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Adapted Physical Education for Persons with Disabilities

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ABSTRACT: Physical education, or PE, is a subject that focuses on the health and fitness of students. Students benefit greatly from this aspect of the curriculum, which is a cornerstone of the educational experience. There are barriers to athletic participation for students with impairments Physical education that is adapted to the demands of students with special talents. Procedure, teaching, task, equipment, and environment adjustments are all areas of focus in adapted physical education. This article aims to assess the state of physical education programmes catering to people with disabilities in India.

Research shows that some schools make an effort to incorporate children with disabilities in physical education classes and activities. It's possible that factors like insufficient resources and a hostile learning environment at school contribute to a lack of adaptation knowledge among physical education instructors..

KEYWORDS: Physical education, adapted physical education, persons with disability

I. INTRODUCTION

During the past two decades, researchers have delved deeply into the topic of exercising with people who have moderate to severe developmental delays. For this research, we had three specific aims: Improving people's fitness levels, lowering people's antisocial behaviour, and enabling people to exercise reasonably independently are all goals that may be achieved by regular physical activity. This analysis reviews the relevant literature and draws major findings on the usefulness and acceptability of physical exercise. Recent academic works have analysed the aims and strategies of special education. In the past, it was common practise to segregate students with disabilities. Professionals were able to monitor the care of children with special needs, classroom discipline was maintained, and segregation was used as a strategy for social control. Erevelles (2000) argues that IQ testing and other normative notions of education have traditionally used special education practises as a weak justification for race, gender, and class segregation. Special education programmes like the ones discussed below have been met with scepticism by many experts. "It's possible that certain special education practises are taken for granted, both by experts and by the general public. However, service recipients may offer light on the damage caused by practises that use stigmatising labelling, discriminatory treatment, and exclusions because of who they are or how they were labelled " (Brantlinger, 2004, p.16). Supporters of the individual model of disability argue that special education "emphasises inadequacies, pathology, a scientific approach to impairment, and is backed by a convincing professional language to test and diagnose" (p. (Slee, 2003, p. 52). These special education insights emphasise the dominance of the medical model within the field and demonstrate that its ramifications are not always helpful to the intended group of students with disabilities. Attempts to combat the spread of negative stereotypes and the resulting alienation they might cause call for creative new methods of instruction. A paradigm for inclusion must be conceived, developed, and put into place to support students with disabilities.

Policy and procedure that funnels disabled persons into special education programmes may provide some useful lessons. A "mindful awareness of the significant, the monumental in the taken for granted" is what our culture needs (Van Manen, 1991, p. 8). People with disabilities should not be taken for granted when it comes to policy safeguards. According to Schutz (1970), we need to challenge the status quo by critiquing the language and practises that are already in use. Are special accommodations for the disabled really required, or might they be provided in regular public buildings? Is there a way to shift the conversation on special education from its traditional focus on helping "unruly

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students" to teaching individuals with genuine medical needs? Do we really need special education programmes for our kids? Disrupting the status quo in teaching requires change, but that change must first be acknowledged and welcomed before it can be put into practise and, ideally, sustained. Concerns regarding segregation and the possibility of providing a mediocre education to disabled students are often cited by those who argue against special education (Barton, 2004). Poor academic outcomes for students with special needs are often the result of teachers' low expectations in special education, which are sometimes couched as creating a kind and supportive environment (Tripp & Rizzo, 2006). The presence of special education also lends additional credibility to the professional or expert in the sector (Barton, 2004). However, kids with disabilities and others who disagree with the medicalized view of disability promoted by special education should not be disregarded or told their perspectives, feelings, and voices don't matter.

Students with disabilities face similar stigmatisation as "others" under the ubiquitous practise of segregation. Disabled students are not part of the "normal" student population. So that the status quo can be maintained and the average student population may thrive, we suppress the other. Because of the general idea that this other is inadequate, the "normal" society has traditionally excluded it from its cultural and social contexts. It's possible that this other may be seen in the same way—as a scary threat (Barton, 2004). If this individual is really scary, teachers may want to have nothing more to do with them so that "normal" classes may continue as planned. This kind of child has been marginalised because of the false belief that they are dangerous, disruptive, and a general "trouble." Disabled students are unable to attend mainstream educational institutions due to structural constraints. Further, children with impairments are typically overlooked during debates on fair rules and practises.

