also concerned about the large number of students, security issues, motivation, learning and meeting the needs of students. Similarly, their concerns focused on the marginalization and isolation of APE teachers, the lack of administrative, parental and peer support and cooperation, the lack of professional development opportunities as well as the constant movement of teachers from school to school in conjunction with the transfer of equipment. , especially when it takes place under adverse weather conditions. According to the researchers, APE teachers tend to have similar didactic concerns to PE teachers who teach in general education. O'Brien, Kudlacek and Howe (2009) conducted research and studied 27 research papers for the period 2000-2008 that addressed issues of inclusive education in the PE course, concluded that the support practices of PE teachers are summarized in a) greater flexibility of the program University studies so that PE students have more internships in schools, better theoretical knowledge about disabilities, knowledge of educational adaptations of teaching b) establishment of programs in schools that will increase the understanding and cooperation of all students (e.g. Paralympic Day in Schools, Unified Paralympic Sports) c) use of appropriate teaching methods such as peer teaching d) facilities e.g. accessibility and appropriate equipment of schools e) training of PE teachers of General Education with emphasis on the use of Personalized Educational Program and f) hiring of special staff in order to cooperate with PE teachers and offer him the help he needs in practical and cognitive level. According to this research, a successful co-education program in PE is based on support, training, appropriate staff and a positive attitude towards inclusion. The same work refers to the research of Fejgin, Talmor & Erlich (2005) which recorded the view that one of the main reasons that PE teachers participating in inclusive

classes feel exhausted is the number of students / three with disabilities and / or SEN who are in their classroom as this causes them stress and a greater workload.

Fournidou, Kudlacek and Evagellinou (2011) conducted a quantitative survey in Cyprus in order to investigate the attitudes and predictors of the attitudes of Cypriot PE teachers towards inclusive education in Secondary schools. The research involved 100 randomly selected teachers (47 women and 53 men) who answered the Greek edition of the questionnaire «Attitudes towards the teaching of people with physical disabilities in PE» (ATIPDPE-GR) (Doulkeridou, Evagellinou&Kudlacek, 2010). The findings, among other things, showed that PE teachers surveyed believe that successful inclusive education is strengthened by a combination of teacher and external support such as the Special Education Counselor and a peer-to-peer education system. The support of expert staff seemed to strengthen the positive attitude of PE teachers towards inclusive education. Something similar had been seen in the qualitative research of Georgios (2004) in which PE courses of inclusion in a Primary School of Cyprus were studied in order to detect inclusive education practices and the obstacles that prevent them from appearing. The study showed that the reduced inclusion practices observed were due to the unsatisfactory support of PE teachers by the education system (insufficient curriculum, insufficient support of experts such as PE Advisers and Inspectors or a friend - advisor referred to in the literature as critical friend ). Curriculum inadequacy is cited as an obstacle to the development of inclusive policy in the research of Angelides, Stylianou, and Gibbs (2006), in which educators felt that training would enable them to apply inclusive-friendly teaching. Something similar is pointed out in the descriptive-qualitative case study of Sato and Hodge (2009), in which five PE teachers (two women - three men) participated in Secondary Schools in Western Tokyo. The teachers interviewed mentioned the need for training in

order to teach more effectively the classes in which students with disabilities participate. In addition, it is worth mentioning a survey of APE teachers in schools in America (Texas and California) by Kudlacek, Ješina, Bterbova and Sherrill (2008) in which the participating teachers (six women and two men with experience from 2-23 years in the teaching field of adapted PE) referred to the following strategies to enhance their course: a) support and respect from the administration b) training and professional development c) special teaching space. The teachers of the research spoke about the need for a School Counselor, who could help solve the problems they faced and stressed the importance of adapting the university studies to include lessons about "real school life". Grenier's qualitative research (2011) investigated those factors that justified the use of co-teaching practices in a PE co-education course at a high school where the co-education program was implemented. The researcher observed for 16 weeks the lessons of two PE teachers of formal education with many years of experience and a teacher specializing in Adapted PE who worked in the program for the last three years. The researcher observed that there was cooperation between the three teachers based on the idea of community, the common commitment to adaptability and compromise in order to create a climate of acceptance in the course based on the principles of trust and respect among all involved. Teachers used support techniques for students with disabilities such as peer teaching, mixed group building, and encouragement. Students with disabilities experienced success due to their acceptance by students and teachers. What finally appears in this work is that for a successful inclusive education the common perception and the interaction of PE teachers (formal and special education) are essential elements. (Lytle & Collier, 2002).

In his work, Vickerman (2012) surveyed the views of 202 students and 19 PE Teachers (with at least two years of service in schools) on their education and attitudes towards inclusive education. Two questionnaires were used - one for

students and one for current teachers - with open-ended and closed-ended questions. The paper mentions four issues that the researcher considers important in order to have a successful co-education in the PE course: a) to hear the opinion of students with disabilities about their experiences from the FA course and that concern the PE teacher , the discrimination experienced in the course, the feeling of self-doubt, the obstacles of inclusive education b) to orient the educational policy around the principles of inclusive education c) to strengthen the education of PE teachers so that they are considered and able to support inclusive education and to have a school culture based on inclusive education and d) to develop PE teachers an adaptability regarding the learning, teaching and evaluation strategies they use in their lesson.

A review by Qi and Ha (2012) on co-education in PE showed that 11 studies examined reported six strategies that improved the learning outcomes of students with three disabilities in an inclusive environment: teaching peers, helping other professionals ( fellow teachers, assistant teachers, student assistants), the assistance of PE teachers specializing in APE teaching, the use of collaborative teaching, the teaching of integration (which uses mastery learning as a teaching model) and collaborative learning which is defined as « teaching in small groups so that students can work together to maximize their own learning individually and that of group members » (Johnson, Johnson, & Holubec, 1993, p. 6). The descriptive study by Rybova and Kudlaček (2013) conducted in schools in Prague and the Central Bohemian region of the Czech Republic with students with disabilities (64% of students had a mild form of physical disability), aimed to present the situation of inclusive education in the PE course and to detect the problems faced by PE teachers in their course and the strategies for preparing the inclusive course. The 44 PE teachers of Primary Education and the 16 PE teachers of Secondary Education referred to the differentiated teaching in order for the students with disabilities to participate and to feel satisfied (modified

activities, assigning roles eg referee to students with disabilities) but also in cooperation with special staff. Particular reference was made to the need for knowledgeable teachers and assistants in the APE. The qualitative research of An and Meaney (2015) aimed to investigate the practices of inclusive education in primary schools in the USA in which 3% - 4% of the student population was disabled. The 4 PE teachers (two men and two women) gave semi-structured interviews and the researchers used school records, photographs and field notes as part of their phenomenological research. The findings of PE teachers referred to its importance informing them about students with disabilities (the type of disability), their cooperation with other teachers, adapting their teaching so that their lesson «meets »the needs of students with disabilities. The research teachers talked about a personalized educational program and the contribution of parents and teachers in creating it to be more effective.

