Running head: ATTITUDES OF PRE-SERVICE PHYSICAL EDUCATORS

ATTITUDES OF PRE-SERVICE PHYSICAL EDUCATORS AT A FAITH-BASED UNIVERSITY TOWARD INDIVIDUALS WITH DISABILITIES

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Abstract

James Schoffstall. ATTITUDES OF PRE-SERVICE PHYSICAL EDUCATORS AT A FAITH-BASED UNIVERSITY TOWARD INDIVIDUALS WITH DISABILITIES.
(Under the direction of Dr. Margaret Ackerman) School of Education, May 2006.

The purpose of this study was to examine the effects of an undergraduate adapted physical education course on the attitudes of pre-service physical educators toward individuals with disabilities. The participants for this study were 108 students enrolled in undergraduate adapted physical education courses at a faith-based university. The Physical Educators Attitude toward Teaching Individuals with Disabilities, third edition pre- and post-intervention was utilized to assess any changes in the participants' attitudes toward individuals with disabilities.

Statistically significant differences were found between the participants' pre- and post-intervention attitudinal scores on all measured areas (i.e. emotional disturbance, learning disabled, mild intellectual disability, severe intellectual disability, and total). There were no statistically significant differences in attitudinal scores based on the gender of the respondents. There were no statistically significant differences in the attitudinal scores based on the respondents either

enrolling in both the lecture course and the laboratory, or alone enrolling in the lecture course.

The participants felt that by completing the adapted physical education course they were generally well prepared to work with individuals with disabilities. The participants also believed the adapted physical education course had positively influenced their views on individuals with disabilities. The participants generally did not believe that students coming from either a faith-based university were any more or less prepared to work with individuals with disabilities than students coming from a non-faith based university.

While the results of this study are consistent with those achieved by other researchers and the Theory of Planned Behavior, the results did not support the idea of spirituality training positively influencing empathetic behavior. Attending a faith-based university did not have a negative impact on the participants' attitude toward individuals with disabilities; this attendance also did not appear to have had a positive influence on the participants' attitudes toward individuals with disabilities. By examining various factors concerning change in attitudes, future researchers may be able to determine additional methods for improving the attitudes of physical educators toward individuals with disabilities and thereby positively influence the lives of persons with disabilities.

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Chapter One: Introduction to the Study

During recent years the inclusion movement in public schools, which has been driven by the idea of 'least restrictive environment' (Winnick, 2005), has resulted in a great influx of students with special needs (i.e. intellectual disabilities, learning disabilities, and emotional disorders) to be introduced to general physical education classes. This influx of students with special needs has brought about varying levels of concern and enthusiasm among the general physical education teachers (Heikinaro-Johansson & Vogler, 1996).

These levels of concern and enthusiasm, or what some researchers refer to as negative or positive attitudes toward individuals with disabilities, have been an area of intrigue for a number of researchers (Balboni & Pedrabissism, 2000; Conaster, Block, & Lepore, 2000; Fishbein & Ajzen, 1975; Folsom-Meek, Nearing, Grotheluschen, & Krampf, 1999; Hodge, 1998; Kowalski & Rizzo, 1996; Rizzo, 1984; Rizzo, Bishop & Kirkendall, 1995; Rizzo & Vispoel, 1992; Rowe & Stutts, 1995). These negative or positive attitudes have had an impact on the educational process. Specifically, the attitudes that a physical educator displays towards teaching students with disabilities appears to influence a student's success (Heikinaro-Johansson & Sherrill, 1994; Murata, Hodge & Jansma, 1994).

Theory of Reasoned Action states an individual's experiences influence and mold one's attitude and actions towards others (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1977; Ajzen, 2001). The Theory of Reasoned Action has experienced revisions and modifications during recent years and has evolved into the Theory of Planned Behavior (Ajzen, 2001). Persons often feel threatened by the unknown, or a situation or person that they have had no or limited exposure to in the past. The Theory of Planned Behavior can result in attitudinal changes when applied to students in an undergraduate adapted physical education course (Folsom-Meek et al., 1999; Hodge, 1998; Hodge et al., 2002; Hodge & Jansma, 1999; Kowalski & Rizzo, 1996; Rizzo & Kirkendall, 1995; Rizzo & Vispoel, 1992; Rowe & Stutts, 1987).

Often these students have had little or no experience in working with individuals with disabilities (Rizzo & Vispoel, 1992). Studies have suggested that teachers with more experience working with students with disabilities seem to have more favorable attitudes toward the students with disabilities than did teachers with less experience (Block & Rizzo, 1995; Kozub & Porretta, 1998; Rizzo & Vispoel, 1991; Schmidt-Gotz, Doll-Tepper, & Lienert, 1994). Block and Rizzo (1995) found that the quality of the teaching experiences and course work in adapted physical education were strongly related to the teachers' attitudes toward teaching students with severe disabilities.

Studies have also shown that pre-service teachers with experience working with individuals with disabilities have significantly more positive attitudes toward teaching individuals with disabilities in the future (Folsom-Meek, hearing, Groteluschen, & Krampf, 1999; Hodge & Jansma, 1999; Kozub & Porretta, 1998). The study by Folsom-Meek, hearing, Groteluschen, & Krampf (1999) suggested that hands-on experience might need to be carefully monitored in order to be effective. By systematically exposing undergraduate adaptive physical education students to individuals with disabilities, using both classroom based instruction and practical application, the instructor can influence the students' attitudes towards individuals with disabilities (Folsom-Meek et al., 1999; Hodge, 1998; Hodge et al., 2002; Hodge & Jansma, 1999; Kowalski & Rizzo, 1996; Rizzo & Kirkendall, Rizzo & Vispoel, 1992; Tripp & Sherrill, 1991).

Rizzo and Kirkendall (1995) argued that professional preparation programs for prospective general physical education teachers should prepare them to accept the responsibility of providing quality experiences for students with disabilities in the general physical education setting (i.e. adapted physical education). Adapted physical education, as defined by Winnick (2005), is an "individualized program of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports designed to meet the unique needs of the individual (p. 4)." Through participation in an

adapted physical education curriculum, an individual with a disability, whether the disability be physical, behavioral or intellectual, can receive appropriate and needed instruction in the area of physical education (Block, 2000; Winnick, 2005).

Collegiate physical education programs have traditionally supported introductory adapted physical education courses to promote competencies with regard to teaching students with disabilities. By design, these courses introduce students to content and pedagogical knowledge that is required to teach individuals with disabilities in the physical education setting (Emes, Longmuir, & Downs, 2002; Jansma, 1988; Hodge, Davis, Woodard, & Sherrill, 2002).

Some past studies (Aloia, Knutson, Minner, & Von Seggern, 1980; Downs & Williams, 1994; Folsom-Meek, Nearing, Groteluschen, & Krampf, 1999; Schmidt-Gotz, Doll-Tepper, & Lienert, 1994)found that women have significantly more favorable attitudes toward teaching students with disabilities than men do, however other studies revealed no prominent effect for gender (Hodge, Davis, Woodard, & Sherrill, 2002; Patrick, 1987; Rizzo & Vispoel, 1991; Rizzo & Wright, 1988; Rowe & Stutts, 1987). After an analysis of covariance to control for experience differences, Hodge and Jansma (1999) did not find significant differences between the attitudes of the males and female participants. Downs and Williams (1994) also point to the impact of experience in predicting positive attitudes in female participants. Rizzo and Vispoel (1991) also

report that female physical educators had more coursework in adapted physical education than did the male students.

In recent years, universities and educational programs examined the role of spirituality and faith in education (Braskamp, 2005; Callister, Bond, Matsumura & Mangum, 2004; Hull, DiLalla, & Dorsey, 2001; Laurance, 2005; Miller, 2001; Rogers & Hill, 2002; Rolph, 1991; Spiro, 1992). Research suggests that a degree of spirituality may be beneficial in careers such as nursing, teaching, and social work (Hull, DiLalla, & Dorsey, 2001; Miller, 2001; Rolph, 1991; Rogers & Hill, 2002; Spiro, 1992). Studies demonstrate that students who have received training in spirituality and faith have scored higher on assessments relating to caring and empathy for others (Davis, 1983; DiLalla, Hull, & Dorsey, 2004; Miller, 2001; Spiro, 1992; Wasner et al., 2005). If this line of thought is correct, it could be assumed that students educated at universities with an emphasis on spirituality and faith may score higher on tests that place an emphasis on attitudes and beliefs would have substance.

Statement of the Problem

The problem that is the basis for this study is that public schools are placing a large number of students with special needs into general physical education classes and the teachers are not adequately prepared to work with them. While training at the undergraduate level can have an impact on attitudes of pre-service teachers towards individuals with disabilities (Folsom-Meek et al., 1999; Hodge, 1998; Hodge et al., 2002;

Hodge & Jansma, 1999; Kowalski & Rizzo, 1996; Rizzo & Kirkendall, 1995; Rizzo & Vispoel, 1992; Rowe & Stutts, 1987), studies also demonstrate that students receiving spirituality training have scored higher on assessments relating to caring and empathy for others (Davis, 1983; DiLalla, Hull, & Dorsey, 2004; Spiro, 1992; Wasner, Longaker, Fegg, & Borasio, 2005).

Statement of Purpose

The purpose of this investigation is to examine the effects of an undergraduate adapted physical education course at a faith-based university in the southeast on the attitudes of prospective physical educators toward individuals with disabilities.

Hypotheses

The following are the null hypotheses for this study:

1. There will be no significant differences between the pre-course and post-course attitudinal scores of the prospective physical educators as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment.
2. There will be no significant differences between the attitudes of male and female prospective physical educators as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment.
3. There will be no significant differences between the attitudes of prospective physical educators with a laboratory experience and

those without a laboratory experience as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment.

Assumption

The primary influences that affected the participants' attitude toward individuals with disabilities were participation in the adapted physical education course and enrollment at the faith-based university.

Overview of the Method

This section presents a brief overview of the research design, participants, instrumentation, data collection, and data analysis used in this study. This study sought to determine the effects of an undergraduate adaptive physical education class at a faith-based university on the attitudes of prospective physical educators toward individuals with disabilities. An adapted physical education course based on the design presented by Emes, Longmuir, and Downs (2002), served as the intervention. The researcher administered the Physical Educators Attitude toward Teaching Individuals with Disabilities, third edition test pre- and post-intervention to assess any changes in the students' attitudes toward individuals with disabilities. The researcher analyzed the data using appropriate statistical tests to determine level of significance.

Definitions

Prospective physical educators: For the purposes of this study, are those individuals either who are majoring in or who plan to major in physical education or exercise science.

Individuals with disabilities: For the purposes of this study, refers to individuals diagnosed as having an emotional/behavioral disorder, specific learning disability, mild-moderate mental retardation, or moderate-severe mental retardation.

Emotional/Behavioral Disorder: For the purpose of this study, "The term refers to a condition characterized by one or more of the following behavior clusters: severely deviant disruptive, aggressive or impulsive behaviors, withdrawn or anxious, general pervasive unhappiness, depressed or wide mood swings, delinquency, hyperactivity, social maladjustment, hypersensitivity. It is usually serviced with a behavior management program" (Rizzo, 1993, p. 2).

Specific Learning Disability: For the purpose of this study, "a specific learning disability is a disorder within the individual which affects learning relative to that individual's potential. The disability interferes with the acquisition, organization, and/or expression of information such as in listening, reading, writing, thinking, and movement. In physical education this student could have difficulty with spatial awareness" (Rizzo, 1993, p. 2).

Mild-Moderate Intellectual Disability: For the purpose of this study,

> "This student would be considered to have an IQ score in the range of 50 to 80 on standardized intellectual tests. The student will probably develop communication skills and social skills but will lag behind their peers. The student usually can learn vocational and daily living skills but may need guidance and/or assistance in these areas. These students may have difficulty in performing motor skills, and exhibit a short attention span" (Rizzo, 1993, p. 2).

Moderate-Severely Intellectual Disability: For the purpose of this study,

> "This student would be significantly sub-average in intellectual functioning. They would have an IQ score below 50 on standardized tests. They may or may not be able to verbally communicate. There is little socialization or interaction. They are totally dependent on others for self-care" (Rizzo, 1993, p. 2).

Spirituality: a combination of religious well-being (i.e. harmony with God or a higher power) and existential well-being (i.e. nonreligious sense of meaning and purpose in life), (Laubmeier, Zakowski, and Bair, 2004).

