Interrogating the Signs of Culture in Learning Experiences of Undergraduate Students in Disability Studies and Adapted Physical Education Courses

by
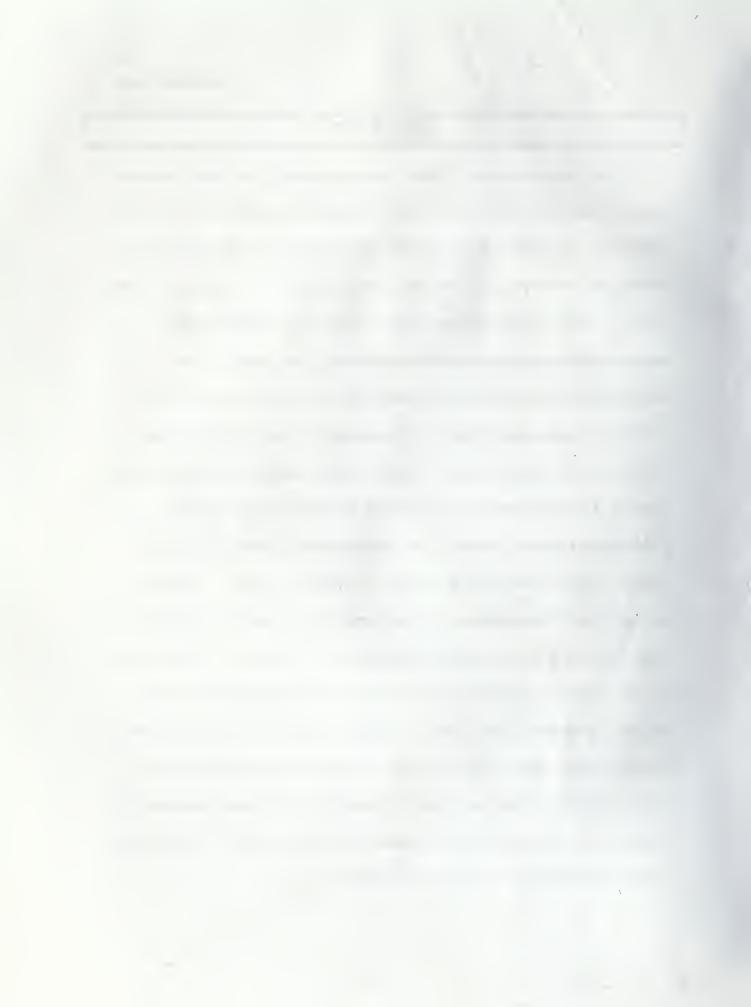
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A thesis submitted for completion of
Masters of Arts Degree

ABSTRACT

Given the preponderance of theoretical and conceptual frameworks available to both pre-service and in-service practitioners, it remains baffling that cultural norms and habits, which uphold ablist construction of reality, continue to dominate not only the pedagogy but also the polices of most educational post-secondary institutions (Wendell, 1996, Bain, 1990). Addressing these concerns, the study: a) employed a critical qualitative methodology based in post-structural theory, and b) examined how practitioners in training are being influenced by both the presence of people with disabilities in the educational system and the ongoing, albeit tacit, ablist norms and inscriptions in educational discourse. Study included 65 participants enrolled in a post-secondary class in APE and DS, who responded to a question based on personal guidelines when working with individuals with disabilities. Descriptive responses generated were analyzed through three levels: 1) indigenous content, 2) "the hidden curriculum", and 3) deconstructive. A criterion of soundness was established through the layered approach to analysis and prior student work within the course. Findings indicate that even with the inclusion of Rizzo's (1992) strategies of direct contact, vicarious experience, information, and persuasive messages, there is still the tendency to reproduce cultural norms and habits. Capacity (Lanigan, 1988) is an important influence on students' reflective abilities, understanding, adaptability, and openness to change. The recognition of diversity allows for the acceptance of varying possibility, were singularity limits the possibility for difference and uniqueness.
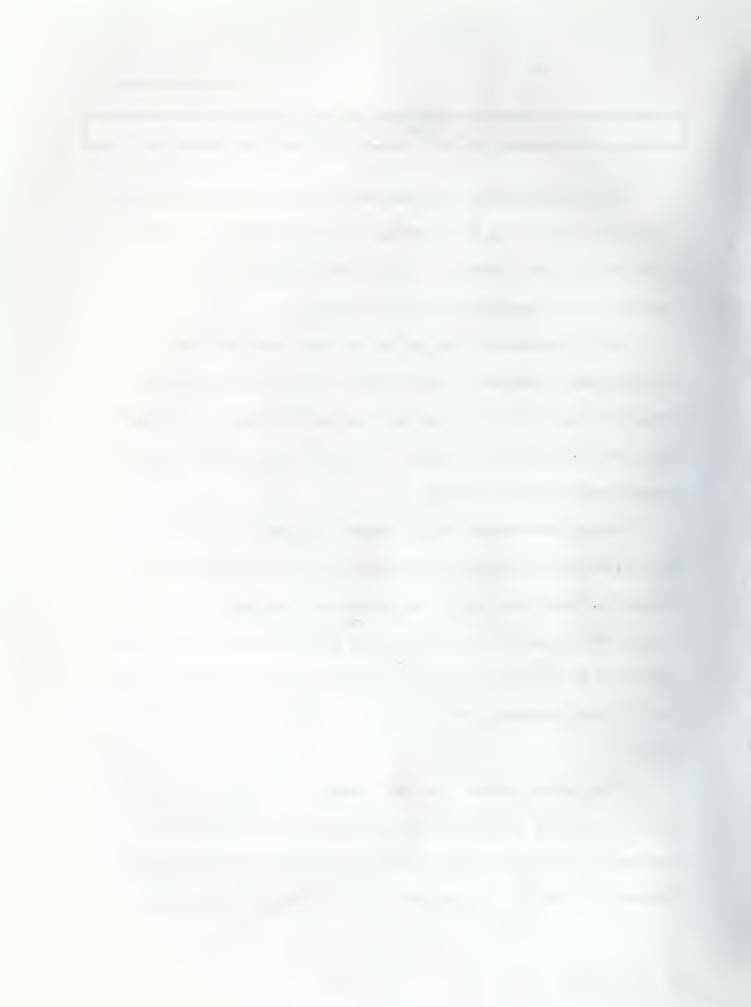
ACKNOWLEDGEMENTS

The road along this journey has been long and hard, but an enjoyable experience. There are many people along the way who have been a pillar of support and guidance in my life and post-graduate endeavours. I liked to acknowledge and thank those individuals who have been there for me and supported me.

First, I'd like to thank and acknowledge my parents, Wendy and Harry, who have been by my side from day one. You have always been there for me and supported me through thick and thin. You have guided me since I was a child, and you have helped me to become the individual I am to this day. Thank you for all your encouragement and support, through my years of discovery.

Second, I'd like to acknowledge and thank my committee, Mike Plyley and Richard Bond, for all their support and effort in this process. Mike, you enhanced my experience and study by providing me with opportunities to examine and view things from and different perspective, other than my own. Richard, your advice and suggestions guided me in the right direction, while still allowing me to explore and branch out on my own. So, thank you very much for all your support, encouragement, and kind words of advice.

To my external examiner, Jason Candy, thank you for making the end of this process exciting, while taking the nervousness and anxiety partially away. Most importantly I'd like to acknowledge the fact that you were one of the first individuals that influenced and guided me towards the work I do now. I was privileged to have had you

as an instructor in my undergrad and I am more privileged and glad to have had you as

my external examiner during my defence.

I'd like to acknowledge my friend and partner, Christy, who was headed along the

same path as I was. You provided me with encouragement and insight. It was nice to see

someone at the same stage in life and of the process as myself. Thank you very much for

sharing your experience with me and allowing me to share mine with you.

Last but definitely not least, my supervisor, Maureen Connolly. You have been a

guiding light throughout this tremendous voyage into self-realization, reflection,

understanding, and achievement for myself. I remember reading a book once, actually

many books, but one in particular stands out. It was entitled "Tuesday's with Morrie",

this book reminded me of the relationship we had developed over the years. Not just that

we met on Tuesday's, just like the individuals in the book, but the bond we developed

and established. I am proud to call you a colleague and a mentor, but most importantly a

friend. Thank you very much.

ETHICS APPROVAL

Brock University

Senate Research Ethics Board   **Extensions 3943/3035, Room AS 302**

DATE: **March 21, 2003**

FROM: Joe Engemann, Chair
        Senate Research Ethics Board (REB)

TO: Maureen Connolly, Physical Education and Kinesiology
        Keith Johnston

FILE: **02-201, Johnston**

**TITLE: Interrogating the Signs of Culture in Learning Experiences of
Undergraduate Students in Disability Studies and Adapted Physical Education
Courses**

The Brock University Research Ethics Board has reviewed the above research proposal.
**DECISION: Accepted as clarified. However, please include contact information
for the Faculty Supervisor on the Consent Form.**

This project has been approved for the period of **March 21, 2003** to **April 30, 2003**
subject to full REB ratification at the Research Ethics Board's next scheduled meeting.
The approval may be extended upon request. ***The study may now proceed.***

 Please note that the Research Ethics Board (REB) requires that you adhere to the
protocol as last reviewed and approved by the REB.   The Board must approve any
modifications before they can be implemented. If you wish to modify your research
project, please refer to www.BrockU.CA/researchservices/forms.html to complete the
appropriate form ***REB-03 (2001) Request for Clearance of a Revision or Modification
to an Ongoing Application.***

Adverse or unexpected events must be reported to the REB as soon as possible with an

indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and approvals of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council. Policy Statement requires that ongoing research be monitored.   A Final Report is required for all projects, with the exception of undergraduate projects, upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form *REB-02 (2001) Continuing Review/Final Report* is required.

ETHICS APPROVAL RENEWAL

Brock University

FROM: Joe Engemann, Chair
              Senate Research Ethics Board (REB)

TO: Maureen Connolly, Physical Education and Kinesiology
              Keith Johnston

RE: <u>**Continuing Review/Final Report**</u>
              File #: 02-201
              Researchers: Keith Johnston
              Originally Accepted: March 21, 2003
              Estimated Date of Completion: August 22, 2003

DATE: **July 16, 2003**

Thank you for completing the *Continuing Review/Final Report* form. The Brock
University Research Ethics Board has reviewed this report for:

***Interrogating the Signs of Culture in Learning Experiences of Undergraduate
Students in Disability Studies and Adapted Physical Education Courses***

The Committee finds that your original proposal and ongoing research conforms to the
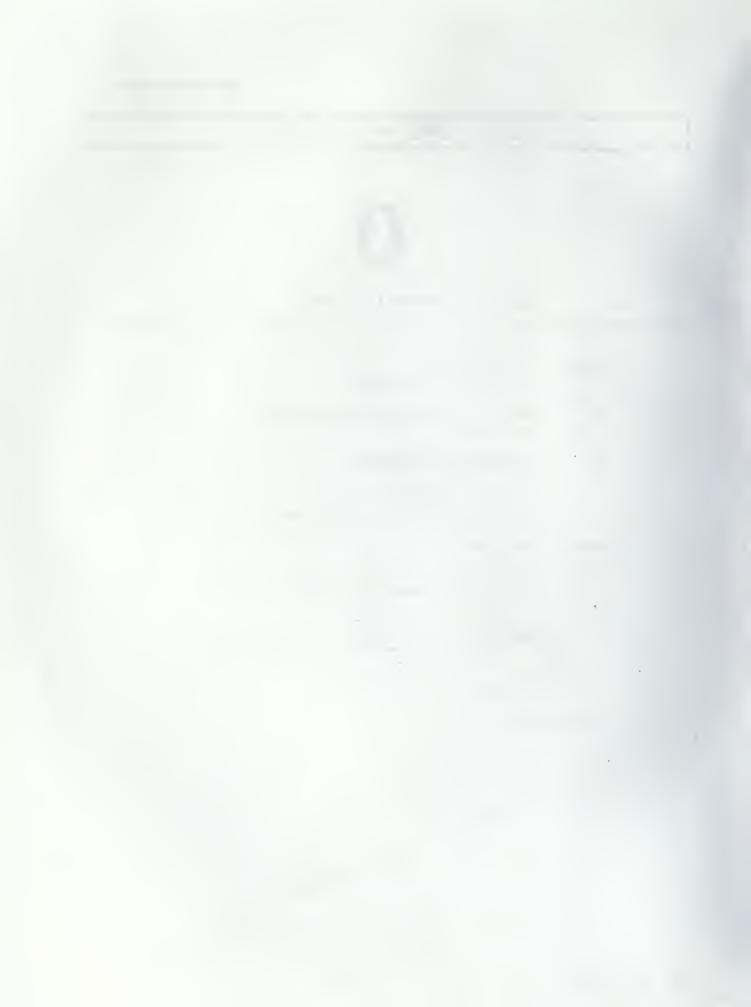Brock University guidelines set out for ethical research.