An essential element that supports and strengthens all teachers as well as PE teachers in presenting positive attitudes and intentions regarding the inclusive education of students with and without disabilities in the PE course, is the dissemination and exchange of views and good practices among PE teachers. The experiences and conclusions of teachers who have carried out research work and / or intervention programs, could help to promote academic knowledge about the impact of PE teaching. In addition, they could act as advisors to PE teachers in terms of better planning of their educational programs and lead to a substantial upgrade of the educational process of inclusive education (Kaprinis, &Liakos, 2015). After all, as shown in the quantitative research of Bakalbasi (2011), the research strengthens the identity of PE teachers as professionals, promotes their professional development and this has a positive impact on their self-efficacy, strengthens teaching and therefore promotes school and learning, as a result of which they proceed and create a student-centered, sociocentric and experiential

environment, with all its participants, an attractive environment and not only a place of standard teaching. The findings of Mihajlovic's (2017) qualitative research conducted in Helsinki schools on the views of eight PE teachers regarding changes and differences in their teaching to enhance the participation of students with special educational needs in the PE lesson, showed that the teachers participating in the research made pedagogical and didactic modifications of their course. These concerned a) the adaptation of the rules and equipment of traditional sports so that it is possible for everyone to participate (students with and without disabilities) b) the application of specific games e.g. goalball (which is a Paralympic sport) adapted to be played by all students c) use of peer teaching d) to create a supportive learning environment with encouragement and positive feedback and e) to work with experts to give appropriate advice. According to this researcher, what is required is a) additional training of PE teachers who teach in co-educational classes and b) more effective cooperation of teachers specializing in adapted PE and those with less knowledge in the subject. Finally, in their qualitative meta-analysis work Pocock and Miyahara (2018) selected 12 papers from the US, Canada and the UK which were published from 2000-2016 and are qualitative surveys that used interviews or focus groups as a tool. The researchers found that practices that enhanced the social and physical integration of students with disabilities in a PE co-education course are summarized in a) PE teachers' creativity in adapting teaching methods, equipment, rules and environment to the requirements of the course. Teachers planned the lessons and evaluated them regularly, which meant a lot of preparation in advance b) in the selection of strategies such as peer teaching and collaborative learning which encouraged interaction and communication between students with and without disabilities c) in the cooperation of PE teachers with other professionals, parents and the students themselves to whom they turned when designing lesson activities and valued their ideas for course modifications or to overcome problems that

arose. Something similar follows from the work of Petrie, Devcich and Fitzgerald (2018) in which it is proved that PE teachers should not be content with just a modification of their teaching but try to actively involve students so that they are the co-creators of the lesson. Similarly, in the Overton, Wrench, and Garrett (2017) Qualitative Survey, in which three PE teachers working in Adelaide Primary Schools in Australia participated, with semi-structured interviews and field observation, the pedagogical adjustments that teachers resort to in order to integrate into course effectively students with and without disabilities and SEN. The findings showed the need to use pedagogical practices that include positive supportive relationships between teachers and students with disabilities, adaptation of the environment, equipment and activities of the course, diversification of the learning process, participation of students in decision-making for the course, use of mild tone and similar language understood by students with mild mental deprivation and similar school climate. The interviewed teachers demonstrated the necessity and importance of a positive perception of PE teachers towards the usefulness of inclusive education but also a theory for inclusive education focused on the educational model and not the medical one. Something similar is presented in the research of Andreadou, Derri, Kourtesi and Michalopoulou (2018), which is part of a broader research on the evaluation and training of PE teachers and teachers in order to improve the skills of teachers and students and in which its purpose was The comparison of the social skills of children with and without comorbidity (Dyslexia and Developmental Disorder of motor coordination) aged 9-12 years, in the PE course, proved that in order to be able to educate all children in the PE course, a targeted program and modern methods are required. teaching. The co-education of students / three with disabilities and / or SEN in the general school classroom represents the main goal of APE, because it is a basic condition for the adoption of an active lifestyle of the student with disabilities and the formation of a personality who wants to participate in sports. . PE teachers are responsible for preparing and

integrating students with disabilities and / or E.E.A. in the group of formal development students. Therefore, the recording of strategies to strengthen the PE course that supports inclusive education, will help to overcome the difficulties of this project in the Greek school, in the school for all.

#### **Chapter 4. Methodology**

The following research aims to investigate the educational strategies that teachers use in sports for mainstreamed students with special needs. More specifically, it focuses on the teachers' experience and knowledge about special education, but also the strategies that they use or should use, in order to create an inclusive educational environment in the school they work. According to the above, the following research question are analyzed:

- The strategies that the participants use while doing sports with students with special needs are affected by the existence of a family member with special needs in their own family?
- The participants' demographic and working characteristics affect the level in which they are competent to cope with co-education courses?
- The strategies that the participants would hypothetically use if they had to teach students with special educational needs are affected by the type of school that they have taught in?

##### **4.1. Participants**

A total of 100 educators are the sample of the present research. The simple random sampling method was used, in order to collect the participants' answers. Using this method, every element of the population (educators that teach sports) has an equal chance of being chosen for the needed sample.

This method offers a good representation of the population that is not biased and is also fast, which can be quite convenient.

#### **4.2. Tool**

In order to achieve the aims of the research and to reply to the research questions, a questionnaire was used. The questionnaire contains a total of 30 questions, from which 28 close-ended and 1 open-ended, while 1 is Likert type and is consisted of a total of 13 sub-questions. More specifically, the questionnaire investigates the participants' demographic characteristics, like their gender and age, but also their working characteristics, like the type of schools they have taught in. Also, it reveals the teachers' knowledge and education in the field of special education, but also their general opinions about inclusive education, the strategies they use to achieve it and the strategies that Greek schools should use in general to include students with special educational needs in sports. Lastly, the research tool aims to analyse the exact strategies that the teachers would use when teaching students with special needs. Lastly, it should be mentioned that the questionnaire was developed by the author.

#### **4.3. Procedure**

The questionnaire was distributed online using the Google form. The Google form contained an introduction note for the participants, informing them about the research aims and the importance of their participation, the needed time to complete the survey and that their participation is voluntary and anonymous. The file was uploaded on social media groups, related to inclusive education and teaching sports to students with special needs, to make sure that the sample would be appropriate and that there would be educators interested in the subject.

In order to analyze the collected data, the world known and used SPSS v.25 was selected. To analyze all the questions of the questionnaire frequencies, percentages, means and standard deviations were used. Also, to reply to the research questions, the Chi-Square and the Crosstabulation Analysis were chosen. All of the above are presented through proper tables and graphs created either in SPSS or in a Microsoft Excel sheet.