Faith: Belief, trust in, and loyalty to God, firm belief in something for which there is no proof (Merriam-Webster, 1994).

Christian: A person who professes belief in the teachings of Jesus Christ and lives according to his teachings (Merriam-Webster, 1994). A person may have spirituality and faith, but may not necessarily be a Christian, based on the previous definitions; however, a Christian has both spirituality and faith. For the purpose of this study, the researcher treated the terms spirituality, faith, and Christian as synonymous terms.

Faith-Based University: For the purpose of this study, the term refers to an institution of higher learning, which emphasizes salvation through faith in Jesus Christ, and has Christian values and beliefs infused throughout the curriculum.

Public University: For the purpose of this study, the term refers to a state sponsored institution of higher learning, which neither supports nor rejects any particular religious doctrine.

Overview of the Remaining Chapters

The following chapters convey the effects of participating in an undergraduate adapted physical education course on the attitudes of the participants toward individuals with disabilities. Chapter 2 is a review of the literature relevant to this study. This chapter will examine the Theory of Planned Behavior, overview of relevant attitudinal studies, spirituality in education, the adapted physical education curriculum, and the Physical Educators Attitude toward Teaching Individuals with Disabilities, third edition (PEATID-III). Chapter 3 describes the method used during the study. Chapter 4 presents the results of the study. Chapter 5 provides a

discussion of the results with respect to past research, recommendations for educators, and recommendations for future research.

Chapter Two: Review of Literature

Studies have shown that the instructor's attitude toward working with a particular student or type of student influences student success. Several factors seem to influence prospective physical educator's attitudes toward teaching individuals with disabilities. These factors include prior course work, direct experiences, and indirect experiences.

The Theory of Planned Behavior

The theory of planned behavior (Schifter & Ajzen, 1985) is an extension of the original theory of reasoned action (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975), except that it incorporates perceived control over behavioral achievement as an additional aggregate of intention. The Theory of Reasoned Action suggested that a person's behavior was determined by his intention to perform the behavior and that his intention is in turn a function of his attitude toward the behavior, and as such a person's beliefs influence a person's attitude (Ajzen & Fishbein, 1980). The addition of perceived behavioral control was necessary because the original theory of reasoned action had limitations in dealing with behaviors in which people had incomplete volitional control. In order to predict and explain human behavior that related to specific situations the theory of planned behavior was designed (Ajzen, 1985). The theory consists of several components of which personal, normative, and control beliefs are connected to what people would like to do or see

happen and how much perceived control they felt performing the behavior in question (Ajzen, 2001). According to the theory of planned behavior, people act in accordance with their intentions and perceptions of control over the behavior, while intentions in turn are influenced by attitudes toward the behavior, subjective norms, and perceptions of behavioral control. The theory postulates that behaviors are a function of accessible information or beliefs pertinent to the behavior (Ajzen, 2002). The current study used the theory of planned behavior as the framework. In the current study, participants were systematically exposed to information and participated in activities designed to give them an understanding of persons with disabilities. It was hypothesized that through the participants exposure to the information regarding individuals with disabilities, that these participants would have improved attitudes toward people with disabilities.

Theodorakis, Bagiatis, and Goudas (1995) conducted a study in which they examined the attitudes of undergraduate students towards teaching individuals with disabilities. The testing tool, while not a commonly used attitudinal test (i.e. PEATID-III), did meet the criteria for construct validity. The theory of planned behavior formed the basis for the testing tool. The sample for this study consisted of 99 university physical education students. None of the subjects had any previous experience in working with individuals with disabilities. Theodorakis, Bagiatis, and Goudas (1995) indicated that four of the five variables

measured were significantly correlated with the subjects' attitude toward individuals with disabilities (intention, perceived behavioral control and role identity: $p<0.001$, and attitudes toward behavior: $p<0.01$). A teacher's experiences, course work, and direct and indirect contact time with students having disabilities influenced his or her level of preparedness to work with students having disabilities. By integrating direct and indirect contact time with students having disabilities into the course work of pre-service teachers, these teachers showed improvements in the areas of perceived behavior control, role identity and attitudes toward behavior, which should in turn make for a better learning environment for students with disabilities. The current study used a similar sample size and level of experience as Theodorakis, Bagiatis, and Goudas.

Following the Theory of Planned Behavior, Balboni and Pedrabissi (2000) conducted a study on the attitudes of teachers and parents toward the school inclusion of students with mental retardation. Subjects for this study included 678 teachers and 647 parents of non-disabled students. The results of this study indicated that teachers with past educational experience and past work experience that included experience with students having mental retardation had a more favorable attitude toward the inclusion of students with mental retardation into their classroom. The teachers' age or years of service were of no significance toward the teachers' attitudes toward inclusion. The parents of non-disabled students

who had a classmate with mental retardation had more favorable attitudes toward inclusion than those whose children did not have a classmate with mental retardation. The findings of this study support the Theory of Planned Behavior in that the parents and teachers that had more past experience and/or educational exposure to individuals with mental retardation, through conditioning, had a more favorable attitude toward individuals with mental retardation.

Conaster, Block, and Lepore (2000) conducted a study on aquatic instructors' attitudes toward teaching students with mild and severe disabilities in an inclusive setting. As related to this study, the term mild disabilities referred to individuals having learning disabilities, mild to moderate mental retardation, mild behavior problems, partial vision, hearing loss, mild autistic tendencies or deafness. The term severe disabilities referred individuals having severe to profound mental retardation, sever behavior problems, blindness, physical disabilities, multiple disabilities, or severe autism. The researchers used a modified version of Rizzo's (1984) instrument Attitudes of Physical Educators' Toward Teaching Handicapped Pupils. This new instrument, the Physical Educators Attitudes toward Teaching Individuals with Disabilities – Swim, included terminology specific to the aquatic environment and was based on the theory of reasoned action.

The subjects of this study (Conaster, Block, & Lepore, 2000) were 82 aquatic instructors from 75 cities across the United States. The results

showed that the aquatic instructors had more favorable attitudes toward including students with mild disabilities (*M*=3.33) than those with severe disabilities (*M*=2.50). These results showed that the aquatic instructors were overall undecided whether students with mild disabilities should be included in a regular swim class and overall disagreed with having students with severe disabilities in a regular swim class. The researchers concluded that three predictors [experience with inclusion, having taken one or more adapted physical education courses, and gender (being female)] resulted in more favorable attitudes toward including students with mild disabilities in swim classes. Aquatic instructors that had more extensive aquatic certifications had significantly better attitudes toward including students with severe disabilities in an inclusive class.

Conaster, Block, and Gansneder (2002) examined the Theory of Planned Behavior as it relates to aquatic instructors' beliefs toward inclusion. The instrument used for this study was the Aquatic Instructors' Beliefs toward Inclusion (AIBTI), which was an extended version of the Physical Educators' Attitudes toward Teaching Individuals with Disabilities – Swim (Conaster, Block & Lepore, 2000). The results of this study indicated the theory of planned behavior predicts aquatic instructors' behavior better than the theory of reasoned action. The study revealed instructor attitude, normative belief, control, intention and behavior were significantly more favorable toward including students with mild disabilities than including students with severe disabilities at the *p*

<0.01 level. A regression analysis revealed that intention was the best predictor of the actual behavior of including students with disabilities in a swim class.

Rowe and Stutts (1987) examined the effects of an adaptive physical education practicum experience on the attitudes of undergraduate physical education majors toward individuals with disabilities. The practicum was twelve weeks and met two days per week. The undergraduate students had the Attitudes toward Disabled Persons Scale, Form A, administered to them pre-practicum and post-practicum. Of the 175 subjects who took-part in the study, 130 (74.3 percent) held negative attitudes toward persons with disabilities prior to the practicum experience. After the practicum experience, 84 percent of the students that initially held negative attitudes now held positive attitudes towards individuals with disabilities.

Rizzo and Vispoel (1992) conducted a study in which they examined attitudinal changes toward individuals with disabilities. The subjects for this study consisted of 174 undergraduate students enrolled in one of two courses: adaptive physical education (n=77), or physical education for children (n=97). Both courses consisted of three 50-minute classes and one 50-minute laboratory per week. The adaptive physical education course consisted of information in the form of readings, discussion, and lectures; direct contact with students having disabilities;

vicarious experiences with the simulation of disabilities; and persuasive messages using media, readings, and lecture.

The physical education for children course focused on six objectives:

> …increase knowledge and understanding about children and elementary school physical education, clarify a philosophy of physical education for elementary schools, demonstrate an ability to select appropriate learning experiences for various age groups, demonstrate an ability to structure learning environments and select appropriate instructional strategies, become familiar with elementary school curricula, and become familiar with evaluative and administrative facets of elementary physical programs (Rizzo & Vispoel, 1992, p. 5).

The students in both groups completed the Physical Educator's Attitude toward Teaching the Handicapped Measures – II (PEATH-II) at the onset and at the conclusion of the courses. The PEATH-II examines the students' attitudes toward teaching students with three handicapping conditions: learning disabilities, behavioral disorders and educable mentally retarded. The PEATH-II generates attitudinal scores for each of the three disability areas, as well as an overall attitudinal score.

During the pretest-phase of the investigation, the students in the adapted physical education course scored higher on the PEATH-II than the students enrolled in the physical education for children course; although,

the differences were not significant. At the conclusion of the courses, the students in the adapted physical education course showed significant increases in attitudinal scores at the level of $p<.001$, but the students enrolled in the physical education for children course made no statistically significant improvements. While both groups learned basic instructional principles, only the students enrolled in the adapted physical education course received instruction specifically aimed toward working with students having disabilities. This specific instruction, coupled with the direct experience of working with students with disabilities, seemed to be the impetus for the improved attitudinal scores (Rizzo & Vispoel, 1992).

Rizzo and Vispoel (1991) conducted a study in which they examined factors affecting the attitudes of physical educators towards students with disabilities. Ninety-four physical educators served as subjects. Eight factors (age, number of years teaching, coursework in adapted physical education, highest degree earned, coursework in special education, years teaching students with disabilities, gender, and perceived competence) were evaluated for their influence on attitude score. The researchers concluded that only two factors (years teaching students with handicaps, $r=.18$, $p<.05$; and perceived competence, $r=.31$, $p<.001$) had a direct significant influence on the physical educators' attitude towards students with disabilities. It was also noted that course work in adapted physical education ($r=.31$, $p<.001$) and years teaching students with

disabilities (r=.31, $p<.001$) were significantly correlated to the physical educators' level of perceived competence. Based on the results of this study, the reader can conclude that prior experiences in working with individuals with disabilities can have a positive influence on the physical educators' attitude toward working with students having disabilities.

Rizzo and Kirkendall (1995) conducted an investigation on the roles of gender, age, years in school, experience, perceived competence, and course work had on pre-service physical educators' attitude toward working with students with mild disabilities (behavioral disorders, learning disables, and educable mentally retarded). The researchers examined the inter-correlations between the various factors. The subjects for this study consisted of 177 pre-service physical educators. Of the six factors examined, age was the only factor that had a significant correlation with any of the three disability areas. Older students had a significantly more favorable attitude toward working with individuals with behavioral disorders than did younger students. Prior experience was a statistically significant indicator for teaching competence. While non-statistically significant, competence and previous course work were the best indicators for having a positive attitude toward working with individuals have either learning disabilities or educable mental retardation. The current study examined the effect of course work and experience on the attitude of pre-service physical educators toward individuals with disabilities.

Kowalski and Rizzo (1996) examined the factors influencing pre-service physical education students' attitudes toward individuals with disabilities. The subjects for this study consisted of 133 students, who enrolled in either an undergraduate or graduate physical education program. The researchers examined six variables (level of program, number of years in the program, academic major, number of infusion-based courses, coursework in adapted physical education, and perceived competence) in order to assess their impact on attitude score. In this study, the term infusion-based course referred to a general physical education course that had a portion of that course devoted to children with disabilities. The tool used to measure attitudinal scores was the Physical Educators' Attitude toward Teaching Individuals with Disabilities – III (PEATID-III). The students completed the PEATID-III once during the course. Of the six variables examined, four of them significantly correlated to the attitude score. Perceived competence had the highest correlation ($r=.43$, $p<.001$) to the attitude score. Coursework in adapted physical education had a significant correlation ($r=.32$, $p<.001$). The number of infusion-based courses taken had a significant correlation ($r=.33$, $p<.001$). The academic major (teaching) had a significant correlation ($r=.36$, $p<.001$). Based on the findings, the attitudes of pre-service physical educators towards working with individuals having disabilities will improve by increasing the number of adaptive physical education courses that a pre-service physical educator completes.