There is a divided consciousness and a skewed perception of reality in special schooling (Brantlinger, 2004). To wit: (Brantlinger, 2004) The ruling class's superiority over the working poor is reflected in their false sense of awareness. When people talk about "dual consciousness," they indicate that they support "inclusive, equitable education," but they are also aware of the growing drive to create "segregated schools" for different socioeconomic groups. Accordingly, the working class' internalised inferiority complex is as harmful as the upper classes' false feeling of superiority. Both forms of consciousness must go if we are to achieve true social and economic justice (Brantlinger, 2004). To wit: (Brantlinger, 2004)

When the concept of false awareness is applied to the situation of damaged college students, they often develop a sense of superiority above the established standard. Infrastructure, rules, and pedagogy are often developed for the "average" learner without taking into account individual differences. A student with a disability must either have a clinical condition or be willing to undergo thorough testing in order to get accommodations. However, large college classes are frequently doomed to be lectured from the lectern, despite the fact that they adhere to the concept of a double conscious and recommend universal teaching methodologies as guiding principles in pedagogy. Older schools are sometimes a reflection of a person's cultural riches, but they may not have amenities that allow all students to fully participate in school life, such as elevators or facilities that are accessible for people using wheelchairs. When a disabled student signs up for an academic course or a sports practise, the prevailing thought is not to eliminate the barrier to admission, but rather that disability has emerged as a "problem" that has to be solved. Sometimes a person with many personalities would speak positively about universal principles like education or design while secretly wishing that they don't apply to their own life. The idea of disabilities as a problem has to be deconstructed and moved beyond.

II. LITERATURE REVIEW

Koldous conducted a longitudinal study of the secondary schools' physical education classes in Arkansas (1964–1974). The sample included 459 mostly white secondary institutions. We made a thorough survey and distributed it to all the educational facilities. Sixty-one percent of the first 600 schools requested to participate submitted surveys. Nearly half (49%) of PE teachers at the schools where the survey was conducted reported having no formal education or training in working with pupils who have special needs.

Shepherd (1991) [5] argues that when encouraging persons with physical handicap to increase their level of physical activity, it is necessary to distinguish between competitive athletics, fitness programmes, remedial gymnastics, and

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active leisure. There is some talk about the potential advantages of more movement. A brighter mood from reduced stress and despair, confidence in one's talents, and pride in one's job are all likely outcomes of improved mental health. Exposure to new experiences, the development of new friendships, and the lessening of bias are all positive social outcomes. The chance of developing a number of chronic diseases goes down, and there are improvements in both short- and long-term health. The employment rate rises, absenteeism drops, and production rises. The health and industrial benefits may result in large cost savings, which might help reduce the total price of adopting physically adapted programmes for the population. It is suggested that persons who are physically disabled should be encouraged to engage in physical exercise, notwithstanding the need for more large-scale longitudinal study to define the optimal kind of programme for people in this position.

Dash (1997) [1] found that many kids with disabilities are just as able to play regular games as their typically developing peers. The activities are accessible to children with visual and multiple impairments, and the yoga Sans (yogic postures/exercises) may be done with little adaptation for children with orthopaedic difficulties. It has been reported by Hardman (1999) in the World Health Organization that many Indian schools suffer from a lack of qualified teachers and facilities, inadequate inspection, a view of physical education as a non-educational fun activity and as inferior to academic subjects, and a general lack of motivation.

It is very uncommon for females, especially those living in rural areas, to be discouraged from participating in physical education classes owing to concerns about how the activities could alter their bodies. Few resources are made available to help disabled pupils study in the Indian subcontinent. According to experts in the area of physical education in India, "there is no special requirement of physical training lesson of the children who are disabled with in school." Students with disabilities account for a very small percentage of the student body.

As Singh (2001) [6] points out, special education has a number of prerequisites that are only met by a small subset of children. We also found that the extensive preparation for most of the subjects was pointless. The educational process should prioritise extracurricular and co-curricular activities such as games, athletics, arts, music, crafts, and cultural events.

According to Nancy et al. (2008) [4,] physical activity has been shown to benefit youngsters of varying abilities. Participation in sports and other recreational activities by children with disabilities leads to social integration, decreased deconditioning, enhanced physical functioning, and overall well-being. Despite these benefits, children who have disabilities are more likely to be overweight, less likely to engage in physical activity, and less likely to participate in extracurricular activities.