## Chapter 5. Results

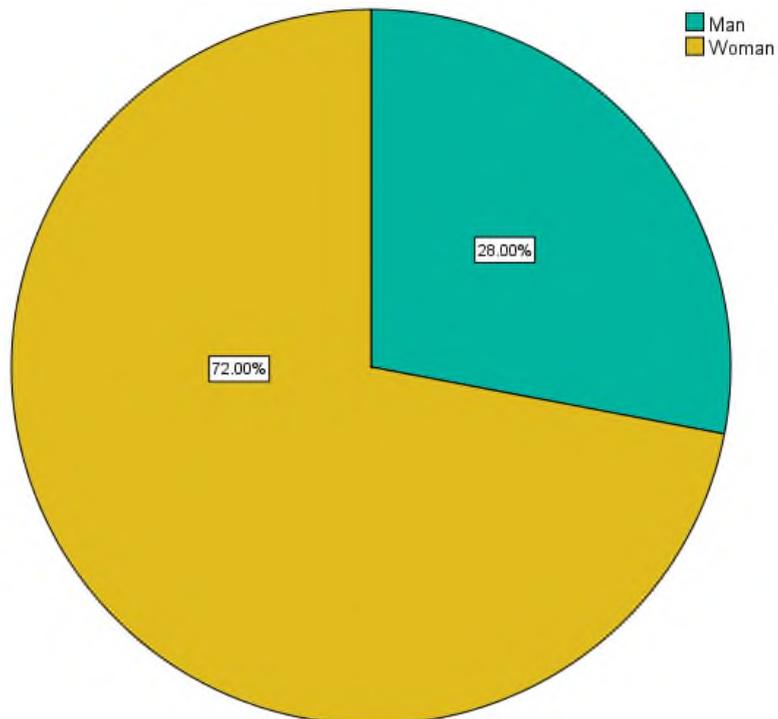
In the present chapter, the variables of the questionnaire are presented and the research questions are investigated and answered.

- In Table 1 and Graph 1, it seems that 72% of the participants are women, while the men of the sample reach the 28%.

*Table 1. Gender*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	28	28.0	28.0	28.0
	Woman	72	72.0	72.0	100.0
Total		100	100.0	100.0	

*Graph 1. Gender*

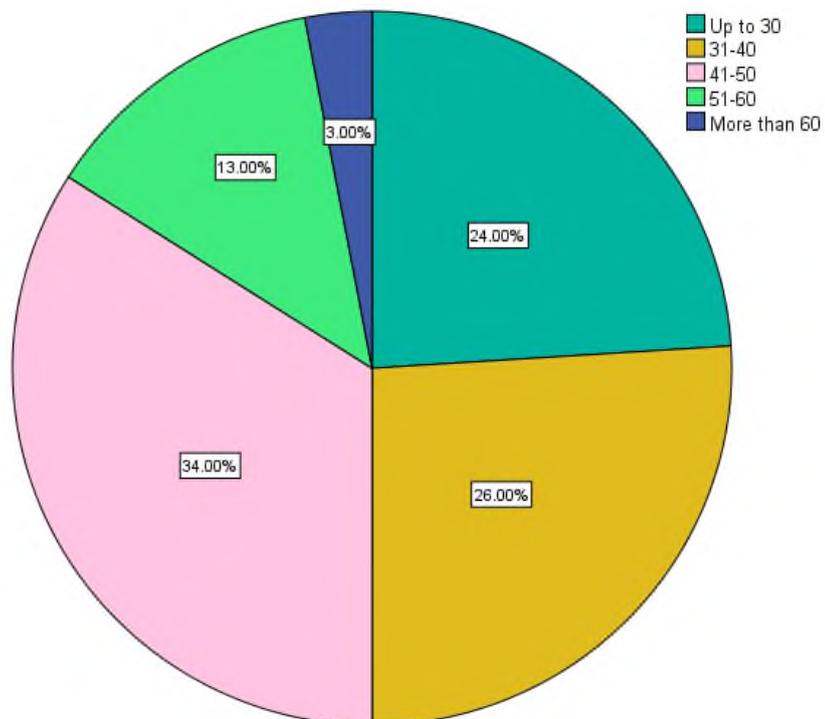


- In Table 2 and Graph 2, it seems that 34% of the participants are from 41 to 50 years old, 26% are from 31 to 40 years old and 24% are up to 30 years old. As for the participants that are from 51 to 60 years old, they reach the 13% and the rest 3% belongs to the participants that are more than 60 years old.

*Table 2. Age*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 30	24	24.0	24.0	24.0
	31-40	26	26.0	26.0	50.0
	41-50	34	34.0	34.0	84.0
	51-60	13	13.0	13.0	97.0
	More than 60	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

*Graph 2. Age*



- Through Table 3 and Graph 3, it becomes obvious that 54% of the participants serve in a middle school, while 24% serve in a Greek high school. Also, the participants who serve in elementary school reach 22% of the sample.
- Continuing with the participants' type of work, 69% of them have a permanent working position, while the 31% of the sample is consisted of deputies. The above results are shown in Table 4 and Graph 4.
- In Table 5 and Graph 5, the participants' teaching experience is analyzed. More specifically, the 56% of them have an experience from 11 to 15 years, the 25% have 6 to 10 years of experience and 11% belongs to the educators with up to 5 years of experience. Also, 6% belongs to the participants with experience from 16 to 20 years and the rest 2% of the participants have more than 20 years of experience.
- In Table 6 and Graph 6, it is visible that 42% of the participants have taught only in special schools, while 38% have only taught in general schools. As for the participants that have taught both in general and special schools, they reach the 20%.
- In Table 7 and Graph 7, it is analyzed whether the participants have taught in a school with an integration department. The participants that gave a positive answer reach the 73%, while those who have never taught in such a school, occupy the 27% of the sample.
- Furthermore, whether the participants have taught in a special school is presented. The participants that have taught in a special school reach 53%, while the rest 47% of the sample has not taught in a special school. The above results are shown in both the Table 8 and Graph 8 that follow.

- Table 9 and Graph 9 investigate whether the participants have or have had any students with special educational needs in their classrooms. The participants that gave a positive answer reach 78%, while the participants who have not taught students with special educational needs reach 22%.
- In Table 10 and Graph 10, the educators that have or have had students with special educational needs mention the most common need their students presented or present. The participants who support that their students mostly have kinetic problems reach 25.6%, 21.8% belongs to the mental problems and 20.5% to psychological problems. Continuing, emotional problems and autism occupy 16.7% and 15.4% respectively.
- In Table 11 and Graph 11, it seems that the 92.3% of the participants that have or have had students with special educational needs in their classes agree that those students participated in the lesson. However, the rest 7.7% state that the students did not participate.
- Through Table 12 and Graph 12, it seems that the majority of the participants, reaching 81%, have attended to special education or custom physical education courses. In the contrary, the rest 19% of the sample has never attend such kind of courses.
- Furthermore, in Table 13 and Graph 13, it seems that 65% of the participants have attended special education or custom physical education seminars, while the rest 35% have not attended such seminars.
- In Table 14 and Graph 14, it is investigated whether the participants have a person with special educational needs and/or disabilities in their family environment. The participants who gave a negative answer reach 65%, while those who have a person with special educational needs or disabilities in their family, occupy the 35% of the sample.