* Renewal approved.

JE/dvo

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GLOSSARY OF TERMS

Ablism: A viewpoint or notion within society that in order to function within the norm set by able-bodied society one must fit these characteristics set forth. The characteristics of an able-bodied person being healthy, hard working, independent, without disability, and productive.

Activities of Daily Living (ADL): Tasks that are considered to be a regular part of individuals lives, such tasks as brushing teeth, getting dressed, getting into and out of a vehicle, cooking, cleaning, etc.

Adapted Physical Education (APE): The science of analyzing movement, identifying problems within the psychomotor domain, and developing instructional strategies for remediating problems and preserving ego strength. APE is based on the concept of individualized assessment and programming in that it is an academic discipline and/or delivery system that promotes correction and/or modification.

Construction of Social Relations: A Theme within the hidden curriculum that focuses on patterns of interaction among students and between teachers and students constitute social patterns which may reproduce or challenge existing power relations.

Critical Qualitative Methodology: Form of qualitative inquiry that guides the researcher in their study based on four assumptions; a) research fundamentally involves issues of power, b) research report is not transparent but, rather, is authored by a raced, gendered, classed, and politically oriented individual, c) race, class, and gender (among other social identities) are crucial for understanding experience, and d) traditional research has silenced members of oppressed marginalized groups.

Disability Studies (DS): A theoretical framework based in the ideological critique of normative ablist standards, structures and power distributions, done by those that had once been the 'subjects of research'.

The Hidden Curriculum: A concept that refers to what is taught to students by the institutional regularities, by the routines and rituals of teacher/student lives and relations. Contained within the hidden curriculum are three themes; a) meritocracy, b) technocentric ideology, and c) construction of social relations.

Meritocracy: A theme within the hidden curriculum that places emphasis on order and control rather than achievement, where successful students demonstrate effort, enthusiasm, and compliance.

Modernism: Dominant versions of political, economic, and social practice of Western civilization over the past 300 years based on the premise that positivistic science and technology, has sought to control nature and form a totalizing and universal Truth.

Paradigm Citizen: A privileged individual as depicted by the ablist culture as being strong, has the positive (valued) body, can engage in performance and production, is without disability, and is young, white, and male.

Post-modernism: A theoretical framework that provides the necessary tools to critique the concepts and philosophies within modernism. Brings into question the values and attributes associated with modernism and critically analyzes values to better contribute to equality, dignity, and hope.

Technocentric Ideology: A theme within the hidden curriculum that focuses on ends or goals are taken-for-granted and unexamined and attention is focused on the development of increasingly effective and efficient means for achieving the goals.

Traditional Qualitative Methodology: Form of qualitative inquiry that makes three assumptions that guide the researcher; a) that knowledge is subjective rather than being the objective 'Truth', b) that the researcher learns from the participants to understand meaning of their lives but should maintain a certain stance of neutrality, and c) that society is structured and orderly.

Triangulation: Refers to the use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence. Typically, this process involves corroborating evidence from different sources to shed light on a theme or perspective.

CHAPTER 1
INTRODUCTION

Adapted Physical Education and Disability Studies are two cultural forces that have become more common in recent years in relation to assessment, programming, theory and research. Each field of study provides insights, knowledge and inquiry into the lives of individuals with disabilities and chronic illnesses. Adapted Physical Education (APE) also known as Adapted Physical Activity (APA) is typically associated with the fields of education and physical education. Sherrill (1976) portrayed adapted physical activity as the science of analyzing movement, identifying problems within the psychomotor domain, and developing instructional strategies for remediating problems and preserving ego strength (DePauw & Doll-Tepper, 2000). Adapted physical activity is based upon the concept of individualized assessment and programming in that it is an academic discipline and/or delivery system that promotes correction and/or modification (Sherrill, 1976). Adapted physical education pre-dated adapted physical activity, in that it represented a step towards the notion of adapted physical activity. Adapted physical education is referred to a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program (Sherrill, 1976). With the inclusion and integration of individuals with disabilities and chronic illnesses, adapted physical education has become foundational within the educational system. Disability Studies is a theoretical framework that is based in the ideological critique of normative ablist

standards, structures and power distributions. Research within this framework consists of work performed by those individuals who previously had been the 'subjects of research'. In turn, the subjects have now become the authors of research, disclosing the capitalist, biomedical, productivist agendas of relations of domination and subordination based in embodiment. The presence of persons with disabilities and chronic illnesses, both in the school system and society, and in the educational discourse (DePauw & Doll-Tepper, 2000) and the emergence of disability studies as an area of disciplinary study (DePauw & Doll-Tepper, 2000, Duncan, 2001), means that new theoretical approaches are needed.

With practical and theoretical approaches abundant throughout educational discourse and social climates, the rights and needs of individuals with disabilities should be met, in contrast to going unchecked or simply following a cultural norm or habit. Given the preponderance of theoretical and conceptual frameworks available to both pre-service and in-service practitioners, it remains baffling that cultural norms and habits, which uphold ablist constructions of reality, continue to dominate not only the pedagogy, but also the policies of most educational post-secondary institutions (Wendell, 1996, Bain, 1990). The present study will address the dual concerns raised by DePauw and Doll-Tepper (2000) and Duncan (2001), and; a) will employing a critical qualitative methodology based in post-structural theory, a new, but not inappropriate framework for inquiry into disability and chronic illness, and b) will examining – via this methodology – how practitioners in training are being influenced by both the presence of people with disabilities and chronic illness in the educational system and the ongoing, albeit tacit, ablist norms and inscriptions in educational discourse.

As with any educational discourse or system, the premise is on developing the most efficient and productive means of teaching and learning for students and teachers alike. There is a drive within culture that dictates the level of productivity and achievement one must obtain to be considered part of it, as well the presumptions of attitude and presence that are adherent to values dictated by the cultural norms and habits. It is hoped that this study will help to develop curricular experiences that engender personal and political transformation within the educational system and discourse. The intent, as well, is to lead to a "best practice" scenario in teaching, in that students/teachers are provided with the best means possible to evaluate, reflect upon, and question the normative, ablist, values that culture inscribes upon us. In a world where disability is a fact of life, modern viewpoints govern the way in which people think and act, leading to the notion that "normalcy" or typicality is the only option. Wendell (1996) best illustrates this in that to persons without disabilities, individuals with disabilities and people with dangerous or incurable illnesses symbolize, among other things, imperfection, failure to control the body, and everyone's vulnerability to weakness, pain, and death. From this example of cultural inscription, one can see the prevalence of modernist norms apparent within culture and society, calling for the need to examine and evaluate the contexts in which we live.

1.1 Ablist Construction of Reality

Susan Wendell (1996) proposes that ablist cultural norms allow for the privileging of a "paradigm citizen" who is strong, has the positive (valued) body, can engage in performance and production, is without disability, and is young, white, adult, and male. By valorizing the standard of the "paradigm citizen" all other groups or individuals (e.g., women, children, persons with disabilities, the sick and the elderly) are considered to be part of the private world, not to be exposed to the public. Thus, disability is socially constructed through the failure or unwillingness to create ability among individuals who do not fit the mental and physical profile of "paradigm citizens", placing individuals with a disability or chronic illness at a disadvantage. This leads to individuals with disabilities or chronic illnesses to be considered 'the Other". This term was first used to elucidate men's views of women (and women's views of themselves) in that "Man is considered essential, Woman inessential, Man is the subject, Woman the Other" (Wendell, 1996, p. 60). Susan Griffin later expanded upon this concept by depicting how individuals project unwanted aspects of themselves onto groups of people who are designated 'the Other' (Wendell, 1996). From this, the modern viewpoint appears, in that the notion that 'normalcy' governs society and culture to act and think a particular way. Wendell (1996) further illustrates the labelling of 'Otherness' as being those individuals who are associated with weakness, passivity, tragic loss, dependency, shame, helplessness and global incompetence. With these perspectives in mind, it is noticeable that the impact of

cultural norms and habits contribute an important role in the development of attitudes and practices towards those with disabilities or considered 'the Other'.

With cultural, intellectual, and societal values dictating how individuals live and act, what people may think or believe may not be how they act or present themselves to the public. This brings forth the notion that there are hidden rules or guidelines that one must follow and live by in order to fit within the folds of a modernistic society. The concept of 'the hidden curriculum' dramatically illustrates how post-modern analysis is helpful in relation to adapted physical education and disability studies. The hidden curriculum refers to what is taught to students by the institutional regularities, by the routines and rituals of teacher/student lives and relations (Bain, 1990). Within the hidden curriculum, three themes emerge in physical and adapted physical education – meritocracy, technocentric ideology, and the construction of social relations (Bain, 1990). The disclosure of these themes is an application of a post-modern deconstruction of the so-called "natural order" in the school. The hidden curriculum can be applied to contexts outside the spectrum of education, and in this case, the influences and ideologies implicitly learned by the students that regulate social and educational practices. Using the hidden curriculum and its themes of meritocracy, technocentric ideology and the construction of social relations, the aim of this thesis is to examine and unravel the complexity of the issues surrounding the ablist constructs that dominate cultural norms and habits.

1.2 "New" Theoretical Frameworks

This study will examine the problem from a critical qualitative methodology based in post-structural theory. The rationale for this being that a traditional qualitative study is limited in its very acceptance of societal order and structure. Traditional qualitative research makes three assumptions that guide researchers in their studies: a) that knowledge is subjective rather than being the objective 'Truth', b) that the researcher learns from participants to understand the meaning of their lives but should maintain a certain stance of neutrality, and c) that society is structured and orderly (Marshall & Rossman, 1999).

The problem being examined in this study relates to cultural norms and habits that uphold ablist perspectives of reality, focusing on the population that constructs and/or enforces these norms on individuals and societal institutions. In this study, the problem is examined from an alternate method of inquiry, which is warranted since the premise of societal order and structure is being problemmatized. Critical qualitative methodology provides this alternative to examining the issues surrounding ablist constructions. In performing such a critical qualitative inquiry, there are assumptions that guide researchers in their studies, similar to those guiding traditional qualitative research. The first assumption is that research fundamentally involves issues of power. The second assumption is that the research report is not transparent, but rather, is authored by a raced, gendered, classed, and politically oriented individual. A third assumption is that race, class, and gender (among other social identities) are crucial for understanding experience.

The fourth and final assumption is that historically, traditional research has silenced members of oppressed and marginalized groups (Marshall & Rossman, 1999). When examining the context of the problem in question, it became apparent that the cultural norms and habits based in ablism dominate society, marginalizing individuals with disabilities. As with any issue dealing with cultural norms and habits, the notion of power is a predominant issue that needs to be considered and included in all aspects of the research design.

Within critical qualitative inquiry there, is a theoretical framework which guides any study. There are a number of "new" theoretical frameworks that could be applied to this study. As with any theoretical framework, there are injunctions embedded within these perspectives: a) researchers, must examine closely how they represent the participants in their work – the Other; b) researchers need to should carefully scrutinize the complex interplay of their own personal biography, power and status, interactions with participants, and written word; and c) researchers must be vigilant about the dynamics of ethics and politics in their work (Marshall & Rossman, 1999). Any critical qualitative methodology based in post-structural theory must take into consideration these injunctions especially for inquiry into disability and chronic illness, as is the case with the present study.