Generally, the more exposure an individual has to a subject, the greater their perceived level of competence in that area. If a teacher perceives that he or she is highly competent to work with individuals with disabilities, then this perceived level of competence will have a positive influence on their work and the quality of their interactions with individuals having disabilities.

Hodge (1998) examined the effects of an undergraduate adapted physical education course on the attitudes of perspective physical educators towards individuals with disabilities. Ninety-two undergraduate students, enrolled in an adapted physical education course, served as subjects for the study. The independent variable was the instruction that took place within the framework of an introductory adapted physical education course. Gender, experience, and practicum type were subdividers for the subjects. The instrument used to measure the subjects' attitude was the Physical Educator's Attitude toward Individuals with Disabilities, third edition (PEATID-III). The researcher found that females had a significantly, more favorable ($p<.01$) attitude toward working with individuals with disabilities than did the males, as measured during the pre-intervention period. Subjects with prior experience in working with individuals with disabilities had a significantly, more favorable ($p<.05$) better attitude toward working with individuals with disabilities than did the subjects with no prior experience, as measured during the pre-intervention period. The findings also demonstrated that

prospective general physical education teachers' attitudes toward teaching individuals with disabilities improved significantly ($p<.001$) following the completion of an adaptive physical education course, regardless of whether or not the student was concurrently enrolled in the practicum portion of the class.

In a study conducted by Hodge, Davis, Woodard, and Sherrill (2002), the researchers compared practicum type in changing pre-service teachers' attitudes toward individuals with disabilities and the pre-service teachers' perceived competence in working with individuals with disabilities. The subjects were thirty-seven pre-service physical education teachers enrolled at a university in the mid-west region of the United States. The one group of subjects (n=22) did an off campus practicum and the other group (n=15) did an on-campus practicum. At the onset of the study, Kruskal-Wallis tests were performed and it was determined that there was no significant difference between the two groups based on attitudes toward the disabled, or experience in working with the disabled. The authors found there was no significant difference between the attitude scores of students in the two-practicum sites toward either individuals with physical disabilities, or moderate to severe mental impairments. The researchers also found that the attitudes of the participants towards individuals with physical disabilities and moderate to severe mental impairments did not differ significantly from pre-test to post-test. The participants' perceived competence rating in working with

individuals with disabilities increased significantly from the pre-test to the post-test.

Hodge and Jansma (1999) examined the effects of contact time and location of the practicum on the attitudes of physical education majors. The testing tool was the Physical Educators' Attitude teaching Individuals with Disabilities-III. The subjects (N=474) were college-age students enrolled in an introductory adaptive physical education course at one of twenty-two institutions of higher learning. The researchers found a significant difference ($p<.001$) between the pre-test and post-test attitude scores. The researchers also concluded that the attitude scores for students completing an on-campus practicum were significantly higher than those who had completed an off-campus practicum. The students who completed the on-campus practicum received a significantly greater amount of supervision by the adapted physical education course instructor. By having appropriate schooling, which consists of supervised hands-on experience with individuals with disabilities, a pre-service physical educator is more likely to have a positive attitude toward working with people with disabilities.

In a study by Folsom-Meek, Nearing, Groteluschen and Krampf (1999), the effects of students' academic major, gender and hands-on experience as they relate to the students' attitudes toward individuals with disabilities were examined. The researchers made the following findings: students in *other* majors scored significantly higher than physical

education majors (p=.001), females scored significantly higher than males (p=.0001), and those with experience in working with individuals with disabilities scored significantly higher than those without experience (p=.0001). The students who were classified as having been in the 'other majors' category were majoring in either special education, elementary education, therapeutic recreation, pre-occupational therapy, and pre-physical therapy. The authors hypothesized that the students in those majors may have had a greater quantity of course work in their respective curricula.

Van Reusen, Shoho, and Barker (2001) examined the attitudes of high school teachers toward inclusion. Inclusion as it pertained to this study involved having students with documented disabilities being educated within the same class as students without disabilities. The researchers concluded that teachers who had one or more college courses in special education were significantly more in favor of inclusion than teachers who had no previous college course work in special education (p<.0001). Readers could interpret this study to mean that professionals who have had at least some training with individuals with disabilities would be more likely to have a more positive attitude toward individuals with disabilities.

Tripp, French, and Sherrill (1995) examined contact theory as it relates to children and peers with disabilities. In this study, the researchers tested 455 elementary school children within an age range of

nine to twelve years. The testing instrument utilized was the Peer Attitudes toward the Handicapped Scale. The subjects for this study came from two elementary schools. In the integrated elementary school, students without disabilities participated in a physical education class, five times per week for 30-minutes per day with either students having a physical, cognitive, or a behavioral disability. In the segregated school, the students also participated in a physical education class, five times per week, for 30 minutes per day.

The segregated school had no students identified as having any type of disability. Based on the pre-test, the researchers concluded that no overall significant difference existed between the students of the integrated and segregated schools as it related to their attitudes toward students with handicapping conditions. The attitude scores of the female students in both schools were significantly higher than the scores of the male students. A break down of the students by the three disability subscales (physical, cognitive and behavioral) did show some significant variances between the two groups.

Students in the integrated school had significantly better attitudes toward the students with behavioral disabilities than did the students at the segregated school, at the conclusion of the study. Students at the segregated school had significantly better attitudes scores toward students with physical disabilities than students at the integrated school. While contact time with individuals with disabilities in this study did not seem

to create a change in overall attitude, contact time in studies using adult subjects has shown to be beneficial in altering attitude scores as they relate to individuals with disabilities.

Spirituality in Education

While some studies cited contact time as a contributing factor toward changing the attitudes of people toward individuals with disabilities, other studies examined the role of spirituality and faith. Studies demonstrate students who have received training in spirituality and faith have scored higher on assessments relating to caring and empathy for others (DiLalla, Hull, & Dorsey, 2004; Wasner, Longaker, Fegg, & Borasio, 2005). In a study conducted by DiLalla, Hull, and Dorsey (2004), the researchers examined the effect of relevant course work on the attitudes of medical students. As part of the training program in the medical schools, the medical students were able to choose from a variety elective course areas. These courses included such areas as empathy, spirituality, and wellness. The researchers concluded that medical students who received training in empathy and spirituality scored significantly higher ($p<.01$) on the empathy subscale than did medical students receiving only empathy training. This higher level of empathy is associated with better patient care, and improved doctor-patient relations.

Wasner et al. (2005) examined the effects of spiritual care training on the attitudes of workers in palliative care. The workers took part in a three and one-half day workshop. The workshop focused on active and

compassionate listening, the causes of emotional and spiritual suffering, and non-denominational spiritual practices, such as contemplation, meditation, and prayer. The workshop participants completed a pre-test, immediate post-test, and a six-month post-test. The workshop participants demonstrated significant increases in both post-test evaluations in the following areas: compassion for clients ($p<.05$), compassion for oneself ($p<.01$), and attitude towards one's family ($p<.05$). It is important to note, the changes in attitude were still maintained six-months after the completion of the workshop.

In an effort to improve student outcomes with respect to caring and empathy, the heads of educational programs are examining their curriculum in order to make the curriculum more beneficial to the students as well as the students' future patients and/or students. Callister et al. (2004) examined the current trends within nursing education. Callister et al. noted that nursing programs are generally not implementing a particular course specifically pertaining to spirituality, but rather it is a growing trend to have the entire nursing program infused with spirituality training. The authors stated that by infusing the entire program with elements of spirituality training, the net effect would be greater depth and breadth of spirituality training, which could result in better patient care due to a nursing practitioner being more empathic to their patient's condition.

The work of Callister et al. (2004) built upon an earlier work of Spiro (1992). Spiro asked the question, 'what is empathy and can it be taught?' Spiro viewed empathy as much more than just having sympathy for another person, but rather having a true understanding of that person, and the trials and tribulations of that person to the point you are able to see that person as yourself. Spiro ascertained that when you can see another person as yourself, you will then treat them with a greater level of caring. He also asserted that all individuals have the ability to express empathy toward others. He further believed that an educator could teach an individual lacking empathy to have and demonstrate empathy toward others through the educational process.

The preceding articles give support to the argument that students educated at universities and/or in programs with an emphasis on spirituality and faith may score higher on tests that place an emphasis on attitudes and beliefs.

Adapted Physical Education Curriculum

Emes, Longmuir, and Downs (2002) conducted a study in which they examined professional preparation of perspective educators in the area of adapted physical activity. Based on curriculum patterns and the available textbooks on adapted physical activity, the authors concluded that two-thirds of an adapted physical activity course is devoted to law, pedagogy, sport, and service delivery. The remaining one-third focused

on disability areas according to a categorical approach. The classes examined in this study implemented a similar form of curricular design.

Overview

Currently, a body of evidence exists that shows an undergraduate adapted physical education course does have a positive impact on the students' attitudes toward individuals with disabilities (Folsom-Meek et al., 1999; Hodge, 1998; Hodge et al., 2002; Hodge & Jansma, 1999; Kowalski & Rizzo, 1996; Rizzo, 1984; Rizzo & Kirkendall, 1995; Rizzo & Vispoel, 1991; Rowe & Stutts, 1987; Theodorakis, Bagiatis, & Goudas, 1995; Tripp & Sherrill, 1991). Research also indicated that educators are putting greater emphasis on the spiritual aspect of education (Callister et al., 2004; DiLalla, Hull, & Dorsey, 2004; Hull, DiLalla, & Dorsey, 2001; McEwen, 2005; Miller, 2001; Rodgers & Hill, 2002; Spiro, 1992; Wasner et al., 2005). Studies have shown students who have received training in spirituality and faith have scored higher on assessments relating to caring and empathy for others (Davis, 1983; DiLalla, Hull, & Dorsey, 2004; Miller, 2001; Wasner et al., 2005). The Physical Educator's Attitude toward Teaching Individuals with Disabilities – III is a valid and reliable assessment tool (Folsom-Meek & Rizzo, 2002). The current study was unique because no previous study had linked spirituality training in undergraduates in an adapted physical education course to their attitudes toward individuals with disabilities.

Chapter Three: Methodology

This chapter provides an explanation of the methodology used during the course of this study. The chapter consists of the following sections: research design, participants and setting, materials, instrumentation, data collection, and data analysis.

Research Design

This study was a one group, pretest-posttest design with no control group. This study sought to determine if students enrolled in an undergraduate adapted physical education course at a faith-based university improve their attitudes toward individuals with disabilities. A standard adapted physical education curriculum model (Emes, Longmuir, & Downs, 2002) served as the intervention. This curriculum model consisted of two-thirds of the adapted physical activity course devoted to law, pedagogy, sport, and service delivery and the remaining one-third focused on disability areas according to a categorical approach. The researcher recorded the pre- and post-intervention attitudinal scores using the Physical Educators Attitudes toward Teaching Individuals with Disabilities, third edition (Rizzo, 1993). The data analysis determined if any significant differences existed among the various parameters.

Participants and Setting

The participants for this study were students enrolled in undergraduate adapted physical education courses at a faith-based

university, in the southeast. The university offered the adapted physical education courses over four consecutive semesters. There were 108 participants in the study. The participants each completed one-semester of the adapted physical education course. The student breakdown by gender was 52 male and 56 female students. Of the total number of students in the study, 66 enrolled in the adapted physical education laboratory and 42 did not enroll in the laboratory. The university was located in Lynchburg, VA. The university has approximately 9600 residential students. These students represent all 50 states and 72 countries.

The researcher selected a faith-based university, in the southeast, based on the mission statement and course requirements of the university. The mission of the university was "to produce Christ-centered men and women with the values, knowledge, and skills required to impact tomorrow's world" (Liberty University, 2005, p. 6). The required courses for the university included: GNED 101 Contemporary Issues I, GNED 102 Contemporary Issues II, EVAN 101 Evangelism and Christian Life, BIBL 105 Old Testament, BIBL 110 New Testament, THEO 201 Theology Survey I, THEO 202 Theology Survey II, and CRST 290 History of Life. These required courses were all freshman and sophomore level courses and as such, the students generally completed a majority of these courses prior to enrolling in the adapted physical activity course. The following were course descriptions of the required courses:

GNED 101 Contemporary Issues I…This course is designed to aid the student in the development of a biblical worldview. This will involve an introduction to critical thinking, an evaluation of contemporary moral philosophies, and an affirmation of absolute truth. Students will be challenged to integrate a biblical worldview into their Christian/Community Service, (Liberty University, 2005, p. 180).