A study conducted by Edu Sports, a supplier of school sports and physical education, found that 40% of Indian children and adolescents did not have a healthy body mass index. During the 2013-2014 academic year, 1,15,559 students ages 7-17 from 287 schools in 85 cities throughout India participated in the survey. Moreover, the non-metropolitan group scored higher than the metropolitan group overall on measurements of the body mass index and physical ability. According to the results of a recent survey conducted in India, "the current generation of school kids in India, regardless of their age group or genders, seem to be moving towards an ill future without health and fitness levels behind."

Importance of Physical Activities to Persons with Disabilities

Students with disabilities are statistically underrepresented in extracurricular athletics and other sports exercise. Students with disabilities can face additional challenges because of medical, societal, or psychological factors. Some problems may be alleviated or prevented entirely via regular physical activity. Moreover, physical activities are essential to the everyday lives of kids who have disabilities. Physical education has the potential to enhance their psychological well-being, proficiency in interpersonal communication, and social skills. Potentially useful skills for students who are disabled.

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Challenges Facing People with Disabilities When Participating in Sports and Other Games

The term "inclusion" describes the strategy used to ensure that kids with special needs were included into typically developing classrooms. Activities within a programme should be chosen with the student's desired growth in mind. All students benefit from a curriculum that is adapted to their individual needs and learning styles. By making modifications and adaptations to standard physical education activities including exercises, games, routines, and sports, adapted physical education gives students who may otherwise struggle the opportunity to succeed. Many research have pointed to the following challenges that need to be overcome in order for India to develop a comprehensive and successful modified p.e. curriculum for disabled children.

The qualified physical education teachers are not aware about the process of adapting games and sport activities for disabled students.

- The majority of Indian schools are not having the sufficient infrastructure and equipments to involve children with disabilities in the physical activities.
- Very little is spoken about adaptive physical education in the required physical education curriculum. For some reason, the topic of accommodating educational materials for students with impairments has only been explored in a single article.
- There is no option for disabled people to continue their physical education training beyond high school.

The NCTE (Central Committee for Teacher Development) takes into account the legislation of each individual state when making special accommodations for individuals with impairments. However, in practise, few institutions accepted students with disabilities into B.P.Ed. or diploma programmes.

There are a few fundamental ideas that should serve as the basis for an adapted physical education program's design and implementation. Principles of adaptive physical education include things like fostering students' active participation in the learning process, maintaining or improving students' exercise and physical health, offering a stimulating and challenging educational environment, instilling a respect for aesthetic value and promoting moral principles, and so on. and A central principle that must be upheld in the creation of adaptive physical education for intellectually disabled children who are overweight is the involvement of the children's environment, particularly the family, which plays this same largest percentage in the role and the most often in affecting children. When seeking to find a solution to the problems of obesity and lack of physical fitness, it is also important to think about a number of other factors that are not directly related but have a major impact on the effectiveness of the adaptive physical educational curriculum. Other aspects of one's lifestyle (food, exercise, physical and mental make-up, and so on) are also discussed.

Opportunities Available for Persons with Disabilities

Deaflympics – Athletes who are deaf may participate at the highest levels of their respective sports in the Deaflympics, an event recognised by the International Olympic Committee (IOC). In recent years, the summer and winter Deaflympics have become two of the most popular sporting competitions in the world.

Special Olympics – As the biggest sports programme in the world for people with intellectual impairments, Special Olympics offers year-round training and events for kids and adults. Over the course of a year, there are over 108,000 Special Olympics contests staged all over the globe at the local, national, and regional levels. The Special Olympics World Games are a good example of these contests; they take place both in the summer and the winter. Twice a year, athletes from all around the world compete in the Special Olympics World Games..

Disability Commonwealth Games- As a series of international multi-sport competitions, the Commonwealth Paralympic Games include disabled competitors from all member nations of the Commonwealth. The Paralympic Games are a series of sporting competitions for people with a variety of impairments, including those of the mind, body, and senses. People with limited mobility, such as those who are amputees, blind, or have cerebral palsy, fall under this category. The International Paralympic Committee organises and oversees the Paralympic Games, which take place every four years immediately after the Olympic Games.

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III. CONCLUSION

All children, including those with special needs, should have access to quality physical education as part of their regular school day. In order for children with disabilities to maintain a healthy and active lifestyle, schools should provide a variety of adapted activities and sports. Students and people with disabilities should take advantage of sports programmes offered by public and private agencies. Conclusion Students with special needs are encouraged to participate in physical education classes just like their typically developing peers. In order for children with disabilities to maintain a healthy and active lifestyle, schools should provide a variety of adapted activities and sports. Disabled students and citizens should take use of the sports programmes offered by public and private agencies.

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