The theoretical framework being employed within the present study is that of a post-structural/post-modern perspective. To understand why post-modernism is the theoretical framework used in this study, there has to be an understanding of modernism and the premises upon which it is based. Modernism has provided the dominant versions

of political, economic and social practice of Western civilization for the past three centuries (Fernandez-Balboa, 1997). At the heart of modernism is the representation of a coherent, rational "man", who through positivistic science and technology, has sought to control nature and form a totalizing and universal Truth (Fernandez-Balboa, 1997). Dichotomizing the world into pairings (e.g., normal and disabled or handicapped), creating a hierarchical situation with one group (normal) being superior to, and having automatic rights over the other (disabled), and success and happiness are under the control of the individual are all aspects of a modernist rationale. "Post"-modern approaches create the rationale for "new" theories that critique and evaluate the existing powers and relationships that dominate culture and society.

Post-modernism, a "new" theoretical framework, provides the tools necessary to critique and go beyond the concepts and philosophies within modernism. It is speculated that post-modernism is a radical break from modern habits, relations, and social practices that rejects traditional narratives and any other form of totalizing thought (Fernandez-Balboa, 1997). In essence, post-modernism brings into question the values and attributes associated with modernism and critically analyzes values to better contribute to equality, dignity, and hope, as well as interested, "on process" sense of community and identity.

Post-modernism provides this study with a framework that can critique the cultural norms and habits which uphold ablist constructions of reality in pedagogy and the policies of educational institutions. Fernandez-Balboa (1997) describes post-modernism as a theory of culture, intellectual, and societal discontinuity that rejects linearism of the Enlightenment (modernism) notions of progress. Two main concepts

have emerged from post-modernism – subjectivity (e.g., the personal is political) and knowledge as power (Fernandez-Balboa, 1997). From these ideas, it becomes clear that there are underlying tones that affect human interaction, which negate even the most explicit and "obvious" ideas, thoughts, and concepts associated with modernist thought.

1.3 Researcher Information

Within any critical qualitative study based in post-structural theory, the researcher holds a valued or important role in the development of the study. Each researcher brings forth his own set of values, beliefs, opinions, and ideologies that influence and guide the research study. In the case of this particular study, I myself the researcher am a white adult male that is considered physically able by societal standards and come from a stable socio-economic family. Growing up in a small rural northern community, I had no experience with individuals with disabilities until my second year of post-secondary education, were I began to realize that I had found an area of study that I was good at and enjoyed doing. I began working with various placements ranging from supporting individuals with disabilities, to providing programming, and training of practitioners. I believe that all individuals are equal with varying diversity, and it is this diversity that makes every person unique and deserving of dignity.

1.4 Basic Design Structure

The question being addressed within the present study and within the design structure is that even with the prevalence of theoretical and conceptual frameworks available to both pre-service and in-service practitioners, it remains mystifying that cultural norms and habits, which uphold ablist constructions of reality, continue to dominate not only pedagogy, but also the polices of most educational post-secondary institutions (Wendell, 1996, Bain, 1990). In order to address the dual concerns raised by DePauw and Doll-Tepper (2000) and Duncan (2001), that the presence of individuals with disabilities and chronic illnesses, both in the school system and society, and in the educational discourse and the emergence of disability studies as an area of disciplinary study, means that new theoretical approaches are needed. This study, as it emerges, will take a two part approach: a) employing a critical qualitative methodology based in post-structural theory, and b) examining – via this methodology – how practitioners in training are being influenced by both the presence of people with disabilities and chronic illnesses in the educational system and the ongoing, albeit tacit, ablist norms and inscriptions in educational discourse.

As stated, the design structure of the present study will follow a critical qualitative methodology based in post-structural theory, specifically post-modernist inquiry into disability and chronic illness. In the present study, secondary data from an exam question administered to students enrolled in a Disability Studies course in a post secondary institution will be examined using this design structure. The responses to the question on

the exam were written in descriptive format, leading to the need for a guideline or theory

to organize or direct the analysis. Re-examining the initial problem statement, the exam

responses will be examined in relation to practitioners in training who are being

influenced by both the presence of individuals with disabilities and chronic illness in the

educational system and the ongoing, albeit tacit, ablist norms and inscriptions in

educational discourse. Bain's (1990) concept of the hidden curriculum and Wendell's

(1996) notion of the paradigm citizen will be the literature based themes from which the

second and third level of analysis unfolds. Indigenous (insider) themes and theoretical

deconstruction will complete the analysis in order to attain trustworthiness and

confirmability. Triangulation will occur through the use of student placement journals

(direct contact with individual or group of individuals) and task analysis (deconstruction,

modification, and development of a skill/task to be taught to an individual with a

disability). Thus, using a critical qualitative methodology, informed by a post-modern

perspective, it is possible to examine the cultural norms and habits that affect or influence

individuals in relation to disabilities and chronic illness.

     The cultural norms and habits that uphold ablist constructions of reality are a

dominant thematic within modern society, leading to the continuation of existing

pedagogical practice and polices within the educational system and discourse.

Modernism would attempt to fix the problem of "bad teaching" without examining the

contexts in which it occurs and the agendas which influence it. Post-modernism

examines the contextual constraints and considers them a viable item that needs to be

included in any attempt to address the situation. In the case of the present study, the

focus will not be directed toward one aspect of the problem or circumstances, but rather would be on the intersectedness of many attributes and aspects as disclosed by the informants via the analysis of the secondary data. Through this process, the hope is to be able to articulate the influence of people with disabilities and chronic illnesses in the educational system and the influence of ablist norms and inscriptions in educational discourse on practitioners/students in training.

1.5 Limitations of the Study

The purpose of this study is not to solve all the problems and issues within cultural and ablist norms surrounding disabilities and individuals with disabilities and chronic illnesses. Its main purpose is to illustrate the context to which cultural and ablist norms are prevalent, but unnoticed or ignored by society and individuals. A limitation of the present study is that it cannot completely or fully address the issues or concerns that are presented, in that the context or picture is of a much grander scale than this study could handle. The concerns related to cultural and ablist norms are far too embedded within the modernist society to completely unravel within the framework of a Master's Thesis; in addition, the current practices within culture have been embedded since the creation of the modern society, and to deconstruct these barriers would require an entire society to re-conceptualize their values, ideologies, and practices. The intent is that this study will begin the process of recognizing these cultural and ablist norms so that individuals can begin their own process of deconstruction and self-reflection, as well as

to provide strategies and content to individuals who educate surrounding the topic of disabilities and chronic illnesses.

Another limitation of the study is that it only examines the perspectives from a select population, that being the perspective of university aged (19-24) students. Their perspectives on the issue may be far different than the perspectives from a different population or age group. However, the perspectives that they bring forth are of great concern as they will become the next generation of politicians, service providers, and educators.

1.6 Overview of Chapters II, III, IV, and V

Following this introductory chapter, the study will begin to unfold in greater detail and explanation. Subsequent chapters will focus on specific areas of the study. Chapter 2 will focus on a literature and research review with specific attention given to the rationale for the study, what is adapted physical activity and disability studies, the concept of the hidden curriculum, barriers to changing cultural norms and habits, and the concept and reality of inclusion. Chapter 3 contains the methodological aspects of the study including how the study was conducted, details concerning why a critical qualitative methodology is being used, and information pertaining to participants, instrumentation, administration, evaluation/analysis, methodological assumptions, and methodological limitations. Chapter 4 brings forth the findings of the study, where what was examined, observed, or noticed in the responses from the participants is outlined in

terms of the three stage process of analysis: a) indigenous content, b) Bain's (1990)

notion of the hidden curriculum, and c) Wendell's (1996) concepts on disability, culture,

and society. The final chapter of the study, Chapter 5, will focus on the discussion of

various aspects of the study.

CHAPTER 2
LITERATURE REVIEW

2.1 Rationale

Society and culture are at a critical transition point, where much of what was once accepted as true in the past and present is now in question, including the experiences and meanings associated with disabilities (Gabel & Danforth, 2002). This allows for the questioning of our beliefs and ourselves within the present culture, bringing forth four historical developments that have given rise to the present focus of research within disability, culture, and education. The first historical development, numerous researchers have found that the methodological formulas, theoretical frameworks, and political perspectives of traditions related to disability have constrained their ability to research in new directions (Gabel & Danforth, 2002). With the dominance of the medical model of disability in education and positivism in social science, the disability researcher is left clinging to narratives of scientific progress and political agendas that tend to legitimate professional authority at the expense of supporting the dignity, rights, and self-determination of individuals with disabilities and chronic illnesses (Gabel & Danforth, 2002).

The second historical development is that an influx of fresh genres of writing and scholarship have in present years come to fruition. This brings forth a wide range of critical, post-modern, feminist perspectives on disability, as well as an expanded methodological repertoire for inquiry into disability and disabling social processes (Gabel

& Danforth, 2002), in turn blurring the boundaries between special and general education by illustrating the shared nature of their issues and problems.

Third, the field of Disability Studies has been discovered by educational researchers, who have been facing difficulties finding publication venues for work that has been misunderstood or interpreted by colleagues and journal editors (Gabel & Danforth, 2002). This allows for an influx of research related to disability, culture, and education to be explored which has never been considered relevant in the past. This in turn creates more opportunity for discovery and exploration in new theoretical frameworks and perspectives.

The final historical development, and by far the most important, is that the insurgent, resistant voices and lived experiences of individuals with disabilities and chronic illnesses, and the loved ones of individuals with disabilities and chronic illnesses, are now playing vital roles in local, national, and international dialogues (Gabel & Danforth, 2002). The "subject" has now become a voice to be heard and legitimized, the subject has now become the researcher, and the subject, or better yet the person, is a valid, integral, contributing member of society and culture. They are individuals first, not subjects who are solely defined by their disabilities or illnesses. Disabilities and research are now defined by what once was a marginalized population, their voices and lived experiences have become a part of the culture and society.

2.2 Adapted Physical Activity and Disability Studies

Adapted physical activity (APA) has become a common term and practice within educational discourse in recent years. It is referred to as an umbrella term that is universally adopted as the comprehensive term that subsumes physical education, recreation, and sport for individuals with unique needs that spans the individual's lifespan (Porretta, Nesbitt, & Labanowich, 1993). Sherrill (1990) further proposed four resolutions that conceptualize the term adapted physical activity: a) it is an interdisciplinary body of knowledge directed toward psychomotor problems throughout the total lifespan; b) it is an interdisciplinary body of knowledge directed toward advocacy of exercise and sport for all persons; c) it should be planned and conducted jointly by personnel from hospitals, schools, and communities; and d) it should support community based self-help groups (Porretta, Nesbitt, & Labanowich, 1993). Adapted physical activity has provided the framework for the incursion into areas of disabilities and physical education in that it has a hands on approach to solving and remediating problems. This theory, framework and body of knowledge follows a post-modern perspective in that there are many solutions to a given problem and that the problem may not always be what is seen within the given context; it may require further exploration and understanding of the given situation. This provides researchers, academics, and students with a sound model to successfully work within the field of adapted physical education and disabilities studies.

For some time, the concept of a non-medical model has been embraced by adapted physical activity professionals; however, traditional approaches in service delivery continue to exist. The definition of adapted physical activity demonstrates the advances in the approach to service delivery in two important ways: a) it focuses on the quest to broaden the theoretical foundation of adapted physical activity, and b) it extends the perspective to include community and leisure activities across the lifespan and thus expands an earlier focus on educational and instructional settings (Emes, Longmuir, & Downs, 2002). Despite the attempts to look beyond disability by defining adapted physical activity in terms of service delivery that includes community, home, and school, reference to disability can be inferred within the phrase, "identifying and solving motor problems" (Emes, Longmuir, & Downs, 2002). Even though there is a shift in perspective, the intent is not that much different from that of a doctor who is charged with diagnosing problems and prescribing solutions. As in this case, cultural norms and habits contribute to researchers, educators, and practitioners failing to distance themselves from the medical model in relation to their capacity to shift away from a focus on disability.

Current practices within post-secondary institutions suggest that classes in adapted physical activity follow a curriculum pattern similar to the textbooks within the area of study. With 66% of the course material focusing on law, pedagogy, sport, and service delivery, the remaining 34% focuses on disability according to a categorical approach (Emes, Longmuir, & Downs, 2002). This approach runs the risk of perpetuating stereotypical perceptions of individuals with disabilities. The reasoning

behind the division in course work is that within the present modern society based in

cultural norms and habits, it is far easier to deal with the facts than to deal with a person.