GNED 102 Contemporary Issues II…This course is a study of contemporary moral issues encountered by students in their Christian/Community Service. Students will be challenged to evaluate these issues and understand their responsibilities to them in light of a biblical worldview, (Liberty University, 2005, p. 180).

EVAN 101 Evangelism and Christian Life…An in-depth study of how to lead people to Christ. Special attention will be given to the theology of all aspects of evangelism including the follow-up. Various methods of approach and presentation will be considered. Emphasis will be placed on evangelism and the local church for conservation of results, (Liberty University. 2005, p. 177).

BIBL 105 Old Testament…An introduction to the authorship and contents of the Old Testament books. Special attention will be given to important persons, place, and event, as well as to key chapters in the Old Testament revelation, (Liberty University, 2005, p. 152).

BIBL 110 New Testament… An introduction to the authorship and contents of the New Testament books. Special attention will be given to important persons, place, and event, as well as to key chapters in the New Testament revelation, (Liberty University, 2005, p. 152).

THEO 201 Theology Survey I…This is a general survey of Bible doctrine designed to synthesize and outline each of the ten major areas of systematic theology, including prolegomena, bibliology, theology proper, Christology, angelology, and pneumatology, (Liberty University, 2005, p. 210).

THEO 202 Theology Survey II…This is a continuation of general survey of Bible doctrine designed to synthesize and outline each of the ten major areas of systematic theology. Survey II includes anthropology, hamartiology, soteriology, ecclesiology and eschatology, (Liberty University, 2005, p. 210).

CRST 290 History of Life…An interdisciplinary study of the origin and history of life in the universe. Faculty of the Center for Creation Studies will draw from science, religion, history, and philosophy in presenting the evidence and arguments for creation and evolution, (Liberty University, 2005, p. 169).

The previously cited courses provided the students with indoctrination into the beliefs and practices of a faith-based university. In addition to the previously cited courses, resident students at this

university were also required to attend convocation three times per week. According to the university's catalog:

> Convocation is an assembly of the University community for the purposes of building unity within the community, dissemination information, and providing forums for the socio-political issues of the day and other educational topics of diverse interest for the benefit of the students, faculty and staff, (Liberty University, 2005, p. 45).

Course Materials

The course textbook was Adapted Physical Education and Sport, fourth edition by Winnick, 2000. The course instructor presented the material in a manner consistent with the curriculum model presented by Emes, Longmuir, and Downs, 2002. Based on curriculum patterns and the available textbooks on adapted physical activity, the authors concluded that two-thirds of an adapted physical activity course is devoted to law, pedagogy, sport, and service delivery. The remaining one-third focused on disability areas according to a categorical approach. The classes, examined in this study, implemented a similar form of curricular design.

The instructor divided the lecture portion of the adapted physical activity into two units (Appendix D). The first unit consisted of an examination of the history, legislation, and educational theory as related to adapted physical activity. The second unit of the course consisted of an exploration of the various disability areas using a categorical

approach. Using the categorical approach, the instructor examined one disability area at a time. The first class meeting of the week during this unit focused on the instructor's lecture, which included an overview of the disability area and basic criteria for diagnosis. The second class meeting of the week, during this unit, consisted of three or four students giving presentations on how to adapt and modify physical activities for individuals having the type of disability that was presented during the first class meeting of the week.

The laboratories portion of the course allowed the students to learn by both hands-on experience and adapted activity simulations (Appendix E). Five of the class meetings consisted of adapted activity simulations. The adapted activity simulations began with the instructor introducing a sport or activity which the students were generally familiar with such as basketball, volleyball, baseball, bowling, or running. The instructor then divided the class into groups and allowed the students to brainstorm on how they would modify the activity for individuals with a variety of disabilities, whether it was a physical or intellectual disability. The instructor then gave the groups an opportunity to present their ideas for activity modification to the class. Next, the instructor presented the students with the modified activity and allowed the students to participate in the activity just as a person with a disability would participate. The class session concluded with a recap of the modified activities, which included an explanation and rationale for the modifications.

The students in the laboratory portion of the adapted physical activity class received hands-on learning experiences. As part of the course, the students were required to spend at least three hours working with Special Olympians. When working with the Special Olympians the adapted physical activity students took on a variety of roles, which included coach, referee, hugger, and fellow participant. Each semester the instructor arranged one group Special Olympics activity, which consisted of either a volleyball match or a basketball game. The students who were not able to participate in the group Special Olympics activity were required to schedule their Special Olympics hours on an individual basis.

The students enrolled in the laboratory were also required to complete two observations. The students were to conduct one observation in a school setting (i.e. physical education class) and the other observation was to be in a fitness setting (i.e. group exercise class). As part of the observation, the students were required to explain how the teacher or instructor modified the class or activity for an individual with a disability. If the teacher or instructor did not modify the class or activity for an individual with a disability, then the students were required to explain how the teacher or instructor could have the class or activity modified for an individual with a disability.

Instrumentation

The instrument used for measuring attitudes was the Physical Educators' Attitude toward Teaching Individuals with Disabilities-III (PEATID-III) inventory (Rizzo, 1993). The PEATED-III was a valid and reliable assessment tool for measuring the attitudinal scores of pre-service physical educators toward individuals with disabilities (Folsom-Meek & Rizzo, 2002). The PEATID-III consisted of twelve statements to which participants were to express their levels of agreement or disagreement with regard to four labeled disability types: emotional/behavioral disorder, learning-disabled, mild-moderate intellectual disability, and moderate-severe intellectual disability. The disability areas are listed in conjunction with a Likert scale ranging in scores from one (strongly disagree) to five (strongly agree). To derive proper scale means, the researcher must reverse scores for negatively phrased probes to offset any possible respondent mental set (Rizzo and Vispoel, 1992).

Validation of the PEATID-III

The design of the PEATID-III to measure physical educators' attitude toward teaching students with disabilities provides the rationale for selecting the PEATID-III inventory as the test instrument for this study (Rizzo, 1984; 1993). The Theory of Planned Behavior forms the basis of the PEATID-III (Rizzo, 1984). The instrument has acceptable validity and reliability parameters established with the original survey (Rizzo, 1988) and more recently reported with the PEATID-III inventory

(Kowalski and Rizzo, 1996; Folsom-Meek and Rizzo, 2002). Folsom-Meek and Rizzo (2002) conducted a study to determine the validity and reliability of the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III (PEATID-III). The researchers collected data on subjects (N=3464) from 235 colleges and universities from 47 states. The average age for the participants was 22.94 + 4.06 years. The reliability of the PEATID-III has an alpha coefficient at 0.88 for the total score and sub-scales alpha coefficients of 0.73 for behavioral disorders, and 0.71 for the mental retardation and learning disability scales. The score of 0.70 is the acceptable level for reliability coefficients (Nunnally & Bernstein, 1994; Safrit & Wood, 1995).

Survey Assessment

In addition to the PEATID-III, available participants also responded to the following inquiries:

1. After completing the undergraduate adapted physical education course, how prepared do you feel you are to work with individuals with disabilities?
2. How has this course influenced your view of persons with disabilities?
3. How has this course influenced your Christian worldview?
4. Do you believe students coming from a faith-based university are any more or less prepared to work with individuals with

disabilities than students from a non-faith based university? Explain your answer.

Scoring the PEATID-III

The first portion of the PEATID-III consists of 12 statements with embedded blanks. Under each of the statements are the four disability areas: specific learning disability, emotional disturbance, mild to moderate intellectual disability, and moderate to severe intellectual disability. Along side each of the four disability areas is a 5-point Likert scale (i.e., 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree). The course instructor instructed the participants to insert mentally the appropriate label into the blank when answering a given item. Scale scores were derived from the items, one for each disabling condition and a total score.

The scale mean scores were established by calculating the sum of item scores for each scale divided by the number of items within the scale, to interpret the scores about the original 5-point Likert scale. To derive proper scale means the researcher reversed the negatively phrased statements (5, 6, 7, 8, 9, 10, and 11) score (i.e., 1 to 5, 2 to 4, 4 to 2, and 5 to 1).

Testing Implementation

Prior to the first class meeting of the semester, the course instructor assigned each participant an identification number for the testing protocol. During the first class of the semester, the instructor gave the

students an opportunity to participate in the study. All of the students enrolled in the adapted physical education course agreed to participate in the study, but the researcher disqualified three students from the study due to having previously taken an adapted physical education course. Students agreeing to participate in the study then completed an informed consent form. The adapted physical education course instructor then distributed the Physical Educators' Attitude toward Teaching Individuals with Disabilities-III (PEATID-III) inventory during the initial class meeting of the semester. After the course instructor distributed the PEATID-III, the instructor then confirmed the identification number with the participants. After the instructor confirmed the identification numbers, the course instructor read the test instructions on the first two pages of the PEATID-III aloud to the participants. At this point, the students had an opportunity to have any questions clarified by the instructor. The course instructor then left the classroom while the participants completed the PEATID-III. The participants completed the PEATID-III and returned it to the instructor. During the final class meeting of the semester, the participants completed the PEATID-III for a second time, post-intervention, following the above protocol.

The independent variable was the instruction in the introductory adapted physical education course. The second independent variable was a laboratory complement to the adapted physical education course in which the participants have direct contact with individuals having

disabilities. The dependent variable was the Physical Educators' Attitude toward Teaching Individuals with Disabilities-III attitude scores.

During the intervention phase of the study, the participants received classroom instruction regarding the foundation of adapted physical education and sport, and special disability areas. The laboratory section of the course focused on hands-on activities. These activities involved adapting specific activities for individuals with varying disabilities. The students took part in simulations, designed to allow them to experience what it would be like to have a disability. The students enrolled in the adapted physical education laboratory also had the opportunity to work with individuals with disabilities, while assisting with the Special Olympics.

Statistical Analysis

The researcher used the Statistical Package for the Social Sciences (SPSS) version 13.0 to analyze the data. Since there was no randomization of subjects into groups, the researcher took steps to help insure that groups were not different at pre-test on the dependent variables. A series of two (lab, no lab) X two (male, female) ANOVAs were performed to examine pre-test differences on the four dependent variables. In addition, zero-order correlation analyses were performed on age and all the dependent variables.

When examining the null hypotheses in order to determine if the intervention was effective at improving students attitudes toward

disabilities, a series of four ANCOVAs were used to examine differences in post-test scores on each of the PEATID-III Subscales, while statically controlling for the corresponding pre-test scores. The researcher made Bonferroni corrections to the alpha level resulting in a critical value of .0125. The researcher reported higher probabilities, ranging .0126 to .05 as a trend toward significance.

Chapter Four: Results

In this chapter, the results regarding the investigation of an undergraduate adapted physical education course on the attitudes of pre-service physical educators toward individuals with disabilities are reported. These results directly relate to the research questions put forth in Chapter 1. Sections in this chapter include a summary of the descriptive and demographic participant data, the results of the quantitative data related to the research questions, and the results of the survey data.

Summary of Descriptive and Demographic Participant Data

This section is a summary of the descriptive and demographic data of the participants that took part in the study. The mean age of the participants was 20.55 years. The females in the study represented 51.9 percent of the total study population. The males in the study represented 48.1 percent of the total study population. Of the students enrolled in the adapted physical education lecture course 61.1 percent opted to enroll in the adapted physical education laboratory course, while 38.9 percents opted not to enroll in the adapted physical education laboratory course.

Since there was no randomization of subjects into groups, the researcher took steps to help insure that groups were not different at pre-test on the dependent variables. A series of two (lab, no lab) X two (male, female) ANOVAs were performed to examine pre-test differences on the

four dependent variables. Also, zero-order correlation analyses were performed on age and all the dependent variables. It was not significant; therefore, it was not included as a covariate in the following analyses. The result of the 2 X 2 ANOVAs did not reveal any significant main effect or interaction effects on any of the pre-test dependant variables, indicating that on at least the dependent variables, the groups did not differ at the beginning of the study.

Results Related to the Research Hypotheses

This section presents the data associated with each of the research questions. At the onset of this study, the researcher presented three hypotheses. The following are the results of these three hypotheses.

Research Hypothesis #1

The author previously stated Hypothesis 1 as follows: "There will be no significant differences between the pre-course and post-course attitudinal scores of the prospective physical educators as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment."

