**Article in International Peer Reviewed Journals**


**Abstract**

This study examined the relationship between perception of contextual and situational motivational climate, goal orientations and competition goal involvement in Spanish athletes with cerebral palsy. Athletes (N= 57), completed inventories to assess perception of contextual and situational motivational climate, goal orientation and goal involvement. Results show that ego involvement was positively correlated with perception of contextual and situational coach ego involving motivational climate, and ego orientation. Analysis of hierarchical regression, revealed that competition task-involvement was predicted by the contextual task-involving motivational climate and competition ego involving was predicted only by ego orientation. Results are discussed in the context of conceptual basis of achievement goal perspective.


**Abstract**

**DESIGN:** A search of electronic databases that included MEDLINE, PubMed, ERIC, PsychLit, PEDro, Sport Discus, CINAHL and Cochrane between 1966 and January 2005 was conducted using the following keywords: 'hydrotherapy', 'aquatic therapy', 'water exercise', 'aquatics', 'adapted aquatics', 'aquatic exercise' and 'swimming'. An additional resource, the Aquatic Therapy Research Bibliography until 1999, was explored manually. Titles and abstracts were assessed manually according to the following inclusion criteria: (1) population (children with neuromotor or neuromuscular impairments), (2) intervention (aquatic programme). Articles were reviewed according to merit of design, population participants and outcome measures with respect to International Classification of Function and Disability terminology (changes in body function, activity level and participation). RESULTS: Eleven of the 173 articles that were retrieved met the inclusion criteria: one randomized control trial, two quasi-experimental studies, one cohort study, two case control studies and five case reports. Seven articles reported improvement in body functions, and seven articles reported improvement in activity level. Two of the four articles that investigated outcome measures regarding participation described positive effects while the findings of the other two revealed no change. None of the articles reported negative effects due to aquatic interventions. CONCLUSION: According to this review, there is a substantial lack of evidence-based research evaluating the specific effects of aquatic interventions in this population.


**Abstract**

The purpose of this study was to investigate the relationship between motor performance in the aquatic setting as measured by the Aquatic Independence Measure (AIM) to motor performance on land as measured by the Gross Motor Function...
Measure (GMFM) and the Pediatric Evaluation of Disability Inventory (PEDI). Forty-nine children with neuro-motor impairments ages 3 to 7 participated in the study. Pearson correlations were applied to determine the relationships between the AIM and the GMFM, PEDI, and Gross Motor Function Classification System (GMFCS).

Significant correlations were found between the total AIM and GMFM scores ($r = .69$, $p < .01$) and PEDI self-care sub scale ($r = .79$, $p < .01$) as well as the PEDI mobility sub-scale scores ($r = .35$, $p < .05$). The water adjustment sub-scale as measured by the AIM showed the strongest relationship to motor performance on land as measured by the GMFM and PEDI in our sample of 49 children.


**Abstract**

Adapted physical activity (APA) is considered a service delivery continuum in physical education and competitive and recreational sports and rehabilitation programs, as well as a profession and a field of study. Evidence-based research of intervention outcomes has become a major concern in educational, medical, and rehabilitation fields of study. Past surveys on APA research have not concentrated on intervention but instead on surveys and a broader scope of research. The International Classification of Function and Disability (ICF), now widely accepted among rehabilitation professionals, suggests assessing intervention outcomes in all three categories of person–environment interaction, i.e., function, activity, and participation. Thus, this article will (a) provide a theoretical frame of reference for intervention programming and research in APA, (b) describe the Systematic Ecological Modification Approach (SEMA) as a guideline for conducting an APA intervention, and (c) analyze and discuss aspects of APA as a field of study based on a literature analysis comparing intervention studies appearing in *Adapted Physical Activity Quarterly* (APAQ), the official journal of the International Federation of Adapted Physical Activity (IFAPA) with those in *Physical Therapy* (PT), the official journal of the American Physical Therapy Association. The method of the literature analysis entails a 10-year survey of APAQ (1995 – 2004) and a 5-year survey of PT issues (2000 – 2004), comparing studies by level of scientific evidence, type of outcomes across ICF categories, and type of adaptation. Based on the outcomes of the comparative analysis, strengths and weaknesses of current APA intervention research will be discussed and recommendations will be outlined for APA as a field of study.