2.3 The Hidden Curriculum

It has been established that there are intellectual, societal, and cultural values

dictating how individuals live and act within a modernistic society. How people may act

or present themselves in public may not be an accurate expression of what they may think

or believe, this leads to the notion that there are guidelines or hidden rules that govern

individuals to act "properly" and fit into the fluid workings of a modernist society. As

mentioned within the introduction, 'the hidden curriculum' dramatically illustrates how

post-modern analysis is helpful in relation to adapted physical education and disabilities

studies. The hidden curriculum refers to what is taught to students by the institutional

regularities, by the routines and rituals of teacher/student lives and relations (Bain, 1990).

This concept has been used extensively in educational literature since the early 1970s in

relation to physical education as a framework for interpreting research on the

"operational" curriculum. An example of the hidden curriculum within education,

specifically from disabilities studies critiques of practitioner preparation in adapted

physical education, is that the ability to adapt activities to suit an individual's needs is not

solely based upon ability, but whether the individual wants to do it, is there a purpose to

doing it, and the feelings and input of the individual are as important or more important

than the overall outcomes.

Within the hidden curriculum, three themes emerge in physical and adapted physical education – meritocracy, technocentric ideology, and the construction of social relations. The disclosure of these themes is an application of a post-modern deconstruction of the so-called "natural order" in the school. The hidden curriculum can be seen in contexts beyond the scope of education, and in this case, the ideologies and influences imposed and generated by the students and teachers that regulate social and educational practices. The three themes of meritocracy, technocentric ideology, and the construction of social relations will be discussed in detail as they relate to disability, adapted physical education and cultural codes with respect to this study.

2.3.1 Meritocracy

The first theme is that of meritocracy. Bain (1990) outlined meritocracy in physical education as a complex and contradictory picture in that the focus should be emphasized within effort and achievement within physical education. In adapted physical education, the philosophy behind meritocracy is the same as in all forms associated with learning and performance. From Bain's (1990) definition of meritocracy, two definitions of achievement emerge: winning and losing, and knowing how to play the game.

Even outside of a physical education setting, Bain's two definitions of meritocracy are widely seen within culture and sport. For example, this notion that second place is the first place loser is widely used and said within sport and culture.

From this small example, it can be seen that the value of winning is placed above all else, even though losing contains the same amount of value. Losing at a sport or contest (i.e., spelling bee) provides the team or individuals with a vast amount of knowledge and feedback, in terms of how to improve for next time, builds individual character, and life lessons. From this, it is evident that meritocracy is not only relevant and present within the school system, but is also present with society and culture.

From a modernist point of view and within the present system of education, teachers do not focus on student learning. Instead, teachers direct lesson planning towards student enjoyment and participation and avoid incidents of inappropriate behaviour. According to Bain (1990), a teacher evaluates success based on the criteria mentioned, not whether learning has taken place. With this philosophy, student participation becomes an issue to be considered. Students are expected to exhibit compliance by participating in the assigned activities; however, participation is not necessarily enough - a successful student must demonstrate effort and enthusiasm (Bain, 1990). Unfortunately, some students put forth because they enjoy the activity, but in other cases, students learn impression management. In these cases, students learn to fake participation and perhaps even effort and enjoyment; thus, the question to consider is, is learning really occurring? Another downfall is that students may demonstrate strategic non-compliance, ending in the modification of the teacher-planned activity or engaging in off-task behaviour. Thus, a positive bias is given towards those students that are conforming, cooperative, orderly, and high achieving (i.e., high functioning).

The notion of avoiding incidents of inappropriate behaviour is very common among individuals who work within the field of disabilities. Teachers/workers/students will at times give in to a child's demands or fixations in order to avoid outbursts of inappropriate behaviour. However, there are underlying questions surrounding this topic: what is deemed inappropriate behaviour and who decides what actually is inappropriate? The answer lies within our culture in that those who consider themselves to be normal, abled-bodied, appropriately behaved individuals set the "norm" or standard. What is to say that anything outside the standard is not normal, but it all comes down to the notion that if an individual is not enjoying or participating within the prescribed parameters of the cultural codes, then they are considered to be deviant and inappropriately behaved. From a post-modern perspective, "normal" should be considered what is appropriate for that individual and not to be dictated by culture. To come to this realization, a transformation in thinking and understanding must occur; this is why culture makes it difficult to step outside the box and to peer inwards to see the contexts that influence individuals and culture.

From a post-modern perspective, the emphasis of meritocracy should and would be placed back towards learning and not solely on enjoyment and participation. The teacher would adapt the lesson to suit the specific needs of the students whether it is to change the activity, modify how the teacher instructs and presents the given activities, or allow for modifications within the task to allow for success and learning. Focus need not solely be on learning, participation and enjoyment are still key to meaningfulness within an education environment. Thus, a teacher needs to incorporate all three of these values

in order to achieve an equitable education learning setting. In recent research, rather than supporting meritocratic principles, which evaluate and reward all students according to the same criteria, teachers have adopted a perspective that emphasizes individual differences (Bain, 1990). This research and adaptation suits and emphasizes the goals of an adapted physical education setting, contributing to each student's individual needs, constantly evaluating and re-evaluating goals and outcomes and the agendas guiding them, using critical reflection by the teacher and students.

As with culture, the notion of evaluating and re-evaluating goals and outcomes is essential to providing the best possible programming to individuals with disabilities and chronic illnesses. If this post-modern perspective were to occur within society, then issues of accessibility would not be a concern, for architects would create structures that were accessible for all. Instead, the mass majority (normal able-bodied) dictate how structures are designed to fit their needs; thus, doors that are barely wide enough to accommodate wheelchairs and steep long ramps are created. When individuals with a disability or chronic illness lodge a compliant, they are viewed as being inconvenient or as a troublemaker and not following the standards of appropriate behaviour set forth by the culture. This notion of the "non-disabled" and "the Other" becomes apparent and illustrates how the modernist perspective becomes the dominant cultural code.

2.3.2 Technocentric ideology.

The second theme of the hidden curriculum is that of technocentric ideology. Bain (1990) depicts technocentric ideology as a belief in which the ends or goals are taken-for-granted and remain unexamined, with attention being focused on the development of increasingly effective and efficient means for achieving these goals. From this viewpoint, people are viewed as human resources, where education is used to maximize productivity. With a definition of technocentric ideology in place, the next step is to examine its use in physical, adapted physical education, and culture.

In the present system of physical education, Charles (1979) states that teachers view 'man as machine' and aim to produce the most efficient machine as measured in terms of performance (Bain, 1990). What results from this view is that technocentric education tends to reproduce rather than challenge existing social arrangements and goals. The direct impact of technocentric ideology on physical education occurs within exercise and fitness (Bain, 1990). The reasoning behind this is that fitness provides outcomes that are easily defined and measured. By definition, in a modern perspective, the body is an object to be slenderized, toned, and trained in order to increase its value and effectiveness, in essence referring back to the idea, 'man as a machine'.

'Man as a machine' is not only seen within the education system; it is clearly noticeable within feminist theory and disability studies. Western medicine in several ways dictates how individuals with disabilities are viewed. It is widely believed that science and medicine are the end all answer to everything, leading to the notion that

people with disabilities are constant reminders of the failures of the inability to protect everyone from disability, illness and death (Wendell, 1996). Further personifying this notion means that the only acceptable outcome is a perfectly normal able-bodied individual, and that difference is not acceptable.

From a modernist perspective, every person should strive for an idealized body. Contrary to this, post-modern thought contributes factors, such as race, class, age, gender and ability differences in bodies when discussing cultural portrayals of bodies. Bain (1990) presented the point that most physical educators reject the notion that a physically active individual who displays mediocre performance and who is moderately overweight may be healthy (i.e., "either/or" not "both/and"). If this is the case in most physical education classes, what happens when individuals with disabilities are integrated into these classes? Based on ablist viewpoints, the individual would not be able to meet the already inflated standards set by the instructor.

From a post-modern perspective, an individual who is overweight could be healthy; as well, an individual with a spinal cord injury could be active and physically fit. What is to say that an individual with a disability or chronic illness cannot be valued contributors to the world or to their own life? The result is that disability tends to be associated with weakness, passivity, tragic loss, dependency, shame, helplessness, and global incompetence (Wendell, 1996). Thus, productivist culture makes the assumption that all individuals with disabilities fit into these descriptors, failing to see the value and contributions these individuals can bring to culture. "Man is a machine' that needs to be fixed, controlled, corrected and cured to meet the standards of medicine and science

within a modernistic society. An understanding has to be reached that disability is not "the Other", but a form of difference that makes up the complexity of being human.

Technocentric ideology within education mainly focuses on fitness and health; these standards have already been previously determined. As a result of this, issues of health and fitness have been viewed as technological concerns (modernism) and not value questions (post-modernism); experts in physiology, measurement and psychology have dominated this area of research and expertise, each assuming a positivistic stance of "objectivity", based on the concept that it is possible to gain knowledge by maintaining a detached, emotion and value free posture regarding what is being studied (Brustad, 1997). From a post-modern perspective, objectivity is the process of considering others' opinions, demonstrating tolerance for others' viewpoints, the examination of one's own biases, and the realization of one's limitations to fully understand alternative positions (Ennis, 1997, Shepherd, 1999). In adapted physical education, disability studies and culture, the primary goal of any individual is to better understand the needs and wants of every individual separately and not to focus or lump everyone into one standard, homogeneous, probably unattainable category.

2.3.3 Construction of social relations.

The third theme within the hidden curriculum to be examined in some depth is the way in which social relations are constructed within the school setting and culture. Bain (1990) stated that the patterns of interaction among students and between teacher and

students form social practices that may reproduce or challenge existing power relations. This relationship examines who has the power within the class, referring back to a hierarchical system, where the teacher has the power and the students are expected to obey this format, or where certain kinds of students have privilege over others. As with school, this same construct can be applied to the world in that the modern society is based upon a capitalist structure. Industry best represents this hierarchical system, in that the structure of a company starts with a president or chairman going all the way down the line to the employee that works on the factory line making the product. In this case, power resides with the individual at the top of the pyramid. As with industry, the same relationship can be seen in disability culture.

With an increasingly diverse population and culture appearing within the educational system, the notion of dichotomous social relations based in dominance and subordination becomes inadequate. It is becoming more apparent that teachers and pre-service teachers receive little help in learning to deal with student diversity, in terms of racial, cultural, gendered and embodied differences in students. When failure or disappointment occurs, teachers tend to blame themselves for not implementing the program that is viewed as desirable and beneficial. As Bain (1990) points out, efforts to improve physical education programs tend to focus on improving teacher pedagogical skills or re-designing the curriculum rather than addressing the real problem of contextual constraints. Modernism would attempt to fix the problem of "bad teaching" without examining the contexts in which it occurs and the agendas which influence it. Post-

modernism examines the contextual constraints and considers them a viable item that needs to be included in any attempt to address the situation.

Gender within social relations also plays an important role in the hidden curriculum. Attitudes and constraints have been imposed upon genders for as long as humans have been around. Boys are taught to interact with each other by being physical and combative; whereas girls are taught to be more co-operative, verbal and private. The most observed interaction between boy and girl tends to be verbal or physical hassling, resulting in acquiescing, ignoring or separating of the girls from the boys (Bain, 1990). In his study, Griffin (1989) observed that co-educational classes and training of teachers to use different methods was a simplistic, ineffective and superficial attempt to correct the problem. This attempt at change predominantly follows a modernistic format, focusing solely on the obvious, with no attempt to examine the agendas beneath the surface. Griffin (1989) goes on to state that a shift in how teachers conceptualize gender and the role of physical education and sport in gender construction needs to be examined. The same can be said about ablism. This statement follows a post-modern line of thinking in that other issues are at work in examining, analyzing, and proposing solutions to the problem.