- In Table 15 and Graph 15, whether the participants have collaborated with organization on issues related to students with special educational needs is presented. The participants who have never collaborated reach 66%, while 34% of the sample is consisted of participants who have collaborated with organizations for the mentioned cause.
- In Table 16 and Graph 16, it is revealed that the participants who support that they are very capable to teach students with and without disabilities in a co-education course occupy the 41% of the sample. Also, the participants who support that they are quite capable reach 40% and the rest 19% belongs to the participants that are a little capable.
- In Table 17 and Graph 17, it seems that 69% of the participants support that in today's Greek school there can be educational co-education of children with multiple disabilities, while the rest 31% disagree with this statement.
- In the following Table 18 and Graph 18, it is revealed that most of the participants, reaching 77%, are positive that there are benefits to the process of inclusive education, with 23% of the sample disagreeing to the statement.
- In Table 19 and Graph 19, the adjustments that need to be made to include a student with multiple disabilities in general school are presented. The participants that support that the most important adjustment is the level of educational material reach 41%, while 39% mention the level of educational strategies. Also, the rest 20% of the participants support that the most important adjustment is the level of building infrastructure and the gym configuration.

- In Table 20 and Graph 20, it seems that 52% of the participants believe that it is very important to strengthen the physical education course for the inclusive education, with a school culture and climate that focuses on the principles of inclusive education. The participants who replied "Very much" reach 28%, 11% belongs to the participants who believe it is a little bit of important and 9% state that it is moderately important.
- In Table 21 and Graph 21, it is analyzed whether the attitudes and views that the participants have towards disabilities, strengthen or weaken their work on inclusive education. The participants who support that those believes strengthen their work on inclusive education reach 76% and the rest 24% state that their views weaken their work.
- Through Table 22 and Graph 22, it is analyzed whether the participants consider that specific programs that support equality and non-exclusion can help the physical education course to promote inclusive education. The participants who agree with this statement reach 76% and the participants who gave a negative reply reach 24%.
- Continuing, it seems that 77% of the participants consider that training on the subject of inclusive education and adapted physical education is a practice that strengthens their course, however 23% of the participants disagree. The above results are shown in Table 23 and Graph 23.
- In Table 24 and Graph 24, it is clear that 45% of the participants would like to focus on training on the teaching methods to strengthen their role in inclusive education. Also, the participants who want to focus on the acts reach 29%, while those who prefer to focus on theory occupy 26%.
- Continuing, in Table 25 and Graph 25, the participants' opinion about whether the courses at the University about adapted physical education

should be obligatory, are presented. The participants who agree with this opinion reach 71%, while 29% disagree.

- In Table 26 and Graph 26, it becomes obvious that 58% of the participants agree that the specialization in the subject of inclusive education and special education in general, is a strategy that strengthens their role in today's school. However, 42% of the sample disagree with this statement.
- Furthermore, the participants' opinion about whether the strengthening of their role due to the specialization of subjects of special education is a possibility by the current physical education teachers, is analyzed. The participants that agree occupy the 57% of the sample and 43% of them disagree. The above results are presented in Table 27 and Graph 27.
- In Table 28 and Graph 28, the kind of support that is most important for the participants to become more effective in inclusive education, is investigated. The participants that answered "All of the above" reach 32%, 20% belongs to the participants that value as most important the support from special and general educational project coordinators and 18% believe that the cooperation with special support staff is the most important kind of support. Furthermore, the participants that replied "Other" occupy 16% of the sample, those who believe the collaboration with the parents is the most important reach 9% and the rest 5% state that the special physical education teacher is the most important kind of support they could receive for a more effective inclusive education.
- In Table 29 and Graph 29, it seems that 90% of the participants agree that the dissemination of the results of educational research on inclusive education and the exchange of views and practices between physical education teachers, are the springboard for an effective physical education

that is inclusive. However, the rest 10% of the sample disagrees with this statement.

- In the following Table 30, the extent in which the teachers would use the following teaching strategies in order to teach students with special needs, is investigated. The answers range from 1 to 5 (1-Not at all, 2-A little, 3-Moderately, 4-Much, 5-Very much) and the higher the mean is, the more the participants would use each strategy. As it seems, the participants more would provide feedback and encouragement during the tasks for the children (4.58) and physically support students with special needs when needed (4.55). A bit lower they are placed about focusing on the development of bodily/kinesthetic intelligence (4.39), breaking down difficult tasks into smaller constituent parts (4.26) and making clear what is expected from the children (4.23). Much they would create groups of students with both non-special needs students and special needs students (4.16), they would include a safe space where children can go and decompress without any bother (4.13) and use equipment with a variety of colours (4.05). Continuing, less often they would create a safe physical location of the learning environment (3.99), make sure there is physical accessibility (3.99), use appropriate equipment (3.98), create an individual plan for each child's special needs (3.94) and inform all the students about the rules in simple words (3.93).

The research questions were answered using Crosstabulation Analysis and the chi-square test. the crosstabulation analysis is a fragmentation of the sample based on 2 variables at the same time and is followed by the construction of a table that contains all the individual percentages generated.

- In Table 31, the p-values of the Chi-Square tests replying to the first research question, are presented, from which 8 statistically significant dependencies are revealed.

*Table 31. Chi-Square tests as for the existence of a person with special educational needs or disabilities in the family environment*

	Do you have a person with special educational needs and / or disability in your family environment
Do you think that in today's Greek school there can be educational co-education of children with multiple disabilities	0.700
Are there any benefits to the process of inclusive education	0.003
What kind of adjustments need to be made to include a student with multiple disabilities in general school	0.013
How important is the strengthening of the physical education course for the purpose of inclusive education, with school culture-climate focused on the principles of inclusive education	0.001
Do you think that your attitudes and views towards disability strengthen or weaken your work on inclusive education	0.095
Do you consider that specific programs that support equality and non-exclusion can help the physical education course to promote inclusive education	0.239
Do you consider that training on the subject of inclusive education and in general of the adapted physical education is a practice of strengthening your course	0.331
Where would you like to do the training program in order to strengthen your role in inclusive education	0.001
Do you think that at the University the courses of adapted physical education should be obligatory	0.001
Is the specialization in the subject of inclusive education and / or special education in general a strategy that strengthens your role in today's school	0.000
Do you consider such a thing possible by the current physical education teachers	0.032
What kind of support do you think is the most necessary to become more effective in inclusive education	0.045
The dissemination of the results of educational research on inclusive education and the exchange of views-practices between physical education teachers are the springboard for an effective physical education that is inclusive	0.727