To examine the question of whether students scored differently on the PEATID-III assessment after taking the adapted physical education course than they did prior to taking the course, a the author performed series of four ANCOVAs. There were statistically significant differences between the participant pre-test and post-test PEATID-III scores: Emotional Disturbance ($F(1,107)=3.044$, $p=.000$), Mild Intellectual

Disability (F(1,107)=6.287, *p*=.000), Severe Intellectual Disability (F(1,105)=5.570, *p*=.000), and Specific Learning Disabilities (F(1,107)=3.832, *p*=.000). Thus, the null hypothesis was rejected.

Research Hypotheses #2

Research Hypotheses 2 previously stated as the following: "There will be no significant differences between the attitudes of male and female prospective physical educators as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment."

As demonstrated in Tables 4-1, there was no statistically significant difference between the attitudes, of male and female participants. Thus, this null hypothesis was accepted.

Table 4-1 Gender Comparison

	Male	Female	Sign.
Pre – Emotional Disturbance	53.22	55.69	0.682
Post –Emotional Disturbance	51.15	57.61	0.284
Pre – Learning Disabled	51.83	56.98	0.392
Post – Learning Disabled	47.66	60.85	0.028
Pre – Mild Intellectual Disability	55.33	53.73	0.791
Post – Mild Intellectual Disability	49.91	58.76	0.142
Pre – Severe Intellectual Disabil.	53.64	55.29	0.784
Post – Severe Intellectual Disabil.	50.62	58.11	0.214
Pre – Overall (ED, LD, MID, SID)	53.25	55.66	0.689
Post – Overall (ED, LD, MID, SID)	48.27	60.29	0.046

Research Hypotheses #3

Research Hypotheses 3 previously stated as the following: "There will be no significant differences between the attitudes of prospective physical educators with a laboratory experience and those without a laboratory experience as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment."

To examine the question of whether the laboratory was an effective intervention for improving students attitudes toward disabilities, a series of four ANCOVAs were used to examine differences in post-test scores on each of the PEATID-III Subscales, while statically controlling for the corresponding pre-test scores. The researcher made Bonferroni corrections to the alpha level resulting in a critical value of .0125. The researcher reported higher probabilities, ranging .0126 to .05 as a trend toward significance.

There were no significant main effects for the laboratory intervention on both Emotional Disturbance ($F(1,105)=3.031$, $p=.085$) and Mild Intellectual Disability ($F(1,105)=2.78$, $p=.098$). However, there were trends toward significance on the attitude measures for both Learning Disorders ($F(1,105)=4.06$, $p=.047$) and Severe Intellectual Disability ($F(1,105)=4.19$, $p=.043$), after co-varying out the effects of pre-test differences on each of these measures. Thus, this null hypothesis was accepted.

Summary of Survey Data

The participants responded to the first survey question, ‘after completing the undergraduate adapted physical education course, how prepared do you feel you are to work with individuals with disabilities?’ The following are a sampling of the participants’ responses: ‘I fell well equipped to work with individuals with disabilities,’ ‘I feel very prepared to work with others that have disabilities,’ ‘I feel that I am pretty prepared to work with individuals with disabilities. I learned a lot of new information about these individuals that I didn't know before I took this class,’ and ‘I think that I would definitely be able to work with students that have a disability. The "hand on" part of the Adaptive PE class made it a lot easier to relate to whom you would be working with. I like the class because it introduces you to many different kids of disorders out there. I feel like a lot of the time, we as teachers have no clue what to do with students with a disability. I know for myself that I have learned a lot by taking that course.’ Overall, the participants’ felt well prepare to work with individuals with disabilities.

The participant completed a second survey question, ‘How has this course influenced your view of persons with disabilities?’ The following are a sampling of the participants’ responses: ‘Well, I use to think that I would never be able to teach students with disabilities. I always use to think, that is what they have special education teachers for. However, I found that it is such a blessing to work with children with a disability

because you are still teaching them, as well as having a great time with them. They are learning and having fun throughout the experience, and what a better way to teach, then to teach them with fun', 'I have a lot more compassion, yet understand how ABLE they are to do things, that maybe before I would not have expected,' and 'I believe that it has opened my eyes to the fact that these people really do need the exercise and that they are individuals just like someone without a disability. All they want is a little bit of attention and love.' Overall, the participants' believed the adapted physical education course had a positive influence on their view of persons with disabilities.

The participants responded to a third survey question, 'How has this course influenced your Christian worldview?' The following are a sampling of the participants' responses: 'it really has opened my mind to show that everyone should be accepted to do anything they are capable of doing. I think that so many times, society limits the rights of individuals with a disability. I don't believe that it is right to limit their way of accomplishing things. My Christian worldview on this aspect is that we are to treat everyone the same...with tender, love, and care,' 'it has reminded me that we as humans judge at the outside appearance (which we do not keep for eternity), but God looks at our hearts and that I should look at the heart of a person more then the outer appearance,' 'Has strengthened the idea that God does not make mistakes and that these individuals are just as blessed as me, if not more. They are the most

considerate and happy people I have met as a group,' and 'the course influenced my Christian worldview as it helped me see these individuals as created in God's image and thus as equal to me in the eyes of our Heavenly Father.' Overall, the participants' believed the adapted physical education course had a positive influence on their Christian worldview.

The participant completed a fourth survey question, 'Do you believe students coming from a faith-based university are any more or less prepared to work with individuals with disabilities than students from a non-faith based university?' The following are a sampling of the participants' responses: 'No...I think as far as working with individuals with disabilities, anyone one...including an atheist could work with these individuals with disabilities just as easy. I think that the way in which the work is termed is where the line draws between a Christian and non-Christian. A non-Christian can in fact care for an individual with disabilities, but a Christian would care for the same person out of a love for Jesus Christ. I think it doesn't deal so much with the University setting as much as a global church setting. Teaching it's body to love Christ more fervently, and there with that love spills over into meeting the needs of persons with disabilities,' 'I would say that the faith belief is a non issue because I believe that individuals that choose to work with those students have a special characteristic,' 'I do not have any studies on this topic but I did previously go to a secular college and from experience I would think that people with disabilities would feel more comforted and

sought out by Christians who went to a Christian University vs. individuals who went to secular universities,' and 'I don't think that it is necessarily true that those from a Christian school are more prepared. It would be nice to assume that one from a Christian university would have more compassion and love for one with disabilities; however, I feel that any mature individual who goes through a program or class such as I did last semester, could come out with that love and compassion.' Overall, the participants' believed they were only slightly more prepared to work with individuals with disabilities than students educated at a non faith-based university.

Summary

This section provides a summary of the research results. Findings were arranged by the research question and/or survey. The summary of the results were as follow:

1. The researcher found statistically significant differences between the participants' pre- and post-intervention attitudinal scores on all measured areas (i.e. emotional disturbance, learning disabled, mild intellectual disability, severe intellectual disability, and total).
2. There were no statistically significant differences in attitudinal scores based on the gender of the respondents.
3. There were no statistically significant differences in the attitudinal scores based on whether or not the respondents

enrolled in both the lecture course and the laboratory, or alone enrolled in the lecture course.

4. When examining the survey data:
    a. The participants believed themselves to be well prepared to work with individuals with disabilities.
    b. The participants believed the adapted physical education course had a positive impact on their Christian worldview.
    c. The participants believed the adapted physical education course had positive influence on their views toward individuals with disabilities.
    d. The participants believed students coming from a faith-based university were only slightly better prepared to work with individuals with disabilities, than were those students trained at a non faith-based university.

Chapter Five: Summary, Conclusions, and Recommendations

Chapter 5 is a discussion regarding the findings of this study. This discussion includes the following sections: (a) summary, (b) review of study purpose, (c) review of the methods used, (d) a summary of the research findings, (e) interpretation and discussion of results, and (f) limitations and problems of the study.

Summary

This study was the first to examine the effects of an undergraduate adapted physical education course on the attitudes of pre-service physical educators, at a faith-based university, toward individuals with disabilities. As such, this study has established to groundwork for future investigations concerning faith, spirituality, and the impact they may have on attitudes and beliefs of educators toward individuals with disabilities. While attending a faith-based university did not have a negative impact on the participants' attitude toward individuals with disabilities, this attendance also did not appear to have had a positive influence on the participants' attitudes toward individuals with disabilities. By examining various factors concerning change in attitudes, future researchers may be able to determine additional methods for improving the attitudes of physical educators toward individuals with disabilities and there by positively influence the lives of person with disabilities.

Review of Study Purpose

The purpose of this investigation was to examine the effects of an undergraduate adapted physical education course at a faith-based university on the attitudes of prospective physical educators toward individuals with disabilities. This study attempted to address the following null hypotheses:

1. There will be no significant differences between the pre-course and post-course attitudinal scores of the prospective physical educators as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment.
2. There will be no significant differences between the attitudes of male and female prospective physical educators as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment.
3. There will be no significant differences between the attitudes of prospective physical educators with a laboratory experience and those without a laboratory experience as indicated by the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment.

In addition to completing the Physical Educators Attitude toward Teaching Individuals with Disabilities, third edition, available participants also responded to the following survey questions:

1. After completing the undergraduate adapted physical education course, how prepared do you feel you are to work with individuals with disabilities?
2. How has this course influenced your view of persons with disabilities?
3. How has this course influenced your Christian worldview?
4. Do you believe students coming from a faith-based university are any more or less prepared to work with individuals with disabilities than students from a non-faith based university? Explain your answer.

Review of Methods

In order to answer the research questions, the researcher examined 108 students enrolled in an undergraduate adapted physical education course at a faith-based university in Virginia. The 108 students participated in a typical one-semester adapted physical course (Emes, Longmuir, & Downs, 2002). The typical class size of the adapted physical education course was 20 to 25 participants per session. The participants completed the Physical Educators Attitude toward Teaching Individuals with Disabilities, third edition, at the beginning and at the conclusion of the course (Rizzo, 1993). The researcher analyzed the quantitative data using the Statistical Package for the Social Sciences (SPSS) version 13.0. The participants also completed survey questions

post-intervention. The researcher examined the findings of this investigation with respect to relevant literature.

Summary of Research Findings

Statistically significant differences were found between the participants' pre- and post-intervention attitudinal scores on all measured areas (i.e. emotional disturbance, learning disabled, mild intellectual disability, severe intellectual disability, and total). There were no statistically significant differences in attitudinal scores based on the gender of the respondents. There were no statistically significant differences in the attitudinal scores based on whether the respondents enrolled in both the lecture course and the laboratory, or alone enrolled in the lecture course.

The conclusions from examining the survey data showed the participants believed themselves to be well prepared to work with individuals with disabilities. The participants believed the adapted physical education course had a positive impact on their Christian worldview. The participants believed the adapted physical education course had positive influence on their views toward individuals with disabilities. The participants believed students coming from a faith-based university were only slightly better prepared to work with individuals with disabilities, than were those students trained at a non faith-based university.

Interpretation and Discussion of the Results

This section details a discussion of the research finding of this study.

Interpretation and Relationship of the Current Study to Previous Research

This study, like others before it, found that the Theory of Planned Behavior when applied to students in an undergraduate adapted physical education course could result in attitudinal changes (Folsom-Meek et al., 1999; Hodge, 1998; Hodge et al., 2002; Hodge & Jansma, 1999; Kowalski & Rizzo, 1996; Rizzo & Kirkendall, 1995; Rizzo & Vispoel, 1992; Rowe & Stutts, 1987). Unlike the previous studies, the current study focused on students attending a faith-based university, where as part of the overall program students are required to take courses with subject content of Bible, theology, evangelism, and Christian worldview.

Table 5-1 shows a comparison of the results of the current study with those of two other studies, which published the student Likert scale results. As demonstrated in Table 5-1, the results of the current study are similar to those obtained by previous researchers (Rizzo & Vispoel, 1992; and Hodges, et al., 2002). In the current study, the researcher observed the participants' attitudinal scores significantly improved from the pre-test to the post-test. The participants in Rizzo and Vispoel's (1992) study made similar improvement in their attitudinal scores. While the attitudinal scores of the participants in the Hodges, et al. (2002) study decreased from the pre-test to the post-test, the scores in general were

similar to those achieved by the participants in the current study.