**Abstract**

The purpose of this study was to describe international perspectives concerning terms, definitions, and meanings of adapted physical activity (APA) as (a) activities or service delivery; (b) a profession, and (c) an academic field of study. Gergen’s social constructionism, our theory, guided analysis of multiple sources of data via qualitative methodology. Data sources were online surveys, APA literature, and expertise of researchers. Findings, with the identification of further considerations, were provided for each APA component to stimulate reflection and further inquiry among international professionals with diverse backgrounds.

Getz, M., Hutzler, Y, and Vermeer, A. (2007). The Effects of Aquatic Intervention on Perceived Physical Competence and Social Acceptance in Children with Cerebral...
Abstract  
The purpose of this study was to explore the effect of two awareness activities on children's attitudes towards peers with a disability. The Children's Attitudes towards Peers with Disability scale including cognitive, behavioral and emotional subscales was administered before and after two types of short-term interventions. The first included 75 children from grades 7-9, who actively participated in the workshop simulating movement activities. The second intervention included 121 students of the 10th grade, who observed their peers participating in a wheelchair-basketball activity together with elite wheelchair-basketball players. Results indicated significant effects in the cognitive and behavioral domains. Post-test findings confirmed that intervention bridged the difference in the cognitive domain observed between those with and without previous contact at pretest.

Abstract  
This article proposes a theory- and practice-based model for adapting physical activities. The ecological frame of reference includes Dynamic and Action System Theory, World Health Organization International Classification of Function and Disability, and Adaptation Theory. A systematic model is presented addressing (a) the task objective, (b) task criteria, (c) limitation and enablement criteria, (d) performance errors, and (e) adaptation suggestions. Four individual case examples are described, referring to the conceptual model and depicting its use in various settings of physical activity, including physical education, rehabilitation, competition, and recreation.

Abstract  
Background: Aquatic therapy provides an adapted environment, permitting muscular exercise almost without the negative joint strain associated with landbased exercise. The aquatic environment enables increased range of motion and mobility and reduces gravitational forces, thus allowing for increased musculoskeletal activation even in weak muscle groups. The functional benefits enhance activity patterns such as postural control, walking and swimming, which could be transferred to land-based exercise. The mastery of movements experienced in the water is often associated with psychological benefits. Purpose: This study was designed to measure the outcome.
effects of an aquatic therapy program lasting 12 sessions (duration 30-45 min) on the rehabilitation of participants after joint replacement due to rheumatoid arthritis.

Methods: A quasi-experimental design with simple interrupted time-series (base line, pre-test and post-test measurements) was implemented. The specific outcomes examined were related to the three domains of the International Classification of Function and Disability (ICF), namely: functional outcomes: Range of Motion (ROM) in hip flexion, extension and bilateral abduction; activity outcomes: Berg Balance Scale (BBS) and walking velocity in the Timed Up and Go Test (TUG); and participation outcomes: quality of life (SF36) scale. 16 participants from a self-help group for patients who had undergone a joint transplantation in the hip or knee joints (Mean age 56.7±6.5) for arthritis treatment at least a year prior to the study qualified to participate. Results: ANOVA showed a significant effect between the pre and the post test outcomes for the extension and abduction of the operated hip, BBS, TUG and the summary measures of the SF36 (general, physical and mental health). Conclusion: These findings suggest that aquatic therapy had a significant effect across ICF criteria in some of the outcomes measured in the experimental group. These findings support other studies conducted in individuals with arthritis disorders, focusing on participants with joint transplantations. Further studies are needed for establishing results in a controlled group design.


Abstract

BACKGROUND: Individuals with Intellectual Disability (ID) exhibit reduced levels of compliance to exercise, including treadmill walking. The purpose of this study was to measure the effects of several training conditions on compliance to participation in treadmill walking of children with moderate to severe ID. METHOD: Criteria for compliance were the averaged number of times participants attempted to discontinue walking during two 5-min exercise sessions of treadmill walking at an intensity of 65-75% of predicted maximal HR. Fifteen children aged 5-11 with moderate to severe ID participated in the study. Training conditions were (a) close supervisor's position, (b) distant supervisor's position, (c) positive reinforcement, and (d) paired modeling. RESULTS: General linear mixed model statistics revealed significant differences in favor of the paired modeling and positive reinforcement compared to the other conditions. Leaning forward was the most frequent type of participants' attempt to stop exercising. CONCLUSIONS: Paired modeling and positive reinforcement should be considered within treadmill training programs for children with moderate to severe ID.