- In Table 32 it seems that most of the participants agree that there are benefits to the process of inclusive education. However, the participants who had a person with special educational needs or disabilities in their family, agree more often to the previous statement.
- In the following Table 33, it is obvious that the majority of the participants who have a person with special educational needs or disabilities in their family believe that the most important adjustment that needs to be made to include students with multiple disabilities in general school is the level of educational strategies. As for the participants who didn't have such a person in their family, mostly support that the most important adjustment is the level of educational material.
- Continuing, it is revealed that the participants who had a person with special educational needs and disabilities in their family environment are more positive that it is important to strengthen the physical education course for the purpose of inclusive education, in comparison to the participants who did not have any family member with special education needs. The above are presented in Table 34.
- In Table 35, it becomes clear that the participants who have a person with special educational needs or disabilities in their family, would like to train more in the teaching methods to strengthen their role in inclusive education. However, the participants that have no family member with such needs, wish to focus more on the theory of the inclusive education.
- In Table 36 it seems that the majority of the participants agree that the University courses of adapted physical education should be obligatory. However, the participants that have a family member with special educational needs/disabilities agree more often.
- In Table 37, it is revealed that the participants who have a family member with special educational needs or disabilities more often agree that the specialization in the subject of inclusive education strengthens their role in today's school. However, the participants who do not have any family

member with special needs mostly seem to disagree with the previous statement.

- In Table 38, it is obvious that the participants who have a person with special educational needs or disabilities in their family environment agree more often that it is possible for physical education teachers to specialize in special education and strengthen their role in school, while the participants who do not have such a family member mostly disagree with this statement.
- In Table 39, it is obvious that the majority of the participants state that they need all the mentioned kinds of support to become more effective in inclusive education. However, the participants who have a family member with special educational needs seem to be more positive about the importance of the cooperation with special support staff and parents, while the rest of the participants believe that the support from special and general education coordinators is more important.

Continuing, the second research question is investigated. Table 40 contains the p-values of the Chi-Square tests, from which 13 statistically significant dependencies are revealed.

*Table 40. Chi-Square tests as for the competence of the participants to teach co-education courses*

	How competent do you think you are to teach students with and without disabilities, ie to cope with a co-education course
Gender	0.278
Age	0.000
Type of school you serve	0.003
Type of work	0.000

Years of teaching experience	0.000
You have taught in	0.006
Have you taught in a school with an integration department	0.010
Have you taught in a special school	0.040
Do you have or have had a student or students with special educational needs	0.000
What is/was the most common special educational need your students present	0.000
The student or students with special educational needs participate in your lesson	0.007
Have you attended special education / custom physical education courses	0.000
Have you attended special education / custom physical education seminars	0.019
Do you have a person with special educational needs and / or disability in your family environment	0.001

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In Table 41, it becomes clear that the younger the participants are, the more capable they believe they are in teaching students with and without disabilities in the same course.

- Continuing, in Table 42, it seems that most of the participants that teach in elementary schools or high schools support that they are very capable to teach co-education courses to students with and without disabilities. Also, the participants who teach in middle schools more often they support that they are quite capable to co-educate their students.
- Furthermore, in Table 43, it becomes obvious that the participants who have a permanent working position mostly believe that they are quite capable to co-educate students with and without special needs. However, most of the deputies of the sample believe that they are very capable on this field.

- Through Table 44, it is revealed that the majority of the participants that have up to 5 or from 6 to 10 years of teaching experience, support that they are very capable to teach co-education courses to their students. Also, most of the participants with an experience from 11 to 15 years or from 16 to 20 years, more often state that they are quite capable in this field, while the participants with over 20 years of teaching experience think they are a little capable to successfully co-educate their students.
  
- In Table 45 it becomes clear that most of the participants who have taught in general schools only, support that they are quite capable to teach students with and without disabilities in the same course. Also, the majority of the educators who have taught in special schools and both in special and general schools characterize themselves as very capable in the mentioned field.
  
- In Table 46, it is revealed that most of the participants that have taught in a school with an integration department support that they are very capable to teach students with and without disabilities in the same course. However, the participants who have never taught in a school with an integration department more often state that they are quite capable in co-educating their students.
  
- Continuing, in Table 47 it is clear that the participants who have taught in a special school support that they are very capable in co-educating their students with and without special educational needs or disabilities. As for the participants who have never taught in a special school, they mostly characterize themselves as quite capable in the mentioned teaching field.
  
- In Table 48, it becomes clear that the participants who have or have had students with special educational needs in their classes are very or quite

capable in co-educating. However, the teachers that never had such students are either a little capable or quite capable in teaching a co-education course.