Table 5-1 Comparison of Studies

	Score*	Score**	Score***
N	108	77	37
Pre – Emotional Disturbance	3.32±0.52	3.19±0.53	N/A
Post –Emotional Disturbance	3.48±0.58	3.51±0.47	N/A
Pre – Learning Disabled	3.34±0.47	3.27±0.58	N/A
Post – Learning Disabled	3.71±0.46	3.65±0.45	N/A
Pre – Mild Intellectual Disability	3.04±0.58	3.33±0.56	N/A
Post – Mild Intellectual Disability	3.42±0.55	3.62±0.41	N/A
Pre – Severe Intellectual Disability	2.61±0.61	N/A	2.92±0.50
Post – Severe Intellectual Disability	2.87±0.70	N/A	2.81±0.70
Pre – Overall (ED, LD, MID, SID)	3.08±0.44	N/A	N/A
Post – Overall (ED, LD, MID, SID)	3.37±0.47	N/A	N/A
Pre – Overall (ED,LD, MID)	3.23±0.52	3.26±0.40	N/A
Post – Overall (ED, LD, MID)	3.54±0.53	3.59±0.37	N/A

*Current Study **Rizzo & Vispoel, 1992.

***Hodge, et al., 2002.

While the results of this study are consistent with those achieved by other researchers (Folsom-Meek et al., 1999; Hodge, 1998; Hodge et al., 2002; Hodge & Jansma, 1999; Kowalski & Rizzo, 1996; Rizzo & Kirkendall, 1995; Rizzo & Vispoel, 1992; Rowe & Stutts, 1987), and the Theory of Planned Behavior (Ajzen, 2001), the results do not support the idea of spirituality training positively influencing empathic behavior (Braskamp, 2005; Callister, Bond, Matsumura & Mangum, 2004; Hull, DiLalla, & Dorsey, 2001; Laurance, 2005; Miller, 2001; Rogers & Hill, 2002; Rolph, 1991; Spiro, 1992). In an earlier chapter, the author stated 'students who have received training in spirituality and faith have scored higher on assessments relating to caring and empathy for others.'

If this original line of thought would have held true for the Physical Educator's Attitude toward Teaching Individuals with Disabilities – III assessment, then the outcome of the assessment should have been one of two ways. In the first potential outcome, the students enrolled in the adapted physical education course at a faith-based university would have had higher pretest scores and have made no significant improvements in their attitudinal scores. In the second potential outcome, the students enrolled in the adapted physical education course at a faith-based university would have had higher pretest scores and they would have still made significant improvements in their attitudinal scores. As was the case, the participants obtained attitudinal scores that were similar to the scores obtained by participants in previous studies (Folsom-Meek et al.,

1999; Hodge, 1998; Hodge et al., 2002; Hodge & Jansma, 1999; Kowalski & Rizzo, 1996; Rizzo & Kirkendall, 1995; Rizzo & Vispoel, 1992; Rowe & Stutts, 1987).

The results of the survey questions brought about some interesting insights. As would be expected based on the Theory of Planned Behavior, the participants felt that by completing the adapted physical education course they were generally well prepared to work with individuals with disabilities. The participants also believed the adapted physical education course had positively influenced their views on individuals with disabilities. In the fourth survey question, the researcher asked, 'Do you believe students coming from a faith-based university are any more or less prepared to work with individuals with disabilities than students from a non-faith based university?' The participants generally did not believe that students coming from either a faith-based university were any more or less prepared to work with individuals with disabilities than students coming from a non-faith based university.

Limitations and Problems of the Study

The following items are areas of limitations and potential problems of the current study. The researcher grouped the limitations and problems according to testing location, experience, spirituality, external validity, internal validity, and control and comparison groups.

Testing Location

The first limitation was that the students completed the testing instrument during class time. By completing the testing instrument during class time, the respondents were among their peers and as such, the students may have felt indirectly pressured to answer with the more socially desirable responses.

Spirituality

While the participants were all students at an evangelical university, the researcher did not examine the exact courses that the participants had completed prior to their enrollment in the adapted physical education course. The researcher also did not have the participants complete a spiritual inventory, in order to determine the level of spirituality of the participants. The private evangelical university closely aligns itself with Southern Baptist Convention, and as such supports the belief that the Bible is the inerrant word of God. The university also is located in the *Bible belt*, which is a geographical area known for its conservative stance on political and social issues.

Experience

While students who had previously taken an adapted physical education course were not included in the study, the researcher did not limit student participation based on experience. While working and interacting with individuals with disabilities was a new experience for a

majority of the students, others had disabled family members or experience with the Special Olympics or similarly disabled populations.

External Validity

The findings of this study may be unique only to the population studied within the context of this study. The researcher did not collect data pertaining to the participants' religious views and affiliations, or data regarding the quantity and type of classes taken concerning spirituality. Readers of this study should not generalize the findings to any population not directly associated with this study.

Internal Validity

The researcher attempted to control for internal validity by implementing a curriculum model that was consistent with those described in previous research (Emes, Longmuir, & Downs, 2002). While the researcher made this attempt to control for internal validity, the researcher conducting this study also served as the adapted physical education course instructor.

Control Group

This study did not utilize a control group of students. A control group would not have participated in the intervention and would have allowed the researcher to control for the effect of time. This study did not utilize a control group. A control group would have allowed the researcher to draw additional generalizations based on the outcomes of the data.

Suggestions for Additional Research

The attitudinal scores obtained on the PEATID-III were consistent with those obtained by previous adapted physical education researchers, but inconsistent with those obtained by spirituality researchers. Before researchers can draw any generalizations with respect to the impact of spirituality training on the attitudes of physical educators toward individuals with disabilities, researchers must conduct additional studies. Future researchers should gather attitudinal data from a variety of faith based institutions. These additional faith based institutions should represent a variety of religious affiliations and denominations. The researchers should also collect data concerning the students' religious affiliation, and specific courses taken pertaining to faith and spirituality.

Additionally, future researchers may include a direct comparison between faith based and non-faith based university programs. This would allow the researchers to draw direct statistical comparisons between the two types of educational settings. When comparing these two types of educational settings, the researcher should match them by both geographical location and student population. The researchers may also examine the faith, spirituality, and beliefs of the course instructor, as this could potentially have a direct impact on the course.

With respect to the limitations of the current study, the author would recommend that future researcher implement the following changes. First, the research participants should complete the PEATID-III in

private, away from the researcher and other participants. Second, the researcher should group participants based on their experience of past interactions with individuals having disabilities. Third, the test administrator and course instructor should be different individuals. Fourth, the researcher should use a control group in order to better account for the passage of time and any societal events that may influence the attitudes and beliefs of the participants. Lastly, the researcher should administer some type of spiritual inventory survey to determine the participants' level of spirituality and faith.

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Appendix A

PEATID-III

Physical Educators' Attitude toward Teaching Individuals with Disabilities-III

(Terry L. Rizzo, 1993)

General Directions:

This study contains a series of statements, which express beliefs about teaching individuals with disabilities in your regular physical education classes. There are no right or wrong responses. Circle the response that best describes your beliefs about each statement for each disability.

Enclosed is an explanation of four disabling conditions found in the survey to assist you in your response. Read the descriptions carefully before you begin the study. It is important to respond to the statements using only these descriptions.

DO NOT SKIP ANY QUESTIONS.

CIRCLE ONLY **ONE** RESPONSE PER DISABILITY.

ALL RESPONSES WILL BE KEPT **CONFIDENTIAL**.

DESCRIPTIONS OF DISABILITIES

Emotional/Behavioral Disorder: The term refers to a condition characterized by one or more of the following behavior clusters: severely deviant disruptive, aggressive or impulsive behaviors, withdrawn or anxious, general pervasive unhappiness, depressed or wide mood swings, delinquency, hyperactivity, social maladjustment, hypersensitivity. It is usually serviced with a behavior management program.

Specific Learning Disability: "A specific learning disability is a disorder within the individual which affects learning relative to that individual's potential. The disability interferes with the acquisition, organization, and/or expression of information such as in listening, reading, writing, thinking, and movement. In physical education this student could have difficulty with spatial awareness."

Mild-Moderate Intellectual Disability: This student would be considered to have an IQ score in the range of 50 to 80 on standardized intellectual tests. The student will probably develop communication skills and social skills but will lag behind their peers. The student usually can learn vocational and daily living skills but may need guidance and/or assistance in these areas. These students may have difficulty in performing motor skills, and exhibit a short attention span.

Moderate-Severely Intellectual Disability: This student would be significantly sub-average in intellectual functioning. They would have an IQ score below 50 on standardized tests. They may or may not be able to verbally communicate. There is little socialization or interaction. They are totally dependent on others for self-care.

Please circle the response, which best corresponds to your agreement with each statement and for each labeled disability. Do NOT skip any.

==========

KEY

SD=STRONGLY DISAGREE
D=DISAGREE
U=UNDECIDED
A=AGREE
SA=STRONGLY AGREE

==========

One advantage of teaching students labeled _____ in my regular physical education classes with nondisabled students is that all students will learn to work together toward achieving goals.

1. Emotional/behavioral disorder	SD	D	U	A	SA
2. Specific learning disability	SD	D	U	A	SA
3. Mild-moderate intellectual disability	SD	D	U	A	SA
4. Moderate-severe intellectual disability	SD	D	U	A	SA

Teaching students labeled _____ in my regular physical education classes will motivate non-disabled students to learn to perform motor skills.

5. Emotional/behavioral disorder	SD	D	U	A	SA
6. Specific learning disability	SD	D	U	A	SA
7. Mild-moderate intellectual disability	SD	D	U	A	SA
8. Moderate-severe intellectual disability	SD	D	U	A	SA

Students labeled _____ will learn more rapidly if they are taught in my regular physical education class with non-disabled students.

9. Emotional/behavioral disorder	SD	D	U	A	SA
10. Specific learning disability	SD	D	U	A	SA
11. Mild-moderate intellectual disability	SD	D	U	A	SA
12. Moderate-severe intellectual disability	SD	D	U	A	SA

Students labeled _____ will develop a more favorable self-concept as a result of learning motor skills in my regular physical education class with nondisabled peers.

13. Emotional/behavioral disorder	SD	D	U	A	SA
14. Specific learning disability	SD	D	U	A	SA
15. Mild-moderate intellectual disability	SD	D	U	A	SA
16. Moderate-severe intellectual disability	SD	D	U	A	SA

Students labeled _____ will not be accepted by their nondisabled peers in my regular physical education classes.

17. Emotional/behavioral disorder	SD	D	U	A	SA
18. Specific learning disability	SD	D	U	A	SA
19. Mild-moderate intellectual disability	SD	D	U	A	SA
20. Moderate-severe intellectual disability	SD	D	U	A	SA

Students labeled _____ in my regular physical education classes with nondisabled students will disrupt the harmony of the class.

21. Emotional/behavioral disorder	SD	D	U	A	SA
22. Specific learning disability	SD	D	U	A	SA
23. Mild-moderate intellectual disability	SD	D	U	A	SA
24. Moderate-severe intellectual disability	SD	D	U	A	SA

Having to teach students labeled _____ in my regular physical education classes with non-disabled students places an unfair burden on teachers.

25. Emotional/behavioral disorder	SD	D	U	A	SA
26. Specific learning disability	SD	D	U	A	SA
27. Mild-moderate intellectual disability	SD	D	U	A	SA
28. Moderate-severe intellectual disability	SD	D	U	A	SA

As a physical education teacher, I do not have sufficient training necessary to teach students labeled _____ with non-disabled students in my regular physical education classes.

29. Emotional/behavioral disorder	SD	D	U	A	SA
30. Specific learning disability	SD	D	U	A	SA
31. Mild-moderate intellectual disability	SD	D	U	A	SA
32. Moderate-severe intellectual disability	SD	D	U	A	SA

Teaching student labeled _____ in my regular physical education classes with non-disabled students means more work for me.

33. Emotional/behavioral disorder	SD	D	U	A	SA
34. Specific learning disability	SD	D	U	A	SA
35. Mild-moderate intellectual disability	SD	D	U	A	SA
36. Moderate-severe intellectual disability	SD	D	U	A	SA

Students labeled _____ should not be taught in my regular physical education classes with non-disabled students because they will require too much of my time.

37. Emotional/behavioral disorder	SD	D	U	A	SA
38. Specific learning disability	SD	D	U	A	SA

39. Mild-moderate intellectual disability	SD	D	U	A	SA
40. Moderate-severe intellectual disability	SD	D	U	A	SA

As a physical education teacher, I need more course work and training before I will feel comfortable teaching physical education classes with students labeled _____ with non-disabled students.