Abstract

This article focuses on ethical concerns about modifying physical activities within a variety of education, recreation, rehabilitation and competition contexts. An ecological frame of reference common within current educational and rehabilitation theories is utilised for reflecting upon adapted physical activity
practices. Ethical principles challenged in the article are (a) the utilitarian consequence to all participants; (b) professional paternalism; and (c) empowerment of individuals with a disability. Concerns arising with respect to these ethical principles in adapted physical activity practices are discussed across modifications in terms of (i) the tasks involved; (ii) the environmental conditions; (iii) the equipment used; (iv) the game rules; and (v) the instruction methods.


Abstract
The purpose of this study was to validate an Israeli version of the Children’s Attitude towards Inclusion in Physical Education (CAIPE) scale (Block, 1995). Participants were 120 high school students from grades 9, 11, and 12. Twenty-five students participated in sport classes and the others were regular students. A modified version of the Attitudes Toward Disabled Persons (ATDP) questionnaire was used as a measure of concurrent validity. Results indicated a bi-factorial structure with moderate to adequate Cronbach’s Alpha reliability of the general and sport-specific sub-scales of the CAIPE, respectively. No difference in attitude was found between children who participated in sport classes and those who did not. Children who had previous exposure to children with disability exhibited reduced willingness toward including them in physical education classes. Previous exposure did not appear to have an effect on peers’ attitudes toward including children with disability in basketball.


Abstract
The purposes of this study were (a) to examine skill acquisition in field hockey of seven junior-high school students with PDD, who attended an inclusive class; and (b) to compare the degree of skill acquisition in field hockey of junior-high school students without disabilities who attend an inclusive class and those who attend a regular class. The motor performance of the students with and without PDD was compared using specially designed field hockey skill tests, before and after a skill acquisition period of two 45-min sessions. Results indicated that (a) students with PDD significantly increased motor performance in the cone circling (CC) task ($p < .002$); and (b) the percentage gain score of students without disability in the regular class was significantly better in the CC task ($p < .02$) compared to that in the inclusive class, but did not differ in the slalom between cones task.


Abstract
The purpose of this paper is to describe the main developments within Israel of sports for persons with a physical disability across the 60 years of its existence. Following introductory remarks on the global development of this aspect of sports in relation to Israel's cultural context, the early leaders, who have established sports for persons with disability in Israel, are acknowledged. In the next section, the official structures governing and facilitating organised sports for participants with a disability are portrayed, leading up to an account of Israel's participation in Paralympic games. Trends in participation of male and female athletes and the medals gained between 1960 and 2004 are highlighted and discussed. This review of the Paralympic accomplishments is completed with a comprehensive description of the events related to hosting the Paralympic Games in 1968. Current trends and future directions, encompassing the need for increasing grassroots level participation sum up this article.


**Abstract**

**Background** The purpose of this study is to systematically retrieve, examine and discuss scientific studies focusing on motivational correlates that both contribute to, and can be assumed to be effects of, participation in sport, recreation, or health-related physical activities in persons with intellectual disability (ID). **Methods** A systematic analysis of the literature retrieved through electronic databases and other resources was performed, covering articles published from 1980 through 2009. Inclusion criteria were based on terms referring to the participants, the psychosocial correlates and the type of activity. **Results** Twenty-three articles satisfied the inclusion criteria, and were divided into four categories of studies: (1) cross-sectional designs, (2) experimental prospective one-group designs, (3) longitudinal comparative intervention designs, and (4) qualitative designs. The level of quality regarding the intervention studies was assessed using four different scales, and on average they depicted a moderate level of evidence. **Conclusions** Both exercise and sport-related activities seem to contribute to well-being. Improved physical fitness and elevated skill level gained during exercise and sport activities appear to serve as mediators for increased perceptions of self-efficacy and social competence. Peer modelling, as well as video and audio reinforcement, appear to be important modalities in maintaining compliance to exercise programmes.


**Abstract**

The purpose of this article was to explore mediating factors to pursuing a competitive swimming career as well as attributes of participation, retrospectively reported by nine retired competitive swimmers with a disability. A focus group discussion followed by a qualitative content analysis was performed. Categories of verbal comments were inductively analyzed by two trained social scientists. Trustworthiness was obtained through verbally and literally describing the
proposed theme categories to the focus group participants during a feedback session, who then filled in a questionnaire depicting their agreement or disagreement with the proposed themes. The main categories generated included (a) facilitators to participation, (b) barriers to participation, and (c) participation attributions. Strongest agreement of participants with facilitator sub categories regarded (a) feeling of being an elite group, and (b) joy and fun. Participants’ retrospective accounts reflected a need for reducing barriers and enhancing facilitators and empowerment in pursuing an athletic carrier.