In disability studies and adapted physical education, the same assumptions go unexamined; however, they are based on the constructed dichotomy between "normal" and "disabled" or "the others". Even within disabilities, there are gender biases that are present. Wendell (1996) presents the picture that cultural associations of disability with childlikeness, dependency and helplessness clash with cultural expectations of

masculinity but overlap with cultural expectations of femininity. Thus, a disabled man is professed as a "wounded male", while a disabled female is redundantly fulfilling cultural expectations (Wendell, 1996). This gives rise to the realization why there are more females working and volunteering within the disability community. Cultural codes suggest that for a man to be associated with the disabilities community are viewed as "less than" the dominant, aggressive, combative male; instead they are viewed as being nurturing and feminine. What is not realized is that these individuals have gone beyond the stereotyped personification, thus realizing what makes an individual relevant is the characteristics that they uphold, not what culture imposes upon them.

The idea of worth and value becomes an issue in relation to the construction of social relationships. Since illness is perceived as "globally incapacitating", identifying disability with illness fosters the myth that people with disabilities are globally incapacitated, which in turn contributes to the social devaluation of disabled people (Wendell, 2001). By placing less value or worth on a portion of the population, there is the creation of a dominant group over a subordinate group. Thus, the end relationship is that of a group of individuals (with disabilities and chronic illnesses) placed into a position of disempowerment even though there is the capacity of self-empowerment and interdependency. Eli Clare (1999) best describes this scenario from her own experiences:

"... My CP simply is not a medical condition. I need no specific medical care, medication, or treatment for my CP: the adaptive equipment I use can be found in a computer catalog, not a hospital ... But having particular medical needs differs from labelling a person with multiple sclerosis as sick, or thinking of quadriplegia

as a disease. The disability rights movement, like other social change

movements, name systems of oppression as the problem, not individual bodies.

In short it is ableism that needs the cure, not our bodies" (Clare 1999, p. 105-106).

Clare helps to illustrate the point that it is ablism that contributes to the cultural

constraints placed upon society that causes the present social constructs to exist. Thus,

modernism in terms of medicine and science contribute to the construction of these

views.

Within the present cultural values, language and treatment of individuals with

disabilities is of concern in regards to the construction of social relations. In the past and

still in the present, individuals with disabilities are subjected to high rates of physical,

verbal, and sexual abuse (Wendell, 1996). For those whose disabilities are readily

apparent, the risk of insult, ridicule, embarrassment, and even physical assault is

increasingly high during public appearances (Wendell, 1996). This indicates that to some

extent public opinion of individuals with disabilities is relatively low, in that "the others"

are not the "norm". With cultural codes dictating that people who are normal able-bodied

as being superior with the power to make decision, the voice of individuals with

disabilities goes unheard. Wendell (1996) concludes that excluding the struggles,

thoughts, and feelings of individuals with disabilities from the shared cultural

understanding of human experience, deprives the non-disabled of the knowledge and

perspectives that people with disabilities could contribute to culture, including knowledge

of how to live well with physical and mental limitations and suffering. To get to this

stage of development, culture most go through a shift from modernist ideology to post-modernist thought.

Having established several basic distinctions between modernism and post-modernism in relation to the hidden curriculum within adapted physical education and culture, the next step is to examine strategies based on a post-modern perspective, which address the problematic aspects attributed to modernist constructions. A primary problem within the educational system and culture is the attitude that teachers and others have towards individuals who have been labelled by institutional, medical, and political agencies as being "disabled or handicapped". Just by labelling the individual, a dichotomous relationship has been established (i.e., functioning and non-functioning) from a modernist perspective, setting an already pre-determined set of events into motion.

2.4 Barriers to Changing Cultural Norms and Habit

2.4.1 Perceived teacher attitudes.

In the past decade, research has begun to examine teacher attitudes towards teaching students with disabilities. Kowalski and Rizzo (1996) observed that students in lower grade levels, who have disabilities, are viewed more favourably than those in higher-grade levels. In the same study, it was noticed that students with mild disabilities are viewed more favourably than students with more severe disabilities (Kowalski and Rizzo, 1996). From these observations, it is noticeably clear that teachers predominantly

follow a modernist perspective in that they want to teach students who fit into place, and who display conforming, co-operative, orderly, and high achieving attributes. Thus, the individual with a disability is considered by the teacher to be a less than model student, one who cannot achieve the so-called normal standard. If this is the case for individuals placed within an educator role, than what must other contexts look like? Before integration and inclusion came in to practice, most individuals with disabilities would have been institutionalized, hidden from public view and scrutiny, due to the assumption that these individuals were different from the imposed cultural norm.

In relation to teachers and workers, gender plays a significant role in the attitude they have towards teaching or working with disabilities. Rizzo and Kirkendall (1995) observed that women have more favourable attitudes toward teaching students with disabilities than do men. The reason for this premise goes back to the dominant attitudes and constraints inscribed upon genders. Boys who become men are taught to be physical and combative; whereas, women are taught to be more co-operative, verbal and private (Bain, 1990). This possibly explains the reasons why the field of adapted physical education, as well as service providers for those with disabilities, is predominantly female. However, some of the best teachers within the field of adapted physical education and service providers are male, thus challenging the predominantly dichotomous modernist attitudes and attributes based on binary gender construction.

2.4.2 Educational resources.

Teacher, service provider and student attitudes are not the only problem. Inadequate training, political agendas, and institutional and cultural regularities all contribute to the problems within the system and culture. Sideridis and Chandler (1997) outlined problematic aspects that inhibit inclusion of individuals with disabilities into the school system and society. Aspects such as lack of teacher/service provider/student skills, a need of funds and materials, support services, negative teacher/service provider/student attitudes, and location and environment were all reported as contributing to the problem (Sideridis & Chandler, 1997). In order to address the problems, focus needs to be placed on all of the factors contributing to the problem and on critically addressing and analyzing the situation.

2.4.3 Experiences of children with disabilities.

In a recent study, Goodwin and Watkinson (2000) describe the phenomenon of inclusive physical education from the perspective of students with disabilities. From data gathered through focus group interviews, field notes, and participant drawings, the experience of nine elementary school-aged children with physical disabilities was captured. Uncovered from the thematic analysis was a persistent dichotomy in how the children experienced physical education, good days and bad days. Good days revealed a sense of belonging, skilful participation, and sharing of the benefits (Goodwin &

Watkinson, 2000). Bad days were overshadowed by negative feelings revealed in areas

of social isolation, questioned competence, and restricted participation (Goodwin &

Watkinson, 2000). As with all cases, people play a significant affording role in the

negative experiences of students with physical disabilities. Students with physical

disabilities within this study were endured in activities, but their participation was not

deemed to be essential to the outcome. Thus, the students reported that they were not

passed to during games, were simply ignored, or were discouraged from assuming high

valued roles (Goodwin & Watkinson, 2000). In most cases, the students were assigned to

the position of goalie. Goodwin & Watkinson's (2000) study provided insight into areas

that had gone unexplored in the past. It provided insight into what contributes to positive

and less than positive experiences for students with disabilities in physical education and

as well provides cause for reflection on other inclusive physical education programs.

Goodwin & Watkinson (2000) posed a question, referring to the idea that only

"by listening carefully to students, will we come to see disability as a natural expression

of diversity and come to understand that which is setting us apart" (p. 157). This line of

thinking follows a post-modern perspective in that the marginalized group (children with

physical disabilities) is a valued member of the problem solving process. Wendell (1996)

points out that 'Otherness' is maintained by culture but also limits culture profoundly.

Culture rarely includes individuals with disabilities and chronic illnesses in their

depictions of ordinary daily life, excluding the struggles, thoughts, and feelings of these

individuals from any shared cultural understanding of human experience (Wendell,

1996). With more acceptance towards new theoretical perspectives, research within the

fields of disabilities studies and adapted physical education will begin to incorporate the experiences, views, beliefs, and thoughts of those with disabilities and chronic illnesses. The hope and focus is that these valid experiences can affect and influence the current state of cultural norms and habits as well as the educational discourse.

As more research begins to focus on individuals with disabilities, a greater sense of the problem or issues begin to be represented from a new perspective other than that of teachers and peers. Hutzler, Fliess, Chacham, and Van den Auweele (2002) conducted a study which aimed to link perspectives of school children with disabilities, to their inclusion and empowerment. This study explored the personal experiences of children with disabilities in physical education within inclusive environments and to identify supporting and limiting mechanisms to children's empowerment (Hutzler et al., 2002). From the study, it was noticed that over half of the comments related to experiencing failure during physical activity supported empowerment. Negative feelings and issues of power contributed to the less than successful inclusion of children with disability in the physical education setting.

2.5 Inclusion

The notion of inclusion has been a topic of discussion and debate among adapted physical activity professionals since the early 1980s. The initial discussions focused primarily on inclusion as a place or placement. In recent years, the discourse surrounding inclusion was expanded to incorporate issues of context, disability rights, and social

justice (DePauw & Doll-Tepper, 2000). As attention and efforts are focused on physical education as a right of all children, adapted physical activity professionals must adopt a strong philosophical stance that guides the efforts towards achieving inclusive physical education. However, it would appear that much of the inclusion debate is still framed in the context of normal or regular physical education as currently socially constructed. In this context, regular physical education remains the normal and dominant program, and individuals with a disability are assigned a goal for achieving inclusion or integration (DePauw & Doll-Tepper, 2000), resulting in little or no analysis of the deconstruction of regular physical education (i.e., altering not only commonly accepted thinking about regular physical education, but also actually changing regular physical education). As well, the distribution of power and inequality within the various contexts is given little attention, further exhibiting and portraying the modernist perspective on cultural norms and habits, in relation to the construction of social relations, technocentric ideologies and meritocratic values.

A strong belief within the discourse of disability studies is that to make change, it has to begin from within the system. From a post-modern perspective, the notion of critical reflection guides individuals to change what is considered to be inappropriate, inadequate, and unjust. Rizzo and Vispoel (1992) proposed a planned, systematic intervention using a multifaceted approach to enhance a positive effect on the attitudes toward teaching students with disabilities. This approach focused on four strategies, each in its own way contributing to the development and enhancement of positive teacher attitudes. The four strategies used by Rizzo and Vispoel (1992) were information, direct

contact with individuals with disabilities, vicarious experience, and persuasive messages. These four strategies follow a post-modern sensibility in its multifaceted approach to addressing the given problem of teacher attitudes.

Research within the field of adapted physical activity has begun to examine the value of practicum experiences in teacher preparation and perceived attitudes. A recent study suggested that if the quality and quantity of professional preparation is limited and does not provide adequate attitude change strategies, students' attitudes and perceived competence in teaching students with disabilities will not adjust favourably or may be adversely impacted (Hodge, Davis, Woodard, & Sherrill, 2002). Thus, there is an increasing need for a push towards an infusion curricular approach that provides experience and information for students to practice effective pedagogy with individuals with disabilities throughout their professional development and preparation.

CHAPTER 3
METHODOLOGY

With the preponderance of theoretical and conceptual frameworks available to both pre-service and in-service practitioners, it remains baffling that cultural norms and habits, which uphold ablist constructions of reality, continue to dominate not only pedagogy but also the polices of most educational post-secondary institutions (Wendell, 1996, Bain, 1990). To address the dual concerns raised by DePauw and Doll-Tepper (2000) and Duncan (2001), the presence of individuals with disabilities and chronic illnesses, both in the school system and society, and in the educational discourse and the emergence of disability studies as an area of disciplinary study, means that new theoretical approaches are needed. This study will take a two part approach: a) employing a critical qualitative methodology based in post-structural theory, and b) examining, via this methodology, how practitioners in training are being influenced by both the presence of people with disabilities and chronic illnesses in the educational system and the ongoing, albeit tacit, ablist norms and inscriptions in educational discourse.

3.1 Critical Qualitative Methodology

To address these questions, this study will employ a critical qualitative methodology based in post-structural theory, specifically post-modernist inquiry into chronic illness and disability, with the focus of the problem being studied relating to

cultural norms and habits which uphold ablist perspectives of reality, focusing on the population that constructs and/or enforces these norms on individuals and societal institutions. Thus, this project examines the problem from a less traditional qualitative methodology of inquiry in that the premise of societal order and structure is being problemmatized. Critical qualitative methodology provides this alternative to examining the issues surrounding ablist constructions. Within critical qualitative inquiry, there are assumptions that guide researchers in their studies: a) research fundamentally involves issues of power, b) the research report is not transparent, but rather, is authored by a raced, gendered, classed, and politically oriented individual, c) race, class, and gender (among other societal identities) are crucial for understanding experience, and d) historically, traditional research has silenced members of oppressed and marginalized groups (Marshall & Rossman, 1999). When examining the context of the problem and research question, it became apparent that the cultural norms and habits based in an ablism dominant society, marginalizes individuals with disabilities and chronic illnesses; thus, a critical qualitative methodology provides the appropriate tool with which to examine the issue at hand.