41. Emotional/behavioral disorder	SD	D	U	A	SA
42. Specific learning disability	SD	D	U	A	SA
43. Mild-moderate intellectual disability	SD	D	U	A	SA
44. Moderate-severe intellectual disability	SD	D	U	A	SA

Students labeled _____ should be taught with nondisabled students in my regular physical education classes whenever possible.

45. Emotional/behavioral disorder	SD	D	U	A	SA
46. Specific learning disability	SD	D	U	A	SA
47. Mild-moderate intellectual disability	SD	D	U	A	SA
48. Moderate-severe intellectual disability	SD	D	U	A	SA

==========

A FEW FINAL QUESTIONS ABOUT YOURSELF

Identify your gender. Female Male

What is your age? _____

How many years have you taught physical education? _____

What grade levels are you presently teaching? _____

Do you have a Developmental/Adapted Physical Education teaching license? Yes No

Have you taken any Developmental/Adapted Physical Education courses?
Undergraduate? Yes No If so, how many courses?
Graduate? Yes No If so, how many courses?

Have you taken any Special Education courses?
Undergraduate? Yes No If so, how many courses?
Graduate? Yes No If so, how many courses?

Have you had any experience teaching individuals with disabilities?
Yes No

How many years have you taught individuals with disabilities?
_____Number of years

Rate the quality of your teaching experience for individuals with disabilities.
No experience Not good Satisfactory Very good

If you have been around or worked with individuals with disabilities, what disability (ies) did they have?
_____ , _____ , _____
_____ , _____ , _____

How competent do you feel teaching students with disabilities? Not at all Somewhat Very

THANK YOU FOR YOUR HELP!

Appendix B

Informed Consent Form

Liberty University
College of Arts and Sciences
Department of Health Sciences and Kinesiology

TITLE OF RESEARCH: The effects of an undergraduate adaptive physical education course on the attitudes of prospective physical educators towards individuals with disabilities.

INVESTIGATOR: James E. Schoffstall, Department of Health Sciences and Kinesiology, (434) 582-2882.

DESCRIPTION OF RESEARCH: The purpose of this investigation is to evaluate the effects of an undergraduate adapted physical education course on the attitudes of pre-service physical educators towards individuals with disabilities, using the *Physical Educators' Attitude Toward Teaching Individuals With Disabilities (PEATID-III) Inventory.*

I, _____, have agreed to participate as a subject in this study. I understand that I will be required to complete the *Physical Educators' Attitude Toward Teaching Individuals With Disabilities (PEATID-III) Inventory* two times during the course of the semester, as well as complete the course requirements for PHED 333 Adaptive Physical Education and/or PHED 334 Adapted Physical Education Lab.

EXCLUSIONARY CRITERIA: I certify that I have not taken an adapted physical education class in the past.

RISK AND BENEFITS: There is no guarantee of direct benefits to me by participating in this study. The risks associated in participating in this study are similar to those experienced in a normal college lecture or physical education class.

COST AND PAYMENTS: I understand that I will receive no payment for participating in this study.

NEW INFORMATION: I understand that any new information obtained during the course of this research that is directly related to my willingness to continue to participate in this study will be provided to me.

CONFIDENTIALITY: I understand that any data that is collected during the course of this study will be handled confidentially. Your information will be assigned a code number. The list connecting your name and this number will be kept in a locked file. When the study is completed and the data has been analyzed, this list will be destroyed.

WITHDRAWAL PRIVILEGE: If I wish to withdraw from this study I should contact James E. Schoffstall. There is no penalty for withdrawing.

COMPENSATION FOR ILLNESS AND INJURY: I understand that in the unlikely event of injury or illness resulting from this research protocol, no monetary compensation will be made. I am aware that the investigator will provide me with basic first aid in the event of an injury, but they will not provide any additional medical support. I am advised that if any injury should result from participation in this investigation, Liberty University and the investigator, do not provide any insurance coverage, free medical care

VOLUNTARY CONSENT/AGREEMENT: I certify that I have read the preceding sections of this document, or it has been read to me; that I understand the contents; and that any questions I have pertaining the research have been or will be answered by James E. Schoffstall in the Health Sciences and Kinesiology Department at (434) 582-2882. I my contact Dr. Randall Davy, Chairman, Institutional Review Board, Liberty University, Lynchburg, VA 24502 or by telephone at (434) 582-2440 regarding my rights in this study. I hereby release and agree to indemnify and hold harmless Liberty University, its agents, employees, successors and assigns, from any liability for any claims that may arise as a result of this research study and/or my participation therein, and in consideration of the benefits derived by me from this research study. I also hereby agree not to sue or otherwise assert any claim against Liberty University, its agents or employees for any cause of action arising out of the research study referenced above. My signature below indicates that I have freely agreed to participate in this investigation.

Subject's Name (printed) _____

Subject's Signature _____ **Date** _____

Witness's Signature _____ **Date** _____

I certify that I have explained to the subject whose signature appears above the nature and purpose of the potential benefits and possible risks associated with participation in this study. I have answered any questions that have been raised by the subject and have encouraged the subject to ask additional questions at any time during the course of this study.
Investigator's Signature _____ Date _____

Appendix C

Survey Assessment Results

1. After completing the undergraduate adapted physical education course, how prepared do you feel you are to work with individuals with disabilities?

- I feel comfortable enough, although, it would take some time getting used to it again. I feel comfortable enough not to be scared of it. If that makes sense.
- Yes, I understand the different types of physical disabilities and how to adapt different sports to meet there physical limitations.
- I fell well equipped to work with individuals with disabilities. I took the course in Spring of 2004, but yeah it was cool.
- I feel very prepared to work with others that have disabilities.
- I feel that I am pretty prepared to work with individuals with disabilities. I learned a lot of new information about these individuals that I didn't know before I took this class.
- I feel well prepared.
- After completing the course I do feel more prepared to work with individuals with disabilities. I think the biggest reason for that though is the lab part of the class. There is nothing better than working with the individuals themselves.

- very much so. I actually have able to use the information in my class room student teaching
- I feel a lot more confident in working with indivduals with disablilities for the near future.
- I think that I would definatly be able to work with students that have a disablity. The "hand on" part of the Adaptive PE class made it a lot easier to relate to who you would be working with. I like the class because it introduces you to many different kids of dissorders out there. I feel like a lot of the time, we as teachers have no clue what to do with students with a dissabilty. I know for myself that I have learned a lot by taking that course.
- Yes
- I feel like I am better prepared to work with individuals with disabilities. I think since i've gotten more experience interacting with them I feel much more comfortable.
- I felt more confident working with them. I wasn't afraid of them because I better understood some conditions and why special needs people respond outside the Norm in social settings.
- As I have already had experience in working with individuals with disabilities this class just reiterated the concepts and knowldege that I had already obtained. In the perspective of a student with no previous experience with the disabled population I'm sure the class was probably quite informative.

- A lot better than I was.
- Fairly confident…with the help of others, i feel i would be well prepared
- I feel very prepared to be able to teach individuals with disabilities.
- So so. I did not take the lab course so I do not know much ideas about adapting games to meet their disabilities.
- I believe that I am much more prepared for working with students with disabilities. It covered many different subjects that were very helpful and informative.
- I feel much more confident especially after doing the special olympics and interacting with them and also understanding the biological processes that occurs in order for that person to have a disability.

2. How has this course influenced your view of persons with disabilities?

- None…we all are created by God perfectly
- It has, I feel that they need to be physical stimulated just like a normal student
- It has helped me to understand that a disability could happen to anyone and we all will have to adapt to something one day, so I am

not quick to judge anyone regarding disabilities. I believe I would be helpful and encouraging.

- It has helped me to view people with disabilities at the same as everyone else just not physically and sometime mentally capable of some tasks.
- Before this class I classified most individuals with disabilities into the same category, but now that I know more about each specific disability and have worked with students with disabilities, I now understand that each person varies just like normal people do.
- I have a lot more compassion, yet understand how ABLE they are to do things, that maybe before I would not have expected.
- I believe that it has opened my eyes to the fact that these people really do need the exercise and that they are individuals just like someone without a disability. All they want is a little bit of attention and love.
- Yes def. did. I feel alot more comfortbale around students with persons with disabilities.
- There were many disabilities that I was not even really aware of. I feel that knowing more knowledge on the subject has made me realize and take for granted the things that I have in this world.
- Well, I use to think that I would never be able to teach students with disabilities. I always use to think, that is what they have special education teachers for. However, I found that it is such a

blessing to work with children with a disability because you are still teaching them, as well as having a great time with them. They are learning and having fun throughout the experience, and what a better way to teach, then to teach them with fun.

- i see them more as people who simply need assistance with enjoying other games
- My views haven't really changed much. I think the course just further grounded my views and beliefs.
- I used to kind of feel that they should just be put aside from the rest of society. I was afraid of them and sometimes disgusted by some things I would see them do. But having some knowledge of what happened or happens to their muscles or brain that causes them to move , act, or talk differently I now simply view them as people.
- Again from the perspective of an individual with no previous experience with the disabled population this class shed light on the fact that although a person might have a disability they are still a capable person and should be treated like a "normal" individual.
- It has opened my eyes to a whole new world of people that need assistance. I have a much greater respect for them.
- i definitely feel more comfortable about them and i am able to relate more to them.
- It changed my views in that I would have never wanted a student or students with disabilities in my PE class but now I feel as though I

can make a different in these students lives through movement education.

- This course gave me a great inside look on students with disabilities. The fact sheets also helped me learn about their disabilities.
- Before taking this class some of the other students had fears of reservations concerning persons with disabilities. I did not because the schools I attended for primary education had integrated programs for special education. I enjoyed working with the visitors from the class and found it to be a very rewarding experience.
- I definitely see things from their point of view through playing the games and realizing that htey still have a mind and abilities, but just work a little differently.

3. How has this course influenced your Christian worldview?

- None...God is in control of all things.
- I don't know that I ever viewed it as a mission opportunity.
- To love one another and treat others as you would like to be treated.
- It has helped me to realize we as Christians have a job to do in this world, and that is to help those who are less fortunate then us.
- I see that even individuals that have disabilities bring just as much joy into a person's life just as much as any other person would. I

believe that God designed people like this and they have just as much of a purpose here on earth than I do.

- I think having a better heart for those in need of adapted phys ed.
- I believe this course has strengthened my worldview.
- More then anything it helped me learn how important it is to understand that everyone is created in Gods image.
- Any classes where I learn to greater expand my horizon on teaching kids with disabilites or non disabilities impacts my life as a christian because it shows me how much more christian teachers are needed in the school systems
- It really has opened my mind to show that everyone should be accepted to do anything they are capable of doing. I think that so many times, society limits the rights of individuals with a disability. I don't believe that it is right to limit their way of accomplishing things. My Christian worldview on this aspect is that we are to treat everyone the same...with tender, love, and care.
- it's made me see others as equals
- I think it's just influenced me to show God's love equally to everyone, whether they have a disability or not.
- That's deep. but to keep it short It has reminded me that we as humans judge at the outside appearance (which we do not keep for eternity), but God looks at our hearts and that I should look at the heart of a person more then the outer appearance.

- It has not had much influence on my Christian worldview.
- It has taught me to love and care for everyone, no matter what they are like.
- Has strengthened the idea that God does not make mistakes and that these individuals are just as blessed as me, if not more. they are the most considerate and happy people i have met as a group.
- The course influenced my Christian worldview as it helped me see these individuals as created in God's image and thus as equal to me in the eyes of our Heavenly Father.
- No, not to a great extent.
- I think it gave me a greater awareness of the needs of others around me. It also made me thankful for the abilities I have.
- I can look at those people with more compassion now that i understand them, and not pitty that they aren't like me but with a sense of admiration that they do what they do despite their disability. It's easier to show Christ's love now to people like that now that I am more understanding.

4. Do you believe students coming from a faith-based university are any more or less prepared to work with individuals with disabilities than students from a non-faith based university? Explain your answer.

- No…I think as far as working with individuals with disabilities, anyone one…including an atheist could work with these individuals

with disabilities just as easy. I think that the way in which the work is termed is where the line draws between a Christian and non-Christian. A non-Christian can in fact care for an individual with disabilities, but a Christian would care for the same person out of a love for Jesus Christ. I think it doesn't deal so much with the University setting as much as a global church setting. Teaching it's body to love Christ more fervently, and there with that love spills over into meeting the needs of persons with disabilities.