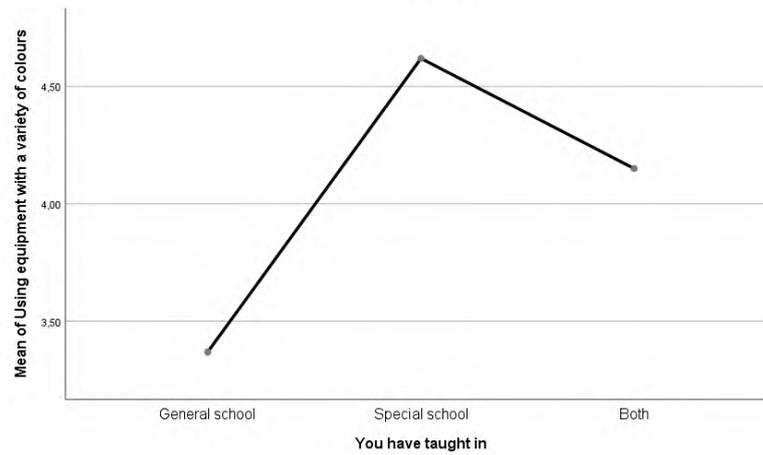
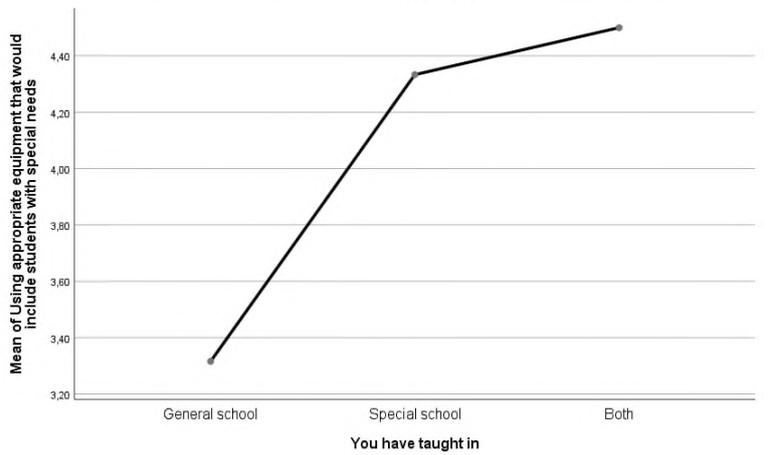
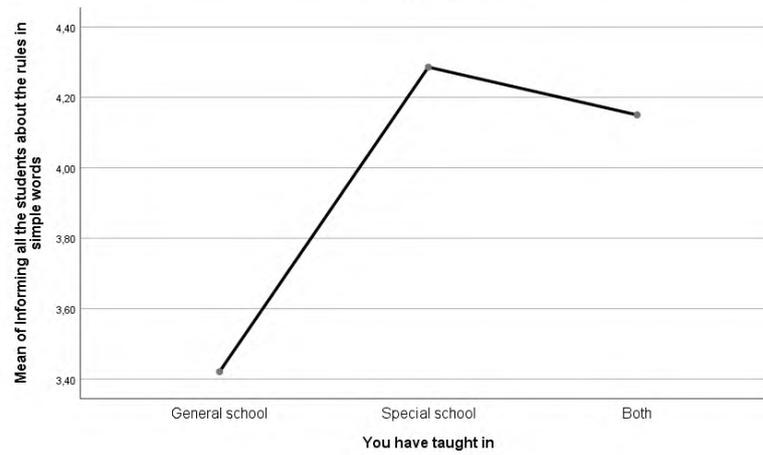
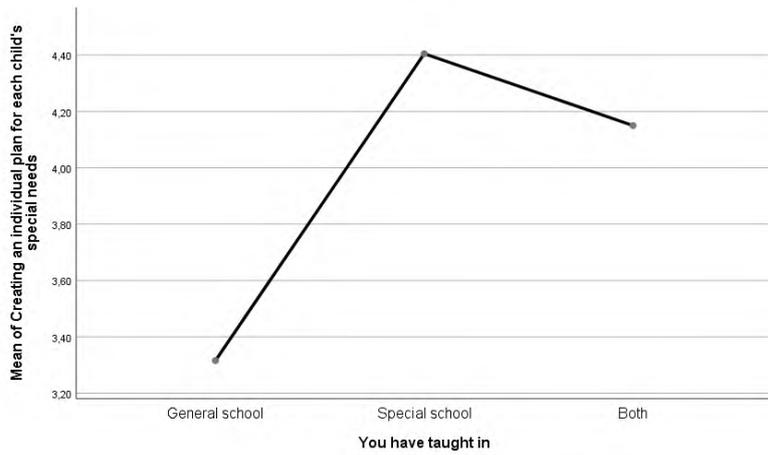
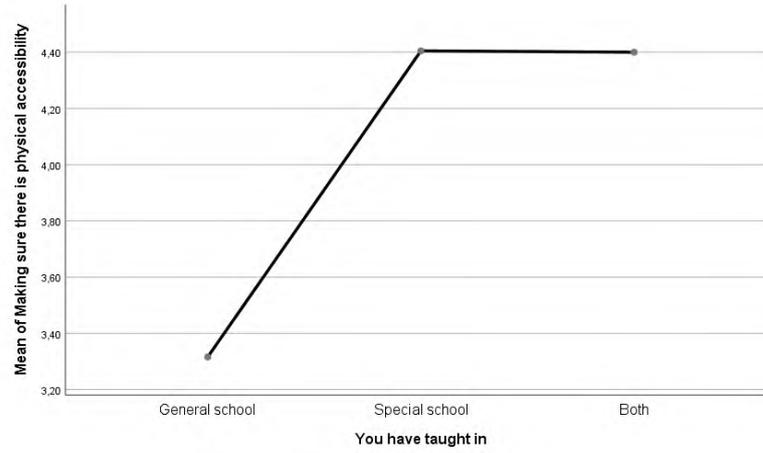
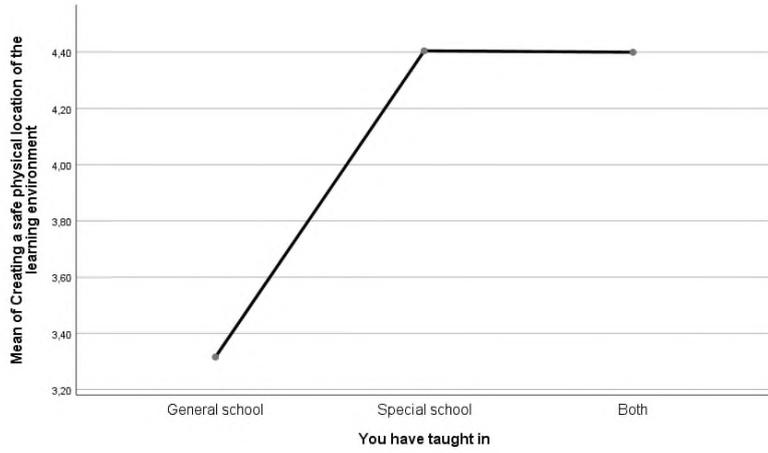
- Through Table 49, it seems that the teachers that taught students with kinetic problems, emotional problems and autism more often believe that they are quite capable in co-education. At the same time, the participants who faced students with mental and psychological problems, more often believe that they are very capable in co-educating students with and without special educational needs.
- In Table 50 it seems that the participants who agree that their students with special needs participate in the classroom, support that they are very capable in co-educating a course. However, the participants who disagree that their students with special needs participate in their lesson, believe that they are quite capable to co-educate the students with and without disabilities.
- Through Table 51, it is revealed that most of the participants that have attended special education or custom physical education courses support that they are very capable in teaching students with and without disabilities. As for the participants who have not attended special education courses, they mostly state that they are quite capable in co-educating.
- In Table 52, it is clear that the majority of the participants that have attended special education or custom physical education seminars support that they are very capable of co-educating students with and without disabilities. The rest of the participants mostly characterize themselves as quite capable in co-educating.

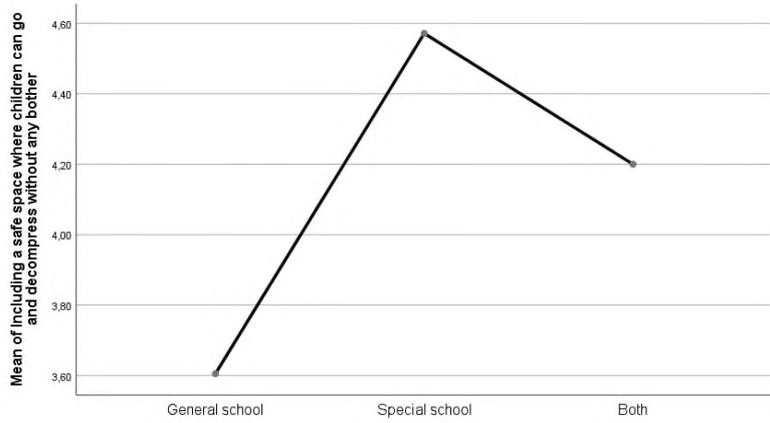
- Through Table 53, it is revealed that the participants who have a person with special educational needs or disabilities in their family, mostly support that they are very capable in co-educating their students with and without special needs. As for the participants who do not have a family member with special educational needs, more often believe that they are quite capable in co-educating.
  