Abstract
Evidence-based practice (EBP) is a growing movement in the health and educational disciplines that recommends emphasis on research outcomes during decision making in practice. EBP is made possible through evidence based research (EBR), which attempts to synthesize the volume and scientific rigor of intervention effectiveness. With the purpose of assessing the impact of this movement on adapted physical activity, this article (a) describes EBP/EBR and outlines its methodological development, (b) provides an historical perspective of EBP/EBR in APA, (c) examines EBR quality indicators in the review literature published in Adapted Physical Activity Quarterly, (d) identifies and synthesizes thematic domains appearing in these review articles, and (e) discusses practical examples of professional issues in APA arising from a lack of EBR.


Abstract
The purpose of this study was to explore the effect of two awareness programs (6-day vs. 1-day programs) on children's attitudes toward peers with a visual impairment. Three hundred and forty-four Spanish physical education students (164 girls and 180 boys) aged 10-15 years, took part in the study. A modified version of the Attitudes Toward Disability Questionnaire (ATDQ) was used, which includes three sub-scales: (i) cognitive perceptions, (ii) emotional perception, and (iii) behavioral readiness to interact with children with disabilities. The questionnaire was filled out during the regular physical education class before and immediately after the awareness activity. The 6-day didactical unit included a lecture on visual impairments and a video describing visual impairments and the game of 5-a-side soccer (first lesson), sensibilization activities toward visual impairment (second and third lessons), training and competitive 5-a-side soccer tasks using blindfolded goggles (fourth and fifth lessons), and a sport show and chat with soccer players with a visual impairment (sixth lesson). The 1-day awareness unit only included the final session of the didactical activity. Repeated measures analysis of variance revealed significant time effects in the cognitive, emotional, and behavioral subscales. Sex also was found to demonstrate significant effects, in which women showed more favorable results than men. A time-by-group intervention effect was only demonstrated in the cognitive sub-
scale, and the 6-day didactic intervention was more effective than the 1-day awareness unit.


**Abstract**
The purpose of this study was to develop a valid and reliable Turkish version of the Friendship Activity Scale (FAS). Both the English and Turkish versions of the FAS were administered to 36 students to check for language equivalence. The Turkish version of the FAS was then administered to 226 students to ensure internal consistency, and to 61 students to test re-test reliability. The FAS and Adjective Check List (ACL) were administered to 49 students to check concurrent validity. There was a significant relationship between the English and Turkish versions of the FAS \( r = .78 \), and there were no significant differences between the two measurements \( p < .05 \). Cronbach Alpha Reliability of the FAS for the Turkish sample was .86. The Intraclass Correlation Coefficient of the repeated measurements of the FAS appeared to be sufficiently high (.89), and there were no significant differences between the mean values of two interval measurements \( p < .05 \). The FAS significantly correlated with the ACL \( r = .58 \). The total item correlations of the FAS were acceptable, ranging between 0.26 and 0.65. In conclusion, the FAS appears to be a valid and reliable instrument for measuring the behavioral intentions of Turkish elementary school children, and their commitment to initiating a friendship with a peer with a disability.


**Abstract**
The purpose of this study was to describe the changes in psycho-social variables of athletes with disabilities who have participated in a reverse-integrated basketball activity (RIBA) throughout the two phase program: (a) non-integrated lasting two months, and (b) reverse-integrated lasting four months. Participants were 30 young people (5 females and 25 males: age M=17.7, SD=4.3 years) with disability. Instruments included a personal questionnaire, the Perceived Social Competence (PSC) scale, the Quality of Life (QOL) scale, and a self-constructed Perceived Task Success (PTS) questionnaire. Two repeated comparisons of repeated measures were computed between a pre-test and an intermediate test completed after phase a, and between the intermediate test and a post-test across measures. The outcomes present a significant increase in PTS and QOL across both phases. Regarding the results of the PSC scale, there was no change during the first phase; but in contrast this scale demonstrated a highly significant change \( p>.0001 \) in the second phase. Effect sizes were considerably larger after phase b. The increased psycho-social competence reported in the second phase may be attributed to a moderating influence of the non-disabled peers who were included, while utilizing the unique adaptations practiced throughout the intervention.

