



ADAPTED PHYSICAL EDUCATION AND SPORT

P. L. Stine



Adapted Physical Education and Sport

Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. Physical education is a sequential, developmentally appropriate educational experience that engages students in learning and understanding movement activities that are personally and socially meaningful, with the goal of promoting healthy living. When provided with an appropriate Physical Education curriculum, instruction and learning experiences, students develop a broad spectrum of movement skills, personal and social skills, knowledge, motivation and confidence to engage in healthy activity throughout their life. Physical education empowers students to develop positive attitudes towards physical and lifelong habits of participation. It engages them in the ongoing development of the knowledge, understanding, skills and values to participate in healthy physical activity. This book emphasizes on trends in adapted physical education and sport. First chapter explores some of the important factors that affect the participation of persons with disabilities. Second chapter is focused on the concept of "déjà-là", representing the hidden side of the Teacher's Decisional Process (TDP) and providing motives and potential drives of the teacher's professional activity. Third chapter aims to help parents and teachers identify and manage school-aged children with developmental coordination disorder (DCD). The aim of fourth chapter is to assess the influence of adapted paddle tennis intervention program on the adaptive behavior of a child with Down's syndrome. Fifth chapter introduces a wide range of sports, their rules and their relationship with health, from elementary to higher education levels. Sixth chapter examined the effects of physical education (PE) and sports programs in reducing children's negative emotional states in disaster-prone areas near the Merapi volcano peak in Indonesia. Seventh chapter highlights on rational thinkings on the universities' "special group" students' physical education curriculum design. Eighth chapter aims to investigate the effectiveness of exergaming on improving Eye-Hand Coordination (EHC) among primary school children. Ninth chapter focuses on special movement aspects based on the Brain Gym program. The purpose of tenth chapter is to investigate the use of this technology as a means of demonstrating and learning motor abilities in many types of populations and situations. Eleventh chapter aims to better understand the needs and expectations linked to these events and, simultaneously, identify the social, experiential, and educational roles of these events on youth with disabilities. Twelfth chapter reviews physical fitness measures among adolescents with high and low motor competence. The overall purpose of thirteenth chapter is to use the constraints-led approach of dynamical systems theory to examine how various constraints acting upon the wheelchair-user interface may alter hand rim wheelchair performance during sporting activities, and to a lesser extent, their injury risk. In fourteenth chapter, the main factors influencing implementation of HEPA programs in the organized sports setting were studied. Fifteenth chapter reveals that an adaptive physical activity intervention for overweight adults. Sixteenth chapter provides insight in the effects of sports participation in relation to health, psychosocial functioning, physical activity and school performance in children and adolescents with a chronic disease or physical disability. Seventeenth chapter aims to discuss and explore, from the perspective of Ecologic Education, the ecologic characteristics of the traditional Chinese sports education and the developmental direction of the teaching model of Chinese traditional ethnic sports education under the guide of the view of Ecologic Education. Eighteenth chapter highlights on adapted surfing as a tool to promote inclusion and rising disability awareness in Portugal. Last chapter presents a case for a critical pedagogy.

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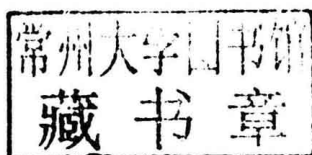
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Preface

Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. Physical education is a sequential, developmentally appropriate educational experience that engages students in learning and understanding movement activities that are personally and socially meaningful, with the goal of promoting healthy living. When provided with an appropriate Physical Education curriculum, instruction and learning experiences, students develop a broad spectrum of movement skills, personal and social skills, knowledge, motivation and confidence to engage in healthy activity throughout their life. Physical education empowers students to develop positive attitudes towards physical and lifelong habits of participation. It engages them in the ongoing development of the knowledge, understanding, skills and values to participate in healthy physical activity. This book emphasizes on trends in adapted physical education and sport. First chapter explores some of the important factors that affect the participation of persons with disabilities. Second chapter is focused on the concept of “*déjà-là*”, representing the hidden side of the Teacher’s Decisional Process (TDP) and providing motives and potential drives of the teacher’s professional activity. Third chapter aims to help parents and teachers identify and manage school-aged children with developmental coordination disorder (DCD). The aim of fourth chapter is to assess the influence of adapted paddle tennis intervention program on the adaptive behavior of a child with Down’s syndrome. Fifth chapter introduces a wide range of sports, their rules and their relationship with health, from elementary to higher education levels. Sixth chapter examined the effects of physical education (PE) and sports programs in reducing children’s negative emotional states in disaster-prone areas near the Merapi volcano peak in Indonesia. Seventh chapter highlights on rational thinkings on the universities’ “special group” students’ physical education curriculum design. Eighth chapter aims to investigate the effectiveness of exergaming on improving Eye-Hand Coordination (EHC) among primary school children. Ninth chapter focuses on special movement aspects based on the Brain Gym program. The purpose of tenth chapter is to investigate the use of this technology as a means of demonstrating and learning motor abilities in many types of populations and situations. Eleventh chapter aims to better understand the needs and expectations linked to these events and, simultaneously, identify the social, experiential, and educational roles of these events on youth with disabilities. Twelfth chapter reviews physical fitness measures among adolescents with high and low motor competence. The overall purpose of thirteenth chapter is to use the constraints-led approach of dynamical systems theory to examine how various constraints acting upon the wheelchair-user interface may alter hand rim wheelchair performance during sporting activities, and to a lesser extent, their injury risk. In fourteenth chapter, the main factors influencing implementation of HEPA programs in the organized sports setting were studied. Fifteenth chapter reveals that an adaptive physical activity intervention for overweight adults. Sixteenth chapter provides insight in the effects of sports participation in relation to health, psychosocial functioning, physical activity and school performance in children and adolescents with a chronic disease or physical disability. Seventeenth chapter aims to discuss and explore, from the perspective of Ecologic Education, the ecologic characteristics of the traditional Chinese sports education and the developmental direction of the teaching model of Chinese traditional ethnic sports education under the guide of the view of Ecologic Education. Eighteenth chapter highlights on adapted surfing as a tool to promote inclusion and rising disability awareness in Portugal. Last chapter presents a case for a critical pedagogy.

Editor

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