- Lastly, the third research question is investigated with the help of the test Kruskal-Wallis. According to the results in Table 54, there are 9 statistically significant dependencies as of the type of schools that the participants have worked in. Analytically, in Graphs 30-38, it becomes clear that the teachers who have worked in special schools or both special and general schools more often create a safe space physical location as a learning environment and make sure there is physical accessibility to it, compared to the participants who have only taught in general schools. Additionally, the participants who have taught in special schools, more often create an individual plan for each student with special needs, inform all the students about the rules with simple words, use equipment with many colours and include a safe space where children can decompress, compared to the other teachers that less often use these strategies. Furthermore, the participants who were occupied both in general or special schools in a higher frequency use appropriate equipment that would include students with special needs and create group of both special and non-special needs students. Lastly, the participants that were occupied in general schools in a higher frequency focus on the development of bodily and kinesthetic intelligence when teaching special needs students, in comparison to the rest of the teachers.

Table 54. Kruskal-Wallis as of the type of schools

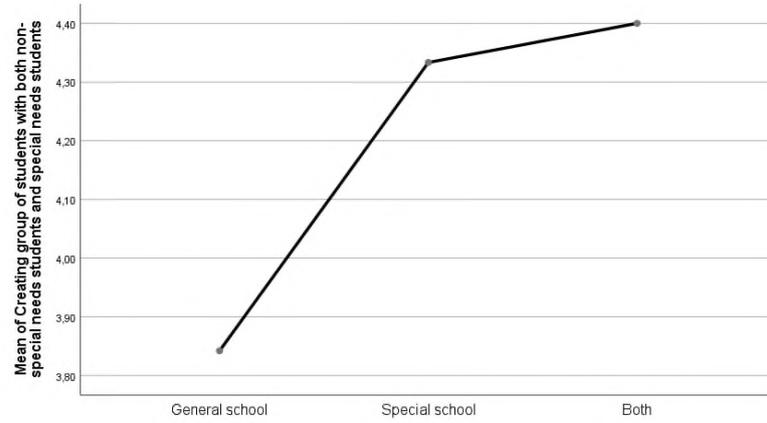
	Kruskal-Wallis H	df	Asymp. Sig.
Creating a safe physical location of the learning environment	39,203	2	0,000
Making sure there is physical accessibility	39,203	2	0,000
Creating an individual plan for each child's special needs	34,729	2	0,000
Informing all the students about the rules in simple words	20,211	2	0,000
Using appropriate equipment that would include students with special needs	36,041	2	0,000
Using equipment with a variety of colours	40,216	2	0,000
Including a safe space where children can go and decompress without any bother	20,682	2	0,000
Making clear what is expected from the children	0,589	2	0,745
Creating group of students with both non-special needs students and special needs students	7,205	2	0,027
Breaking down difficult tasks into smaller constituent parts	1,797	2	0,407
Providing feedback and encouragement during the tasks for the children	1,787	2	0,409
Physically support students with special needs when needed	3,474	2	0,176
Focusing on the development of bodily/kinesthetic intelligence	8,522	2	0,014

Graphs 30-38. Dependencies as of the type of schools

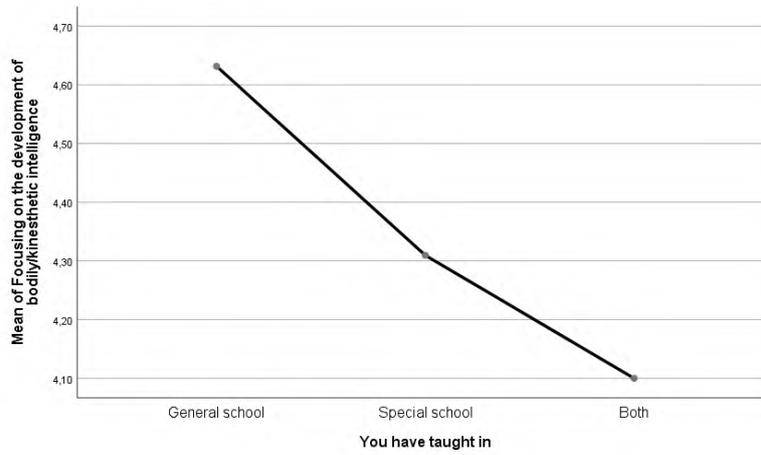




You have taught in



You have taught in



You have taught in

## **Chapter 6. Conclusions-Suggestions**

As it became clear from the above, Physical Education is one of the most important factors that determine the psychosomatic health of individuals. It therefore becomes necessary to participate in it from a very young age and for life. Its benefits, however, are not limited to the individual level, but extend to the social one, as sport promotes social development and dialogue in general. This view is shared by the European Union as actions for sport and physical activity are prominent in its programs.

Through the research, the educational strategies used by teachers to include students with special needs in physical education are investigated. The sample is consisted of 100 participants in total, most of which are females, from 41 to 50 years old, who teach in middle school. Also, the majority of the participants have a permanent working position, have 11 to 15 years of teaching experience, have taught in special schools and in schools with an integration department. Furthermore, the biggest part of the teachers has taught in a special school, has students with special educational needs, mostly with kinetic problems, who nevertheless participated in the lesson. Additionally, it seems that the majority has attended special education or custom physical education courses and seminars and has a family member with special educational needs or disabilities.

Continuing, most of the teachers have never collaborated with organization on issues related to students with special educational needs and are quite or very capable in co-educating students with and without special educational needs. Also, they agree that in today's Greek school there can be educational co-education of children with multiple disabilities, that there are benefits to the process of inclusive education and that the most important adjustment for inclusive education is the level of the educational material.

Furthermore, the participants believe that it is very important to strengthen the physical education course for the inclusive education, with a school culture and climate that focuses on the principles of inclusive education. At the same time, they support that their attitudes and views towards disabilities strengthen their work on inclusive education, agree that specific programs that support equality and non-exclusion can help the physical education course to promote inclusive education and that training on the subject of inclusive education and adapted physical education is a practice that strengthens their course.

It was also clear that the majority of the participants wish to focus on the teaching methods to strengthen their role in inclusive education and that the courses at the University about adapted physical education should be obligatory. Also, they are positive that the specialization in the subject of inclusive education and special education in general, is a strategy that strengthens their role in today's school, however a bit less positive they are about this being possible by the current physical education teachers. Additionally, the most important kind of support that the participants need to become more effective in inclusive education is the support from special and general educational project coordinators. Also, the participants agree that the dissemination of the results of educational research on inclusive education and the exchange of views and practices between physical education teachers, are the springboard for an effective physical education that is inclusive. Lastly, more often the participants provide feedback and encouragement during the tasks for the children and physically support students with special needs when needed.