Specific Endurance and Running Economy in Soccer Players with Cerebral Palsy. *Adapted Physical Activity Quarterly, 28*, 189-209. PMid:21725114

**Abstract**

The purpose of this study was to describe running economy, soccer specific endurance, and selected kinematic running criteria in soccer players with cerebral palsy (SPCP) and to compare them with values of position-matched players without CP. Fourteen international, male soccer players with cerebral palsy completed the "Yo-Yo" intermittent recovery run level 1 (IRL-1) test to assess soccer-specific endurance and a submaximal running test on a treadmill to determine running economy. The mean IRL-1 distance covered by the SPCP of the Irish CP team was found to be 43-50% below the mean distance attained by position-matched soccer players without disability, while running economy was found to be within the range of that reported for able-bodied athletes. No relationship could be found between the level of CP-ISRA classification and soccer-specific endurance or running economy in this group of elite level SPCP. Though small in number, these data support a further examination of the relationship between CP classification and sport-specific performance.


**Abstract**

The purpose of the study was to investigate the effects of a Special Olympics (SO) Unified Sports (UNS) soccer program on psycho-social attributes of youth with and without intellectual disabilities (ID). Participants were 76 male youth with (n=38) and without (n=38) ID. Participants with ID were randomly allocated into a SO athletes group (n=23, mean age=14.5; SD=1.2 years) and a control group (CG) (n=15, mean age=14.5; SD=.8 years). Twenty-three randomly selected youth without ID formed the partner group (mean age=14.1; SD=.9 years) and 15 youth without ID (mean age=13.8; SD=.5 years) formed the CG. Instruments included the Friendship Activity Scale (FAS) (Siperstein, 1980), the Adjective Checklist (Siperstein, 1980), and the Children Behavior Checklist (Achenbach, 1991). The soccer training program lasted eight weeks, 1.5h per session, three times per week, in addition to school physical education (PE). The CG did not participate in any sports in addition to PE. The findings showed that the UNS program was effective in decreasing the problem behaviors of youth with ID and increasing their social competence and FAS scores. In addition, the program was found to be effective in improving the attitude of youth without disabilities toward participants with disabilities. In conclusion, the present findings demonstrate the utility of a UNS program for both youth with and without disabilities.


**Abstract**
Aim. To evaluate the effects of aquatic (AQ) compared to a land-based (LB) intervention programs on metabolic cost of walking (MCW), gross motor function and locomotor performance in children with cerebral palsy (CP). Methods. Eleven children with spastic diplegic CP completed this study, six in the AQ (5.2 ± 1.45 yrs) and five in the LB group (4.1 ± 1.33 yrs). MCW derived from Oxygen uptake (VO2) measured with a Cosmed K4 device and walking speed at steady state. Additional measures included the 10-m test, Gross Motor Function Measure (GMFM), and Pediatric Evaluation Developmental Inventory (PEDI). Non-parametric statistics were used to analyze change in each group. Results. The AQ group significantly decreased MCW (Z = −2.2; P < .05) and increased steady state walking speed (Z = −2.2; P < .05). Both groups significantly increased 10-m walking speed (Z = −2.2; P < .03, and Z = −2.02; P < .05, resp.). The LB group exhibited moderate to large effect sizes in 10-m self-selected and fast walking speeds (Cohen’s d = 1.07 and 0.73, resp.). Conclusion. Our findings suggest that both AQ and LB programs were effective in improving 10-m speed, while the AQ training also improved the MCW of walking at steady state in children with spastic diplegic CP.


Abstract
This study investigated motivational aspects of participation in 57 wheelchair and 70 able-bodied basketball players (WBP and ABP, respectively), and across the sport classification system. An instrument for measuring basketball self-efficacy (SE) was used, as well as the Task and Ego Orientation in Sport Questionnaire (TEOSQ) and questions on family encouragement and sport activity. Statistical analysis across participants was adjusted for age and hours trained per week. Results revealed significantly reduced goal perspectives and increased family encouragement in WBP compared to ABP, and lower basketball SE in players classified as low compared to high pointers. These findings should assist therapeutic recreation professionals and sport practitioners to better design and conduct programs with athletes using wheelchairs.