As within any form of qualitative inquiry, there is a theoretical framework that guides any study. Presently, there are a number of "new theoretical" frameworks that could be applied to this critical qualitative study. As with any theoretical framework, there are injunctions embedded within these perspectives: a) researchers must examine closely how they represent the participants in their work – 'the Other'; b) researchers should carefully scrutinize the complex interplay of their own personal biography, status,

power, interactions with participants, and written word; and c) researcher must be vigilant about dynamics of ethnics and politics of their work (Marshall & Rossman, 1999). Any researcher employing a critical qualitative methodology based in post-structural theory must take into consideration these injunctions, especially for inquiry into disability and chronic illness, as is the case in this study.

3.2 Researcher as Instrument

As a researcher I acknowledge the fact that any study or research that I may participate in or be involved in, I bring to the forefront my own set of values, beliefs, knowledge, opinions and assumptions. That these parts of me have are a basis and interest for my involvement within this study. To fully bring credit and value to this study, I must acknowledge my background, perspectives, influences, and where I came from. Before attending post-secondary school, I grow up in a small northern community were I had little or no contact with individuals with disabilities. You could almost say I led a sheltered life, with regards to disabilities. My first experience with disabilities was not until my second year of post-secondary education, it was the same course that this study is currently examining. The experience from this course influenced me in the direction I took from then on, I had found an area of study and practice that I felt I was good at.

As with any critical qualitative research design in post-structural theory the recognition that race, gender, and class have a major impact on the perceptions and

influences of people. This not only applies to the study in terms of the participants, but the researcher as well. I myself come from a financially stable family, in that I was well taken care of and looked after. I am a white male, who went through many trials and tribulations in the development of my own self-identity. As I grow older, I began to become more physically active and involved within sports. I was considered an athlete or jock first, and an academic second. As with anybody I was trying to find were I fit in or belonged, now I view myself as a more complete individual, who is an academic and an active participant.

I have a strong passion for the fields of disability studies and adapted physical education. I believe all individuals are equal and that diversity within all aspects of life is essential. Singularity creates a singular universal truth, where as diversity allows for infinite varying possibilities. No one can tell me how I'm feeling or that my opinion is not valued, and the same can and should be said for those with disabilities and chronic illnesses. My perspectives, beliefs, and values help to provide me with drive and desire.

3.3 Participants

At this particular post-secondary institution, students enrolled in the faculty of Physical Education and Kinesiology have the option of obtaining a degree in Disability Studies. The program in question provides the students with both perspectives, that of adapted physical education and disability studies. Students are provided with the theoretical frameworks and knowledge associated with disabilities in terms of the

neuroscience, biomedical and physiological aspects relating to the field of disability studies. In terms of adapted physical education, students are provided with the opportunities and knowledge basis to assess and program appropriately to meet the needs of the individual with the disability. This program is unique in design as it provides students with concepts and perspectives of both fields to further enhance their ability to function and provide service to schools, communities and individuals.

Students within the program are provided with a variety of different courses within the program on subject matter from physiology to biomechanics to developmental games. The first experience students have in terms of disability content is a course that provides them with an understanding of the life-conditions and needs of individuals with disabilities, as well as developing a deeper understanding of the life-world of people living with disabilities. This course is usually taken by students in their second or third year of study and is not limited to students who are only enrolled in the disability studies stream.

Within the course, there were 65 students, who were involved in completing the course assignments and writing the final exam. The breakdown of male to females was 23 males and 42 females, exhibiting an almost 2:1 ratio of females to males. The age of the participants ranged from 19 to 25 years with the majority of the students being around 20-21.

3.4 Instrumentation within course

A strong belief within the discourse of disability studies is that to make change, it has to begin from within the system. From a post-modern perspective, the notion of critical reflection guides individuals to change what is considered to be inadequate, inappropriate, and unjust. Rizzo and Vispoel (1992) proposed a planned, systematic intervention using a multifaceted approach to enhancing a positive effect on teacher attitudes toward teaching students with disabilities. This approach focused on four strategies, each in its own way contributing to the development and enhancement of positive teacher attitudes. The four strategies used by Rizzo and Vispoel (1992) were: a) information, b) direct contact with individuals with disabilities, c) persuasive messages, and d) vicarious experience. These four strategies follow a post-modern sensibility in its multifaceted approach to addressing the given problem of teacher attitudes.

Within the disabilities studies stream of study, the four strategies proposed by Rizzo and Vispoel (1992) are implemented into the various courses in an attempt to address the predominantly modernist - trained attitudes and perceptions of the students. Information is provided to the students in relation to course readings, lectures, and class/lab discussion pertaining to relevant aspects of different disabilities, programming, strategies and implementation guidelines. Direct contact is achieved through the use of a practical placement system where students get the opportunity to interact and contribute to an individual or group of individual's lives in the form of physical programming or companionship. Persuasive messages are given to the students through the use of media,

readings, and guest speakers. The final strategy, vicarious experience, places the students in a position where they get the opportunity to experience a disability or chronic illness through simulation and empathy sessions. The primary goal of these strategies is to allow the students to critically reflect and step outside the ablist context that dominates how they react and think.

3.5 Evaluation within course

Each of these four strategies places the student within a post-modern question (i.e., alterity places them "on trial"), requiring them to re-evaluate the contexts that dominate their lives. However, even with these strategies in place, the question to ask is, is a change from an ablist cultural viewpoint to a post-modern infused perspective occurring within the students. Before a shift in perspective can be determined, the contents of the course in question need to be examined in terms of teacher/student expectations, goals of the course, and written and practical assignments in relation to the multifaceted approach proposed by Rizzo and Vispoel (1992). Within the course outline, explicit instructions and details pertaining to learner objectives, course evaluation and subject material are presented to guide students in this multifaceted approach (see Appendix 6.2).

Within the course outline, the first section of importance is the course description. The focal point of the course is to provide students with a focus on the life-conditions and needs of individuals with disabilities who require special physical

education or adapted physical activities within their regular program. An emphasis is placed on the development of a deeper understanding of the life-world of individuals living with disabilities in order to further the students' comprehension of the implications this may have towards programming. The course description provides the basis for the lay out of the course, in that a process or change in thought is elicited in terms of philosophy, programming, and interaction.

Within the course, there are learner objectives or course expectations that provide insight into what is expected of the student or the progression each student should go through within the course. The course outline contains four learner objectives, each contributing to the four strategies of information, vicarious experience, direct contact, and persuasive messages. The first learner objective was to progress to an understanding of how movement and lifestyle are mediated by living in the world as an individual with a disability. The second learner objective was to understand the etiology (origins and cause) of a number of prominent chronic illnesses and disabilities. The third objective was to understand the movement potential of individuals with disabilities. The fourth learner objective was to develop competence in lesson planning, activity modification and progressions, and the application of basic movement education concepts. Each of the learner objectives provides a framework or guidelines for the students to strive towards while progressing through the course. Looking at the objectives closely, the thought behind them comes from a post-modern perspective, in that each one of the objectives should and would force the students to question and re-evaluate their initial assessment of disabilities. The objectives provide the learner with the tools to progress from a

modernist culturally based perspective to a post-modern perspective based in reflection, adaptation and thought.

With the course description and learner objectives outlined, the next piece of information to unpack is that of the course assignments. The course provides the students with a variety of different assignments, each contributing to the learner objectives. Within the various assignments, the multifaceted approach proposed by Rizzo and Vispoel (1992) of vicarious experience, persuasive message, information, and direct contact is used to facilitate change, reflection and progression within the students.

The evaluative section of the course is the activity lab component where attendance and participation are critical. Within the activity lab, students are involved in an empathy/simulation component, a movement analysis segment, modification strategies for traditional games/activities, and a reflective discussion component. The empathy/simulation component provides the students with a vicarious experience that enables the students to experience what it is like to live with a disability. Students briefly experience such disabilities as visual impairments, cerebral palsy, spinal cord injures, and learning disabilities. Even though it is only for a short period of time, students gain an understanding of what an individual with a disability might go through in terms of organizing and planning their day, as well as the complexity of some of the actions the students take for granted. The movement analysis segment and modification strategies for traditional games/activities allow the students to develop the skills necessary to provide appropriate and competent programming, analysis and modifications as needed. The final component of the lab section, reflective discussion, allows the students to

reflect on what they have done and accomplished; here students are expected to display signs of progress from the modernist cultural norm to a more post-modern perspective. The voicing of opinions, fears, and assumptions presented by the students are helping to contribute to the development of an understanding of the life-conditions and needs and life-world of people living with disabilities experience.

Within the course, students are required to do a direct contact report. Students are expected to complete an 8-session fieldwork placement or a 15-hour combination of Special Needs Activity Program, placement, and/or community service. This assignment relates directly to the idea of direct contact by Rizzo and Vispeol (1992), in that students work directly with an individual or a group of individuals with a disability or chronic illness. The importance of the direct contact placement is to provide the students with an opportunity to interact and gain valuable experience and insight into disabilities. The assignment revolves around the concept of reflection, and stimulates them to think critically about what they experienced and who they are as an individual.

The third assignment within the course is for the student to create a task analysis. A task analysis is not an easy task to perform and create; it requires careful consideration, creativity and reflection. Students are required to select a disability or condition that they wish to work with and provide a brief but accurate description of the features of the disability. This requires the students to perform research into various disabilities, finally selecting one of interest. Rizzo and Vispoel's (1992) notion of information best suits this portion of the assignment in that students have to gain knowledge in order to formulate an interest, and to present an understanding of the complexity and features of the

disability. The next portion of the assignment is for the students to select an activity or specific skill or movement pattern that the individual with the disability wishes to learn. Students then provide a deep description of the skill pattern or activity, which includes a task analysis and a consideration of movement concepts. This portion of the assignment is very difficult, for it requires the students to determine every movement that occurs during initiation, action and follow through components of the skill. This allows the students to use information and experience gathered within the activity labs to assist in the process of breaking the skill down. The final portion of the assignment, which is a culmination of all the other components, is the creation of 4-5 progressive tasks. Within the tasks, students are expected to demonstrate the use of modifications for the disability, as well as strength, conditioning and motor learning components. This assignment creates a transformative and progressive experience in that it requires the students to reflect upon the disability they have chosen and its relation to the skill to create tasks that would allow the individual to participate freely and to the best of their ability. Most students know how to perform skills or activities; disability and modification allows the students to remove themselves from the normal construct to create fun, enjoyable, physically appropriate activities for all ages and types of individuals.

A smaller assignment that is as effective as the larger assignments in getting information across to the students is that of a chapter summary. This task enables the students to create a study guide to assist in the preparation for the final exam. It re-enforces the notion that knowledge is important to the comprehension, understanding and programming for individuals with disabilities.

Within the course students are given the opportunity to have their assignments reread, revised and resubmitted. This provides students with the opportunity to examine feedback and suggestions written on the assignments by the instructor or grader. By allowing this process, the students learn to reflect on what they have written, take suggested tips on ways to improve the assignment and enhance their understanding of the material. The idea of reread/revise/resubmit is a post-modern concept in that it allows students to experience a recursive type of thinking. Students typically receive a grade on an assignment, putting it away never looking at it again, and then move on to the next assignment. This is a linear process following modernist perspectives. By allowing this recursive process to go on, students gain a better sense of the material being taught, as well as learn to observe how instructors critically assess assignments in the hopes that students will begin to reflect and question following a post-modernist train of thought.

3.6 Data Collection/Administration of Exam

The data analyzed for this thesis was collected from the last assignment within the course, that of a final exam. The material covered from lectures, labs and the text was placed on the exam in the form of short answer, matching, and defining and explaining terminology/concepts; working definitions, explanations and application type questions (See Appendix). This provides the students with the opportunity to demonstrate the knowledge they have obtained through the course, as well as to demonstrate the reflective aspects or changes within themselves that may or may not have occurred.