Through the first research question (*The strategies that the participants use while doing sports with students with special needs are affected by the existence of a family member with special needs in their own family?*) it is revealed that the participants who have a family member with

special educational needs or disabilities agree more that there are benefits to the process of inclusive education and that for the inclusive education to be successful need adjustments at the level of educational strategies. Also, the same participants find more important to strengthen the physical education course for the purpose of inclusive education and would like to train more in teaching methods, while the rest of the participants want to focus more on the theory of inclusive education. Continuing, the participants with a family member with special needs agree more often that the University courses of adapted physical education should be obligatory, that the specialization in the subject of inclusive education strengthens their role in today's school and that that it is possible for physical education teachers to specialize in special education. Lastly, the teachers who have not a family member with special needs support on a higher level that they need the support of special staff, while the rest of the participants besides the collaboration with special support staff insist on the collaboration with the parents.

In the second research question, (*The participants' demographic and working characteristics affect the level in which they are competent to cope with co-education courses?*) it is revealed that the younger the participants are, the more competent they believe they are in co-educating the students with and without special educational needs and disabilities. Also, the participants who teach in elementary or high schools, are deputies, have 6 to 10 years of teaching experience and have worked in special school or both in general and special schools, mostly characterize themselves as very capable in co-educating. Continuing, a higher level of competence, in the mentioned department, seem to have the participants that have taught in a school with an integration department, have taught in a special school and have or have had students with special educational needs. Furthermore, the participants who had students with mental and psychological problems who participate in the lesson, also have a higher level of competence in co-educating. Lastly, the participants who attended special education or custom physical education

courses and seminars and those who have a family member with special needs, believe that they are more capable in teaching students with and without special educational needs and disabilities, in comparison to the rest of the sample.

Through the third research question, *(The strategies that the participants would hypothetically use if they had to teach students with special educational needs are affected by the type of school that they have taught in?)* it is revealed that teachers who have worked in special schools or both special and general schools more often create a safe space physical location as a learning environment and make sure there is physical accessibility to it. Also, the participants who have worked only in general education schools in a higher frequency focus on the development of bodily and kinesthetic intelligence when teaching special needs students. As for the participants who have taught in special schools, more often create an individual plan for each student with special needs, inform all the students about the rules with simple words, use equipment with many colours and include a safe space where children can decompress. Meanwhile, those who were occupied both in general or special schools in a higher frequency use appropriate equipment that would include students with special needs and create group of both special and non-special needs students.

### **Publications on the topic of the dissertation**

1. Panorgias, Sp. P. (2020), Educational strategies in sports formainstreamed students with special needsin primary school.

*Образование и изкуства: традиции и перспективи научно-практическа конференция*

Университетско издателство „Св. Климент Охридски“ (2020), pp. 442-446

ISBN 978-954-07-5061-3

2. Panorgias, Sp. P. (2020), Educational strategies in sports for students with special needs aged 6–14 years in the mainstream education

*Образование и изкуства: традиции и перспективи научно-практическа конференция*

Университетско издателство „Св. Климент Охридски“ (2020), pp. 447-451

ISBN 978-954-07-5061-3

3. Panorgias, Sp. P. (2022), The role of cooperation developed by the teacher with the parents, in the framework of the management of the conducting disorders presented by the children in school

*4th International Conference on Management of Educational Units ICOMEU 2022*

ISBN: 978-618-5630-09-6

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### **Appendix questionnaire**

#### **1. Gender:**

- Man
- Woman

#### **2. Age:**

.....

#### **3. Type of school you serve:**

- Elementary
- Middle School
- High School

#### **4. Type of work:**

- Permanent
- Deputy

**5. How much years you teaching:**

.....

**6. You have taught in:**

- General School
- Special school
- Both

**7. Have you taught in a school with an integration department?**

- Yes
- No

**8. Have you taught in a special school?**

- Yes
- No

**9. Do you have or have had a student or students with special educational needs?**

- Yes
- No

*If your answer is yes, continue with the following 2 questions*

**10. What is the special educational needs of your student or students?**

- Kinetics
- Mental
- Emotional
- Mental
- Autism
- I do not know

**11. The student or students with special educational needs participate in your lesson?**

- Yes
- No

**12. Have you attended special education / custom physical education courses?**

- Yes
- No

**13. Have you attended special education / custom physical education seminars?**

Yes

No

**14. Do you have a person with special educational needs and / or disability in your family environment?**

Yes

No

**15. Have you collaborated with organizations on issues related to students with special educational needs?**

Yes

No

**16. How competent do you think you are to teach students with and without disabilities, ie to cope with a co-education course?**

Not at all capable

A little capable

Quite capable

Very capable

**17. Do you think that in today's Greek school there can be educational co-education of children with multiple disabilities?**

Yes

No

**18. What is your view on inclusive education in inclusive education policy? Are there any benefits to the process?**

Yes

No

**19. What kind of adjustments need to be made to include a student with multiple disabilities in general school?**

At the level of building infrastructure / classroom / gym configuration

At the level of educational material

At the level of educational strategies

**20. How important do you think is the strengthening of the physical education course for the purpose of inclusive education, which is a school culture and school climate focused on the principles of inclusive education?**

- Not at all
- A little bit
- Moderate
- Very
- Very much

**21. Do you think that your attitudes and views towards disability strengthen or weaken your work on inclusive education?**

- They strengthen
- They weaken

**22. Do you consider that specific programs such as Paralympic day, integrated Paralympic sports, interdisciplinary programs that support equality and non-exclusion, etc. can the physical education course help to promote inclusive education?**

- Yes
- No

**23. Do you consider that training on the subject of inclusive education and in general of the adapted physical education is a practice of strengthening your course?**

- Yes
- No

**24. If you answered yes to the previous question, explain: Where would you like to do the training program specialize in order to help strengthen your role in inclusive education?**

- Theory
- Act
- Teaching methods

**25. Do you think that at the University the courses of adapted physical education should be obligatory or should they be courses of direction and / or elective?**

Yes

No

**26. Is the specialization (postgraduate and / or doctoral) in the subject of inclusive education and / or special education in general a strategy for strengthening your role in today's school for everyone?**

Yes

No

**27. Do you consider such a thing possible by the current physical education teachers?**

Yes

No

**28. What kind of support do you think is necessary to become more effective in inclusive education?**

Special physical education teacher

Cooperation with special support staff

Collaboration with parents

Support from special and general education educational project coordinator

Other

All the above

**29. Do you think that the dissemination of the results of educational research on the subject of inclusive education and the exchange of views and good practices between physical education teachers on the subject of inclusive education are the springboard for an effective physical education course for the purpose of inclusive education?**

Yes

No