Abstract
The purpose of this study was to describe the change in selected fitness and skill components over a nine-month period of a new intensive Wheelchair Rugby (WR) practice program. Sixteen WR players of the newly established national league participated in this intervention, which included team and individual practice sessions. Five items of the Beck Battery of Quad Rugby Skills and a 10-min wheelchair push test were performed at the beginning (t 1), after three months (t 2), and after an additional six months period of practice (t 3). Based on repeated measures t-tests for mean data of at least 50% of the participants, significant improvements were found in the 10-min and in the sprint tests between t1 and t 2, and in the picking and maneuverability tests between t 2 and t 3. It can be concluded that this training program was effective in improving players' endurance and maneuverability.
application of the test battery for training design and progression control appears very useful.


Abstract
The purpose of this article is to describe a theoretical model and practice examples of judgment and decision making bias within the context of inclusion in physical education and sports. After presenting the context of adapting for inclusion, the theoretical roots of judgment and decision are described, and are linked to the practice of physical education and sports. The specific concepts of judgment and decision making are then imported into selected examples of inclusive contexts, where events and processes of interest are reconceptualized in judgment and decision making terminology. Intervention strategies for reducing bias among practitioners while engaging in judgment and decision making during inclusive practice are recommended, and research studies aiming at validating and quantifying the distribution of decision making bias in physical education and sports are suggested. Finally, an ecological model is proposed, as well as a framework for identifying biases within professional preparation and service delivery in physical education and sports.


Abstract
It is encouraged to maintain and further develop in-service education programmes of adapted physical activity for PE teachers. The statistical analysis revealed that there was no significant effect on factors and total attitudes scores of gender and having students with ID. Significant effects on factors and total attitudes score were found in teaching experiences and having acquaintance with ID. Conclusions Participants were 729 secondary school PE teachers who worked in 81 major cities of Turkey. The Teachers Attitudes towards Children with Intellectual Disability Scale was administered. Results This study investigated attitudes towards teaching students with intellectual disability (ID) within a representative sample of secondary school physical education (PE) teachers, and to determine the effects of age, gender, teaching experience, and having acquaintance with ID and students with ID on their attitudes.


Abstract
The purpose of this study was to examine the impact of participation in different sport modalities on quality of life (QOL) and perceived social competence (PSC) in young people with physical disability. Ninety participants (33 females and 57 males) were monitored across four conditions: competitive separate physical activity (COSPA),
recreational separate physical activity (RESPA), reverse-integrated basketball activity (RIBA), and no physical activity (NOPA). QOL and PSC questionnaires were administered at the beginning and the end of the study's duration of six months. ANCOVA corrected for functional independence and gender revealed significant group effects for pre to post change values of QOL and PSC, with greater positive change in the RIBA compared to all other groups. In addition, one-way ANOVA on pre to post change values with LSD post hoc revealed significant differences. RIBA change values for QOL with 8.77%, and for PSC with 9.98% change were significantly higher ($p < .001$) than in all other groups (ranges $-0.18$ through $1.36\%$ for QOL, and $-2.31$ through $2.34\%$ for PSC). These outcomes demonstrate a favorable outcome of the RIBA on participants. Low functional ability did not constrain the effects of sport participation.


Abstract
The study investigated the effects of a Special Olympics (SO) Unified Sport (UNS) soccer program on anthropometry, physical fitness and soccer skills of male youth athletes with and without intellectual disabilities (ID) who participated in a training group (TRG) and in a comparison group (CG) without specific training. Youth with ID (WID) were randomly selected out of all the students between the ages 12 and 15, with a diagnosis of educable mental retardation and no secondary disabilities, who were attending a special education school. Participants without ID (WoID) were randomly selected from a regular secondary school out of the same age groups of male students. All participants were given permission by their parents or guardians to participate in the study. Participants in the TRG included 23 youth WID and 23 youth WoID. Mean ages were $14.1$ (SD $= 1.1$) and $13.2$ (SD $= 0.79$) respectively. Fifteen WID, and 15 WoID comprised the CG. Mean ages were $14.51$ (SD $= 0.81$) and $13.78$ (SD $= 0.49$) respectively. Prior to and following the program measurements were conducted, and data were collected on students' anthropometric and fitness components of the Brockport physical fitness test as well as a soccer skill performance based on the SO soccer skill test. Participants in the TRG trained 8 weeks, 1.5h per session, three times per week, in an after-school soccer program. CG did not participate in any sports program outside of the school physical education class. Dependent t tests and effect size calculations revealed that SO athletes and non-disabled partners scored significantly higher with regard to physical fitness and football skills in most variables compared with their CG. This Unified Program was successful in increasing fitness and soccer skill performance of youth WID as well as of those WoID.