From the description of the assignments within the course, it is apparent that the focus was to create the possibility of a transformative learning environment that would allow the students to go beyond their modernist culturally based norms. To evaluate this progression or transformation, the final exam within the course provides an excellent opportunity for students to demonstrate their understanding of course material, problem solving, and application skills. Specifically, within the problem solving and application section of the exam, students are presented with a question that allows them to express reflective strategies or guidelines that they have developed through the experiences and knowledge gained. This is the question from which that data was gathered and analyzed. The question on the exam that fills the above-mentioned role asked the students to provide the following information:

> "List 5 personal guidelines that you will use to assist you in working with persons with disabilities. These guidelines are those they [SIC] you have developed from your experiences and learning in this course. Provide reasoning for each of your guidelines" (See Appendices 4.2).

This single question provides the instructor with a glimpse into the capabilities and capacities of the students to reflect upon their thoughts and abilities. The focus of the course and question is to provide students with the tools to critically reflect upon decisions they make when working with individuals with disabilities, so they may better understand, appreciate and program according to the individual, not to their own benefit. By assisting them to re-evaluate their existing cultural codes, the hope is to provide the students with a greater sensibility and understanding about themselves and disabilities.

However, with all of these initiatives in place within the course, why is it that the responses on the final exam still reflect the values and opinions of the existing cultural norms based within modernist discourse. It is hoped that the analysis of the data will provide insight into the cultural norms and habits that influence and affect student decision making in relation to disabilities and individuals with disabilities and chronic illnesses.

All data collected from each participant was given a descriptor to allow the participant to remain anonymous, i.e., no names were used to describe what a particular individual wrote. With 65 participants involved in writing the exam, each one was assigned a different label (i.e., pm1/pf1 – pm65/pm65). The question being examined within this study required the students to provide five guidelines they would use to assist them in working with individuals with disabilities. Thus, each participant had five responses, with a total of 65 participants involved within the study, a total of 325 responses were gathered from the final exam question.

3.7 Method of Analysis

Following a critical qualitative methodology, the analysis of the data will follow a three-stage process. The first level of analysis, the examining of indigenous concepts, required that the phrases gathered from the exam question be clustered and named. Each phrase was analyzed individually and examined and read numerous times to determine the content and context of the phrase. The process of category generation involved

noting patterns evident in the expressed written words of the participants. As categories

begin to emerge, a search for internal convergence and external divergence will take

place. Thus, categories should be internally consistent, but distinct from one another,

identifying the salient, grounded categories of meaning held by the participants in the

writing (Marshall & Rossman, 1999). Primarily, this level of analysis will focus on the

local use of language generated through analyses expressed by the participants.

  Once the first level of analysis is complete and all entries have been clustered and

named, the next step was to perform the second level of analysis, wherein the clustered

groups were thematized in relation to Bain's (1990) notion of the hidden curriculum.

Here, the focus was on the themes of meritocracy, technocentric ideology, and the

construction of social relations, and how the implications of these themes were present

and influenced student perceptions and attitudes towards working with individuals with

disabilities. The themes from the initial level of analysis (indigenous content) fall within

Bain's (1990) themes from "the hidden curriculum" without losing their essence, in that

the indigenous content can be seen within meritocracy, technocentric ideology, and the

construction of social relations.

  The third level of analysis, examining for categories/systems, further examined

the data as it was articulated by the hidden curriculum in relation to Wendell's (1996)

concepts on disability, culture, and society. Focusing on the aspects of the flight from the

rejected body, societal barriers, the cognitive and social control of medicine, and the

notion of 'Othering' (Wendell, 1996). This level of analysis further articulated the

tensions between medicine and alternative practices within adapted physical education and disability studies.

3.8 Criteria of Soundness

All qualitative research must respond to canons of quality, the criteria against which the trustworthiness of the study can be evaluated. Marshall and Rossman (1999) propose a number of questions to which all research must respond: a) how credible are the particular findings of the study and by what criteria can we judge them; b) how transferable and applicable are these findings to another setting or group of people; c) how can we be reasonably sure that the processes could be replicated if the study were conducted with the same or similar participants in the same or similar context; and d) how can we be sure that the findings reflect the participants and the inquiry itself rather than a projection of the researcher's biases or prejudices.

Lincoln and Guba (1985) proposed four constructs that more accurately reflect the assumptions of the qualitative paradigm. The first construct consists of the notion of credibility, in which the goal is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described. The second construct proposed is transferability, in which the researcher must argue that the findings will be useful to others in similar situations with similar research questions or questions of practice. The third construct is dependability, in which the researcher attempts to account for changing conditions in the phenomenon chosen for study and changes in the

design created by an increasingly refined understanding of the setting. The final

construct, confirmability, captures the traditional concept of objectivity (Marshall and

Rossman, 1999). Within a critical qualitative research study all four constructs must be

present to make a sound research design criteria.

3.9 Triangulation

To establish the soundness of the research design, triangulation of data collection

and analysis was employed. Triangulation typically involves corroborating evidence

from different sources to shed light on a theme or perspective (Creswell, 1998). From the

analysis of the exam question, the themes and responses generated were compared in

relation to other information gathered from students within the course. The content

gathered from the direct contact journals and the task analysis was examined in relation

to the data gathered from the analysis of the exam results. As well, literature pertaining

to culture and disability was used to corroborate the analysis. With both the availability

of the direct contact journals and task analysis, as well as the literature previously done

on the topic, the soundness of the data collection and data analysis processes was

demonstrated with some confidence. In addition, the layered approach to/through the

analysis of the data allows for: a) ongoing "cross checking" across indigenous and

literature generated patterns and themes; and b) ongoing "audit" potential – i.e., the "end

thematic" can be traced back through the analysis to the source in the data. This

transparency in analysis contributes to the confirmability, transferability, and credibility

of the study. The fluid quality of a post-structural approach also allows for dynamic

flexibility in the design such that patterns and insights are free for disclosure. The non-

binary, non-linear qualities of post-structural approaches to inquiry allow the researcher

to respond to the study as it unfolds, and make adaptations as new understanding(s)

develop.

CHAPTER 4
FINDINGS

The methodology constructed and examined in the previous chapter lends itself to the unfolding of the findings chapter of this study. With the critical qualitative methodology focusing on a three level process of analysis, this chapter will be divided into three major sections, each focusing on each level of analysis. The first section of the findings chapter will represent the first level of analysis which dealt with the coded responses being organized into content or indigenous themes based on the literal aspects represented within the responses. The second level of analysis will be represented in the second major section of this chapter, where the notion of the hidden curriculum is examined in relation to the indigenous themes found within the first level of analysis. The final major section of this chapter focuses on Wendell's notions of power, culture, and disability as they related to the second level of analysis.

With the immense number of responses within each theme generated, each section will provide a few responses from participants. To examine more responses as they relate to each theme and level of analysis, please make note of appendices 6.4 – 6.6 at the end of the thesis. All data, findings, and progression of the analysis can be observed within the appendices.

4.1 First Level Analysis – Indigenous Content

As stated in the methodological chapter of this study, the primary intent of the first level of analysis was to examine the responses from the participants for indigenous content. The process of category generation involved noting patterns evident in the expressed written words of the participants. From this process, a number of indigenous themes were observed within the written content of the passages, totalling 13 themes or patterns. The themes observed within the passages were: a) self-sufficient, b) advocacy/rights, c) open-minded, d) knowledge/education, e) personal traits, f) integration/inclusion, g) dignity, h) fun/enjoyable environment, i) communication (modes and methods), j) developing mind and body, k) varying roles, l) recognition of uniqueness, and m) clichés. Each of these themes will be expressed in greater detail and explained in this section along with examples from the analysis.

4.1.1 Self-sufficient

The theme of self-sufficient became evident in the participant responses when descriptors, such as independence, self-esteem, and confidence, began to appear. The concept or idea of the theme of self-sufficient is described as being the ability of the individual with the disability to become more confident and independent, with the focus of these notions placed on the individual either by the respondents or society. The emerging idea from this theme is that one must do for oneself, with little or no help from

others. From the responses that represent this theme, this example best illustrates the idea associated with self-sufficient:

> Individuals with disabilities must learn to provide for themselves they must be taught that if they do not work hard to learn, just like everyone else, they will have difficulty providing for themselves in the future, just like everyone else. (p-5-m)

This response depicts the idea within the theme that independence is important and that one must do for oneself. Another example within the responses that depicts this theme of self-sufficient is:

> Do not "baby" individuals with disabilities. Give them every opportunity to succeed and fail at activities that are challenging but fair. You don't baby other people so why should you baby individuals with disabilities. (p-7-m)

This person explains the idea of "babying" and that if one were to baby an individual, then that person would be considered dependent and not independent. As can be seen from these examples, the notion of dependence is a considerable factor/theme in the responses of the participants. Further responses of this theme can be observed within the appendices of this study.

4.1.2 Advocacy/Rights

The notion of advocacy/rights became another noticeable theme in the first level of analysis. Advocacy/rights are based around the idea that the rights of individuals, no

matter who they are, are of great importance and value to society and individuals in general. Keywords represented within the theme of advocacy/rights that can be seen within the responses representing the ideas of advocacy, equality, and justice. An example of this theme can be seen with this response:

> I will always be an advocate for the rights of individuals with disability. My reasoning behind this is that, as an important part of my practice, I will fight/support the rights of those how [SIC] can't/can fight to better the lives of persons with disability. (p-12-m)

From this response the individual depicts his stance on the rights of the individual, and states that he will fight and support those individuals through advocacy. This notion is prevalent throughout the theme of advocacy/rights as can be seen in further examples:

> I will respect each individual and treat them as a human being and not an object to be manipulated. I will respect their personal space, goals, and interests. (p-17-f)

Respecting and treating individuals properly is an important aspect to the theme of advocacy/rights. From these examples, it is clear that this theme represents an important part in the participants' guidelines in working with individuals with disabilities. Further responses can be examined within the appendices section of the study.

4.1.3 Open-minded

The theme of open-minded began to emerge from the responses when participants expressed themselves about going into situations in which the best philosophy for them to

bring was to expect the unexpected. Open-mindedness within the responses tends to lend itself towards the direction of the participants believing that they need to keep an open-mind in order to remain non-judgemental, prepare for the unexpected circumstances, and be versed in adapting themselves to these sudden unexpected circumstances. An excellent example depicted within the responses was:

> Open-minded – to enter things with an open-mind, to allow yourself to learn from the new experiences and from the people you work with. Allow the person with the disabilities to tell you what is right and wrong, and what they find comfortable. (p-44-f)

This example best illustrates that the participants learn from their experiences and use what they have gained, thus maintaining or establishing an open-mind. A further example from another participant best exemplifies the notion of adaptability:

> Lastly, I learned that it was necessary to modify or adapt myself and my actions before any interaction can take place. Individuals with a disability may not have the capability to understand or comprehend or whatever. It was my job as a facilitator to find ways to make an individual succeed at whatever they are doing. I learned that if something is not going as planned, do not give up, go on to another activity, however, the activity should be approached again in a different way and at another time. (p-39-m)

Adaptability is another key ingredient in achieving or maintaining an open-mind, which this participant expresses. From these examples of open-mindedness, it becomes clear that this value/theme is a high priority for the participants within their responses. Further

examples of responses similar to the ones provided can be examined within the appendices.

4.1.4 Knowledge/Education

Another indigenous theme observed within the responses of the participants was the notion of being educated and knowledgeable in relation to disabilities, programming and modification, and of the individual. Participants' responses reflect this notion that information, skills, and education are essential components in providing services to individuals with disabilities. An example of this from the responses is as illustrated:

> Must have knowledge of disabilities in general and with the individual that you are supporting. Understand the anatomy, physiology, biomechanics, exercise physiology – have to know all of these to develop programs and have to know what they need individually when planning for someone for ADL (active daily life). (p-41-f)

From this example, knowledge is viewed as an essential and fundamentally important aspect when working or volunteering with individuals with disabilities as portrayed by the students. A further example related to knowledge/education focuses on knowing the intricacies of specific disabilities and having the understanding that the same disability may have different characteristics within different people:

> Knowledgeable – you have to understand the specifics of the particular disability. Each type of disability has it own unique characteristics. For example autism in

which each environment changes the way a person responds. Have to be aware of

that and be able to deal with it appropriately. (p-9-m)

From these examples within the responses, the effect that knowledge and education have

on the participants is an important view in that the participants chose to represent it

within their guidelines. Further examples of responses similar to the ones provided in

knowledge/education can be examined within the appendices.