- I would say that the faith belief is a non isssue because I believe that individuals that choose to work with those students have a special characteristic.
- I do not have any studies on this topic but I did previously go to a secular college and from experience I would think that people with disabilities would feel more comforted and sought out by Christians who went to a Christian University vs. individuals who went to secular universities.
- I think that a Christain University better prepares students to work with the disabled because the Christians have been called to love our God and neighbor so we learn to do this better.
- I would say more because as Christians we know that all things work together for good. These people aren't just "odd" or "special" they were all still crafted by God and by growing up with these type

of values, we have the benefit of seeing and experiencing God through these people.

- I don't think that it is necessarily true that those from a Christian school are more prepared. It would be nice to assume that one from a Christian university would have more compassion and love for one with disabilities; however, I feel that any mature individual who goes through a program or class such as I did last semester, could come out with that love and compassion.
- I believe that the schooling is no different between the two schools. But I do believe that since we are Christians, we have a responsibility to share God's love. With that in mind. I believe that people who go on to work with individuals with disabilities have another reason to be more loving and caring for these individuals.
- I'm not sure on the answer to this question.. I know i feel prepared coming from liberty.
- I believe that that question can go both ways. Both ways in the sense that you can come from a really great university that has a great department for individuals with disabilities. Ex. UVA; however you can still go to a school, like Liberty, and receive similar education but from the christian side point of view. Either way I feel that all schools have a impact on special needs childeren with disabilities. However it all depends on the college systems, how well it is taught by the faculty and staff, and the outreach that

is done outside of the school to make a difference with children with disabilities.

- Explain your answer. I don't believe being in a Christian University has anything to do with how you treat an individual with a disability. It is sad to say, but I have seen many Christians making fun and not being accepting of individuals with disabilities. I think that if they have a passion and want to work with students with a disability...Christian University or not, then they will set high goal for themselves and meet those goals.
- I dont know, I suppose that people with a strong upbringing around other christians would have more of a mindset that other's needs should be first. But I suppose that depending on the individuals exposure would also have a great deal to do with it too.
- I believe that a lot of kids that attend christian universities have been homeschooled or have attended private schools in which they weren't exposed to as many children with disabilities. For me growing up in a public school I was able to be in normal class settings with children with disabilities and it's given me a better understanding of how to deal with certain situations, as well as myself feeling comfortable working with them.
- I think no matter what university the more experience a person has the better prepared they will be. It would be nice to believe that all Evan. Christ. follow all the teachings of the Bible and treat all

people fairly , not show favoritism, and look at the heart of a man but we do not. So the best preparation at any university is practice and experience.

- I don't feel like a student coming from a Liberty type background is any more or any less prepared to work with individuals with disabilities. The frame of mind could be different, depending on the student, in the sense that the Christian student might and should have a better conception of actually treating others the way Christ would treat them and that they themselves would want to be treated in the same type of situation.
- I think that they are more prepared because we should be loving them with the love that Christ would show.
- i feel we are more prepared. Because not only from the educational area, but also our mind sets are different. We dont look at their disability as a mistake, rather God's awesome plan. We look at the positive of the situation and know that God can still use these people in very powerful ways. Most of the time they definitely put people without disabilities to shame, because they are more happy and complain less.
- I definately believe that we are more prepared to deal with students with disabilities as I mentioned before that in God's eyes we are all equals.

- I do not know where we compare to nonChristian universities. I wish we could of had more classes that helped prepare us to work with students with disabilities. I know now while doing my student teaching that I have aides with me to help the students with disabilities out, but I do not feel that I am prepared well enough to help the students if my aides where not in here with me.
- Honestly, I don't think that it makes a significant difference. While it is true that a faith-based university should prepare students for this ministry, it is not always the case. Special needs evangelism or ministry does not seem to be high on the curriculum list.
- I do believe those that truly have Christ in their heart will definitely show through the experience by being able to interact with them lovingly because they realize that this person with a disability is their brother in Christ whereas a non christian may do it out of obligation or pitty and not out of the kind of love that only exists from Christ.

Appendix D

Syllabus: Adapted Physical Education Lecture

KINE 333 Adapted Physical Education

Liberty University
Lynchburg, VA

James E. Schoffstall
Assistant Professor
Office:G 206
Phone: 582-2882
E-mail:jeschoffstall@liberty.edu

I. Course Description
Methods of classification of exceptional students, program planning, and teaching activities appropriate to needs of the handicapped are examined.

II. Rationale
Professional physical education majors must understand the importance of adapting their physical education program to meet the needs of individuals with disabilities. Federal legislation dealing with individuals with disabilities has sparked much importance for high-quality and sport participation.

III. Prerequisite statement
Junior standing

IV. Materials List
Required Text:
Winnick, Joseph. Adapted Physical Education and Sport, 3rd Ed.. Human Kinetics Publishing Co., 2001.

V. Course Objectives/Requirements
The student shall develop:

An understanding of the organization and management of physical education and sports programs for the handicapped.
An understanding for the role of physical education and sport in the lives of handicapped individuals.
The ability to analyze the needs of children with given handicapping conditions.
An understanding of etiology, limitations, and movement characteristics of the most commonly occurring handicapping conditions. The student will demonstrate their knowledge on the

written exams.
A knowledge of the possibilities for adapting teaching methods, techniques, and principles to meet the unique needs of children with handicapping conditions. This will be demonstrated through a class project and written exams.

VI. Grading Policies

A=90-100
B=80-<90
C=70-<80
D=60-<70
F= 0 - <60

Exams will be given on the knowledge of material presented in the professor's lectures and from reading in the text.

Area	Points
1) Exam 1 Chapter 1-7	100
2) Exam 2 Chapter 8-18	100
3) Quizzes/Homework Assignments (10 pts each)	100
4) Classroom Presentations	100
5) Final Exam Comprehensive	100

Class Presentations

Each student will select an area of exceptionality from Chapters 8-16 and from other areas of interest for classroom presentation. The content of the paper and presentation is to focus on accommodations and activities for an individual with the disability. The presenter must prepare handouts (an outline and other helpful information) for their classmates. Use at least five references (websites cannot be used), APA format must be followed when preparing the write-up. The criteria for classroom presentations is as follows:

Areas	Points
Presentation (clarity, flow)	10
Content	40
Visual Aids	10
Handouts	10
Written Paper	20
References	10
Total	100

The professor is available for ideas, suggestions, materials, and comments to improve the effectiveness of student presentations. All projects and assignments submitted during the class session

in which they are DUE will receive full credit. Any project or assignment submitted after the class session, but on the DUE date, will receive a 10% reduction in the grade. Any assignment submitted after the DUE date will receive a 20% reduction for each CALENDAR day it is late.

VII. Attendance Policies

All students are expected to attend each class session in accordance with Liberty's catalog policy.

Students are allowed TWO absences-excused or unexcused, although any quiz or other graded activity that is given on those days will receive a grade of 0% (zero). Each additional absence (except for death in the immediate family) will result in a 5% reduction of the final grade for the course. An absence on the day of an exam will result in a 10% reduction of the grade earned.

Three tardies will be counted as one absence. Being more than 10 minutes late to class will count as an absence.

Missing class for either academic or athletic competitions will not count toward the 2 absences; however, you must notify Mr. Schoffstall in advance to make arrangements for "making up' worked missed.

Students will not be allowed to "make-up" quizzes missed due to non-academic or non-athletic reasons.

VIII Dress Code -

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Students are expected to come to class dressed in a manner consistent with The Liberty Way. On the field and gymnasium, standard gym dress and appropriate court shoes are to be worn for class activity.

Tentative Schedule
Introduction, Syllabus
Ch. 1 Intro. To Adapted PE
Ch. 2-3 Organization, Management and Sport
Ch. 5 Transition and IEP's
Ch. 4 Measurement and Assessment
Ch. 6 Instructional Strategies
Ch. 7 Behavior Management
Review/Class Discussion
Exam 1
Ch. 8 Intellectual Disabilities
Presentations Intellectual Disabilities
Ch. 9 & 10 Behavioral Disorders/ Pervasive Developmental Disorders
Presentations Behavioral Disorders/ Pervasive Developmental Disorders
Ch. 11 Specific Learning Disabilities
Presentations Specific Learning Disabilities
Ch. 12 & 13 Visual & Hearing Impairments
Presentations Visual & Hearing Impairments
Ch. 14 Cerebral Palsy, TBI and Stroke
Presentations Cerebral Palsy, TBI and Stroke
Ch. 15 Amputations, Dwarfism, and Les Autres
Presentations Amputations, Dwarfism, and Les Autres
Ch. 16 Spinal Cord Disabilities
Presentations Spinal Cord Disabilities
Ch. 17 & 18 Other Health Impaired & non-disabled
Presentations Other Health Impaired & non-disabled
Review
Exam II
Ch. 19 Perceptual-Motor Development
Review/Class Discussion
Final Exam

Appendix E

Syllabus: Adapted Physical Education Laboratory

KINE 334 Adapted PE Lab

Liberty University
Lynchburg, VA

James E. Schoffstall
Assistant Professor
Office: G 206
Phone: 582-2882
E-mail: jeschoffstall@liberty.edu

I. Course Description
Teaching methods of activities appropriate to the needs of exceptional students are examined.

II. Rationale
Professional physical education majors must understand the importance of adapting their physical education program to meet the needs of individuals with disabilities. Federal legislation dealing with individuals with special needs has sparked much emphasis on increasing quality and sport participation for this population.

III. Prerequisite statement
Junior Standing

IV. Materials List
Text:
Winnick, Joseph. Adapted Physical Education and Sport, 4th ed. Human Kinetics Publishing Co., 2005.

V. Course Objectives/Requirements
The student shall develop:

A knowledge of the activities available for students with special needs.
An understanding of the possibilities for adapting teaching methods, techniques, and principles to meet the unique needs of children with disabilities.
An ability to analyze activity needs of children with given handicapping conditions.
A sincere appreciation for the role of physical education and sport in the lives of handicapped individuals.
Empathy for individuals with special needs in a physical education

setting.

VI. Grading Policies

Areas	Percentage
1. Activity Participation (9 x 7pts/)	63%
2. Two One-Hour Observations (One-two Page Observation Critique)	20%
3. Special Olympics Participation (3+ hrs)	17%

A=90-100
B=80-<90
C=70-<80
D=60-<70
F=below 60

All projects and assignments submitted during the class session in which they are DUE will receive full credit. Any project or assignment submitted after the class session, but on the DUE date, will receive a 10% reduction in the grade. Any assignment submitted after the DUE date will receive a 20% reduction for each CALENDAR day it is late.

VII. Attendance Policies

All students are expected to attend each class session in accordance with Liberty's catalog policy.

Students are allowed ONE absence-excused or unexcused, although any quiz or other graded activity that is given on those days will receive a grade of 0% (zero). Each additional absence (except for death in the immediate family) will result in a 5% reduction of the final grade for the course. An absence on the day of an exam will result in a 10% reduction of the grade earned.

Three tardies will be counted as one absence. Being more than 10 minutes late to class will count as an absence.

Missing class for either academic or athletic competitions will not count toward the one absence; however, you must notify Mr. Schoffstall in advance to make arrangements for "making up' missed work. If an approved absence for either an academic or athletic competition is granted a five page paper with at least five references must be turned in at the next class meeting. This paper will be on modifying and adapting the activity that was covered in class on the missed day.

Students will not be allowed to “make-up” quizzes or exams missed due to non-academic or non-athletic reasons.

VIII. Dress Code

Students are expected to come to class dressed in a manner consistent with The Liberty Way. On the field and in the gymnasium, standard gym dress and appropriate court shoes are to be worn for class activity.

Tentative Schedule
*Class Syllabus
*Video “How we all can play” and discussion
**Modified Activities (gym) (baseball)
**Modified Activities (gym) (baseball) w/ others
**Modified Activities (gym) (volleyball)
+ APE Observation (1 hour)
**Modified Activities (gym) (volleyball) w/ others
**Modified Activities (gym) (basketball)
**Modified Activities (gym) (basketball) w/ others
**Modified Activities (gym) (Bowling)
+ APE Observation (1 hour)
**Modified Activities (gym) (Bowling) w/ others
+ APE observation make up
**Modified Activities (gym) (running/walking)
*Video “Little Big Man”

** Meet in the gym
+ Out doing observations (Class does not meet during this time)
* Meet in the Classroom SpSci room