Abstract

Purpose: To describe Re-Step™, a novel mechatronic shoe system that measures center of pressure (COP) gait parameters and complexity of COP dispersion while walking, and to demonstrate these measurements in healthy controls and individuals with hemiparesis and cerebral palsy (CP) before and after perturbation training. Method: The Re-Step™ was used to induce programmed chaotic perturbations to the feet while walking for 30 min for 36 sessions over 12-weeks of training in two subjects with hemiparesis and two with CP. Results: Baseline measurements of complexity indices (fractal dimension and approximate entropy) tended to be higher in controls than in those with disabilities, while COP variability, mean and variability of step time and COP dispersion were lower. After training the disabled subjects these measurement values tended toward those of the controls, along with a decrease in step time, 10 m walk time, average step time, percentage of double support and increased Berg balance score. Conclusions: This pilot trial reveals the feasibility and applicability of this unique measurement and perturbation system for evaluating functional disabilities and changes with interventions to improve walking.


Abstract

The purpose was to validate a self-efficacy (SE) instrument toward including students with disability in physical education (PE). Three scales referring to intellectual disabilities (ID), physical disabilities (PD), or visual impairments (VI) were administered to 486 physical education teacher education (PETE) majors. The sample was randomly split, and exploratory and confirmatory factor analyses (EFA and CFA, respectively) were conducted. After deleting items that did not meet inclusion criteria, EFA item loadings ranged from 0.53 to 0.91, and Cronbach's alpha reliability was high (for ID = .86, PD = .90, and VI = .92). CFA showed that the ID scale demonstrated good goodness-of-fit, whereas in the PD and in the VI scales demonstrated moderate fit. Thus, the content and construct validity of the instrument was supported.


Abstract

The purpose of this study was to describe the changes in psycho-social variables of athletes with disabilities who have participated in a reverse-integrated basketball activity (RIBA) throughout the two phase program: (a) non-integrated lasting two months, and (b) reverse-integrated lasting four months. Participants were 30 young people (5 females and 25 males: age M=17.7, SD=4.3 years) with disability.
Instruments included a personal questionnaire, the Perceived Social Competence (PSC) scale, the Quality of Life (QOL) scale, and a self-constructed Perceived Task Success (PTS) questionnaire. Two repeated comparisons of repeated measures were computed between a pre-test and an intermediate test completed after phase a, and between the intermediate test and a post-test across measures. The outcomes present a significant increase in PTS and QOL across both phases. Regarding the results of the PSC scale, there was no change during the first phase; but in contrast this scale demonstrated a highly significant change ($p>.0001$) in the second phase. Effect sizes were considerably larger after phase b. The increased psycho-social competence reported in the second phase may be attributed to a moderating influence of the non-disabled peers who were included, while utilizing the unique adaptations practiced throughout the intervention.


Abstract

Based on social-learning and self-determination motivational theories, the purpose of this study was to determine the sources of motivation in youth and young adults with intellectual disability (ID) who participate in Special Olympics (SO) competitions and those of typically developed (TD) age- and activity-matched athletes. A convenience sample of 63 SO (25 females and 38 males) and 59 TD (16 females and 43 males) athletes was retrieved through communication with local club coaches. Three subgroups of SO athletes were identified based on disability, including non specified intellectual disability (NSID=39), Down Syndrome (DS=17), and Autism (Aut=7). Mean SO and TD athlete ages were 20.35 (SD=7) and 18.8 (SD=8), respectively. For analysis purposes four age groups were created (<15, 15-17, 18-20, >20 years). Participants completed the 13-item, two-factor Task and Ego Orientation in Sport Questionnaire (TEOSQ) and a 16-item four-factor abridged version of the Sport Motivation Scale (SMS). SO and TD athletes were active in swimming (54 and 48, respectively) and basketball (9 and 11, respectively). Groups with and without ID were compared by means of t-tests in the dichotomized variables gender and activity, as well as by 1-way ANOVA with Tukey HSD post hoc comparisons across disability and age groups. Gender distribution was the same in both groups. Participants with DS and NSID scored significantly higher than TD athletes in most motivational scales. Participants with ID increased their external motivation with increasing age, while a reversed pattern was observed in TD. In summary, significant differences between motivational patterns of SO athletes with ID and TD athletes can be observed. These differences should be considered when developing training and competition programs.