

Project Description & Sites

Description: My doctoral capstone encompassed creating an inclusive physical education curriculum, lesson plans, and handouts to use as guides. Because only 24% of children and adolescents with disabilities are meeting the recommended 60 minutes of physical activity daily, it is important for current PE teachers to have access to resources that help them create an inclusive classroom for all students. I emphasized the importance of occupational therapy's (OTs) role in the school system and how they can aid in creating an inclusive classroom.

Population: Teachers, students in K-5

Sites: Huntington University OTD Campus (Fort Wayne Location) and Special Olympics of DeKalb County

Area of study: 1) Education 2) Program & Policy Development 3) Advocacy



Needs Assessment | Literature Review

Needs Assessment: Consulted with Adapted Physical Educators (APEs) in the Fort Wayne area to observe the needs of the target population, along with current physical educators on their comfortability working with students with disabilities.

Literature Review: 24% of children and adolescents with disabilities not meeting the recommended 60 minutes of exercise per day, 52% of schools exempted students with a cognitive disability from physical education (PE), and 86% of schools exempted students with long-term physical and medical disabilities from PE. The current research shows that many physical education teachers do not feel confident working with students with disabilities (Rekaa et al., 2019). Rekaa et al. (2019) also found that students with disabilities didn't enjoy their PE classes due to limited participation, negative responses from peers, or negative personal emotional experiences. This research, along with AOTA's statement on domain and process, places emphasis on the need and importance of OTs encouraging an inclusive PE classroom.

Christ | Scholarship | Service

"So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal." 2 Corinthians 4:18

"Not looking to your own interests but each of you to the interests of the others." Philippians 2:4

Project Completion and Outcomes

- ❖ **Outcome Measure 1:** In order to demonstrate an in-depth knowledge in education skills, the student will create an interactive presentation to administer to PE teachers on inclusiveness in PE for students with disabilities.
- ❖ **Related learning objectives:** Completion of a CEU course in education & obtaining a minimum of 3 different resources with information pertaining to the project.
- ❖ **Outcome Measure 2:** In order to develop an in-depth knowledge in Program and policy development, the student will design an original and inclusive PE course curriculum with the intent of dissemination to community stakeholders.
- ❖ **Related learning objectives:** Create 4 lesson plans, completion of CEU course pertaining to adaptive activities for PE, & creation and distribution of a survey to current PE teachers.

Mission & Vision Statements

Mission Statement: Provide current physical education teachers with resources on ways to make their classes more inclusive and adaptive for students with various abilities. The goal is to create a space where students with various abilities feel welcomed and included and can participate to their full ability with their peers.

Vision Statement: Supply physical education teachers in the school setting with creative ways to help make their PE classes more inclusive for students with various abilities.

Deliverables

- ❖ **Deliverable #1:** Creation of PowerPoint presentation
- ❖ **Deliverable #2:** Certificate of completion of CEU
- ❖ **Deliverable #3:** Creation of a pamphlet or handouts available for use by PE teachers on adaptive activities
- ❖ **Deliverable #4:** Inclusive PE course curriculum
- ❖ **Deliverable #5:** Creation of 4 lesson plans
- ❖ **Deliverable #6:** Certificate of completion of CEU
- ❖ **Deliverable #7:** Creation, distribution, and analysis of survey results



Future Implications for OT

- ❖ **Impact on OT:** Provides inclusive activities, lesson plans, current curriculum standards, and current data on inclusive PE to future school OTs who may wish to broaden their scope of practice.
- ❖ **Impact on my career:** My capstone enhanced my passion for working in pediatrics and continuing to advocate for the improvement of inclusion in the school system.

KEY REFERENCES

- *Full reference list and image reference list available upon request
- Rekaa, H., Hattich, H., & Viterbus, B. (2019). Inclusion in physical education: Teacher attitudes and student experiences. A Systematic Review. *International Journal of Disability, Development & Education*, 66(1), 36-55. <https://doi.org/10.1080/1010122X.2018.1435852>
 - American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(2), 1-87. <https://doi.org/10.5014/ajot.2014.682006>