4.1.5 Personal Traits

The theme of personal traits began to emerge within the analysis when the

participants began to describe qualities within themselves that they believe are important

for their guidelines. A total of eleven personal traits emerged from this section of the

analysis, these traits being honesty, patience, creativity, positive attitude, understanding,

confidentiality, attentive/listener, dedicated, knowing one's limitations, building

meaningful relationships, and safety first, with each sub-theme being separate and

distinct from the each theme within personal traits.

The first sub-theme of honesty dealt with the notion of being honest to oneself

and to the individual with the disability. A typical response by the participants related to

honesty was:

Be honest with others and be honest with myself. If I do not enjoy working with a

certain population don't, for if I do chances are it will not be a meaningful and

enjoyable experience for either party involved. (p-7-m)

The second sub-theme discovered within the theme of personal traits was the idea of patience. Patience according to the students related to the idea that they had to be patient with the individuals with the disability as well as themselves. An example of a response given by the students was:

Patience is very important – understand that they have a disability (don't remind

them of it by rushing them through skills, tasks, etc). (p-13-f)

The third sub-theme observed was that of creativity. The participants expressed the notion that in order to be successful when working with individuals with disabilities they had to be creative in the sense that they had to be able to adapt, think of new ideas that did not follow the typical line of thinking, and to increase the likelihood of success and enjoyment. The notion of creativity can be observed within this passage from one of the participants:

Creative with activities – you want to be creative with the activities so the person

will be more interested and have fun performing them. Not only should they

enjoy them but you should to. (p-23-f)

The next or fourth sub-theme observed within the theme of personal traits was that of positive attitude. Positive attitude relates to the belief expressed within the students that no matter what happens they must continue to maintain a positive outlook or attitude. An example of positive attitude from the responses is:

Be positive – whether giving praise or criticisms, I will always be positive. I

believe constructive criticisms are necessary when working with an individual

with a disability who may already have low self- esteem. (p-50-f)

The fifth sub-theme, understanding, was a minor sub-theme in the personal traits theme, in that there were only a few passages. However minor, it still represents a significant trait to a few individuals. Understanding can be seen within this passage:

I try to be understanding. I empathize with individuals and try to understand why they may do certain things. I try to be understanding of what they do and how they react to me. (p-2-m)

The sixth theme observed was that of confidentiality. This sub-theme relates to the idea that everyone deserves the same respect and privacy; there is no need to bring personal life in to professional life and vice versa. An example of a typical guideline given by the students is:

I will keep my professional life out of my personal. Being confidential is important. It's no one's business of what goes on between me and the people I work with. (p-15-f)

The seventh sub-theme noticed within the theme of personal traits is that of attentive/listener. Again this theme only had a few passages associated with it, but it depicts an understanding within a few that they believe that the skills of being a good and attentive listener are of importance. A prime example of a passage related to this theme is that of:

Always make time to listen to what they have to say, and appreciate. Make value of their feedback/input. (p-6-m)

Another sub-theme discovered was that of knowing one's limitations. Here the understanding comes out that some may not be able to handle everything involved in

working with individuals with disabilities. They understand that they can only handle things to a certain extent, but they feel they can be of value. Knowing one's limitations is an important aspect as depicted within this passage:

> Know personal limits – know what I am comfortable with and what I may not be or have not yet worked with. At this level I am very comfortable with children but do not have experience working with the elderly. Therefore I may find things that I do not know I feel comfortable with. (p-30-f)

A ninth sub-theme, dedicated, was also noticed within the theme of personal traits. The notion of dedication relates to the idea that a person is involved to the fullest extent, not halfway committed or involved, and that they are there for the person they are with and not solely for themselves. The idea of dedication is evident within this guideline of one of the students:

> To take a personal interest in every individual in my programs – every person is special and deserves individual attention in all they do, no one should ever feel like they are just a number or unnoticed. (p-26-f)

The tenth sub-theme discovered was that of building meaningful relationships. Within this sub-theme comes across the idea that the students want to build a relationship with the individual with the disability that is meaningful and beneficial to both parties involved. As depicted within this guideline generated by a student his intent is to develop a meaningful relationship:

> I will become close to all of those that I work with in an attempt to provide the best possible facilitation for each unique individual. (p-35-m)

The final sub-theme, safety, first relates to the idea that the students uphold safety as an important value within themselves, with the idea of safety for themselves and the individuals they are with. An example of this being:

I won't leave a person unsupervised or give them any responsibilities that may be unsafe, because they may not be able to handle a task that I would have no problem doing. eg - Parking a car. (p-40-m)

All of these personal traits were viewed to be significant to the students in that they prescribed them as part of their guidelines when working with individuals with disabilities. Personal traits represent an important characteristic which make or establish a person as to who they are or are trying to be. Further examples of responses similar to the ones provided in personal traits can be examined within the appendices.

4.1.6 Integration/Inclusion

Integration/inclusion developed as a theme on its own and not associated with the theme of knowledge/education due to the large number of passages created by the students. The focus within this theme relates to the concepts covered within the course which deal with integration, inclusion, least restrictive environment (LRE), and individualized education plan (IEP) and the notion that they are an integral part of creating learning environments that work for all, as well as providing opportunities for everyone to succeed. An example from the guidelines related to this concept is:

Integrate others with the person who has the disability will be done, this not only

benefits the individual with the disability but also the peers. Educate peers on the

situation presented will help everyone in the long run. Kids are mean but this

perhaps is due to lack of knowledge, keeping an eye out for the kids who are rude

will occur because that behaviour is not acceptable. (p-43-f)

From this specific passage, it can be seen that the student holds integration as an

important aspect for all groups; thus, the intent is to create understanding, equality, and

opportunities for all. Similar guidelines/passages along the same line as the one

presented here can be seen within the appendices section of this study.

4.1.7 Dignity

The concept of dignity emerges within the guidelines developed by the students in

two forms, that of words with dignity and maintaining dignity. Words with dignity refers

to the idea of using proper terminology and the acknowledgement that the words we use

in everyday life may affect or influence someone with a disability in a negative

connotation. An example of a guideline referring to words with dignity is:

Use person first terminology – the last thing you want to do is insult the person

with the disability. So we should be familiar with the proper terms used. "Words

with dignity". Lame – person who has a mobility impairment. (p-23-f)

From the passage presented, the individual recognizes the need for the use of words with

dignity. The second theme within dignity, maintaining dignity refers to the notion that

there may be guidelines that the students have generated in order for an individual to

maintain or preserve dignity; thus hurt, anxiety, and embarrassment are alleviated. An

example of this type of guideline generated is:

> I will allow children to take their aggression out on something that can't be hurt.
>
> It is important to let them vent it, but let them know where it is appropriate.
>
> Example – punching bag or high jump mat. (p-25-f)

This guideline presented depicts this notion of maintaining dignity in that instead of

hurting others due to frustration or some other contributor to the aggression, the

individual is able to maintain dignity by letting out aggression in an appropriate way.

Similar guidelines along the same line as the ones presented here can be seen within the

appendices section.

4.1.8 Fun/Enjoyable Environment

Within this theme comes the idea or guideline that in order for the individual to

learn, an environment based in fun, warmth, and enjoyment is needed. Thus, this

environment creates a positive experience for all involved. An example of a guideline

based upon this perspective is:

> I believe that fun is the main goal. I want children in my class to have equal
>
> participation and always leave smiling. (p-18-f)

To go along with this type of guideline is the notion that learning can occur within this

type of environment, as depicted in this passage:

> Try to do things and teach things in a playful and fun environment that way the
>
> child may not even realize they are learning or may decide that they like to learn
>
> because it is fun. (p-43-f)

The intent of this theme is to represent the students' belief that a fun and enjoyable

environment is fun for all and that learning is more likely to occur in this type of

situation. Within the appendices section further examples of these types of guidelines

can be viewed.

4.1.9 Communication (Modes and Methods)

The skill of communication is presented as an important guideline by the students.

In this theme, communication is represented through the different modes and methods

available in terms of communicating with individuals who may not communicate in the

normal sense other than verbal. Being able to communicate with individuals is a key

component in developing meaningful relationships and understanding. An example

presented by relating to modes of communication is:

> Provide clear and simple instructions – simple instruction that they can follow, do
>
> not overwhelm them with instruction that they do not need. Talk in a monotone
>
> voice and provide instruction progressively as you go, if needed one at a time. (p-
>
> 11-m)

From this example, this person is explaining the importance of communicating in a

specific way in order to ensure that a bond and understanding is established.

Communication is importance in all aspects, whether it is through verbal, gestural, or body language communication. Within the appendices section further examples of these types of communication guidelines can be viewed.

4.1.10 Developing Mind and Body

Development of this theme stems from the notion that the mind and body work in conjunction, that in order to develop one you must work on the other as well, they are interconnected and integrated. This concept was noticed with the guidelines the students developed; however there were only a few responses, but important and significant responses. The reasoning behind this is that it shows a development towards a greater understanding put forth by the students to understand the intricacies of both. This passage represents the notion of mind body connection:

> Treat the whole individual not just their physical attributes. Provide them with physical activities that will help them develop socially, emotionally, and cognitively as well. Chances are because of the way society is they will need help in these areas too. (p-7-m)

This statement provides an all around approach to working with individuals with disabilities, creating a better perspective on the individual with the disability and program. Within the appendices section further examples of these types of guidelines can be viewed.

4.1.11 Varying Roles

Within every person is a set of established roles or the need to develop new roles

within their structures, groups or positions. The concept of developing roles is an

important guideline created by the students. Within this theme, two main roles emerge,

the first being the role of a friend or mentor and the second of not becoming an

authoritarian figure. An example of a guideline that illustrates the friendship role is:

Be their friend/mentor/leadership figure. (p-6-m)

As well as with avoiding the authoritarian, the main goal of this role is along the same

lines as developing a role more based on friendship and mentorship. Similar guidelines

to like the one presented here can be seen within the appendices.

4.1.12 Recognition of Uniqueness

The guideline of recognition of uniqueness develops from the notion that all

individuals are unique, with the students realizing this and attempting to create programs

or situations which suit the uniqueness of each individual. The recognition that what may

work for one individual may not work for another, and the need to become more

individualized and specific is greater. An example of this type of realization is:

It is important not to label or group people. Every individual with a disability or

not, is unique in their own way. Labelling people as "disabled", puts them into a

group, instead of viewing them as individuals. Individuals with disability should

be viewed as individuals first. (p-10-m)

From this example also comes the realization that individuals with disabilities are people

who are not solely defined by the disability they may have. Further examples of this

recognition of uniqueness can be examined within the appendices section of this study.

4.1.13 Clichés

The final theme observed within the first level analysis is that of clichés. Clichés

represent all of the guidelines that did not fit into the other themes, but as well will

contribute later on in the analysis to the understanding of cultural norms and habits that

influence individuals when working with disabilities or to society in general. Clichés are

represented by phrases or saying that are used within culture and society on a daily basis,

usually without the individual even realizing that it has just been used or given. An

example of a clichés with this theme is:

Give a smile receive a smile. If the individual sees that you are happy to be with

them (smile/enthusiastic) then they will return with the same emotions or

thoughts. (p-19-f)

The notion or clichés within this guideline is the idea of the giver of a smile will in turn

receive a smile. This is not entirely true; however, it represents the essence of a clichés

in that all one needs to do is smile and everything will be good and happy. Another

example of a cliché is:

The sky's the limit! – they can do everything that a so called able bodied person

can. (p-42-f)

Again this is a saying or phrase that has been coined and used over and over, and is

useful in that it tells you to that there is no limit to what a person can do, but the question

is raised as to how is this to be done. As with all clichés, this is the usually the case,

phrases are short with no explanation as to how to attain the goals or values established

within them. Further examples of clichés can be examined within the appendices.

From the themes generated from this analysis based on indigenous themes found

within the literal content of the passages, the next phase was to perform an analysis based

on Bain's (1990) concept of the hidden curriculum. This can be examined within the

next section of the findings chapter.

4.2 Second Level Analysis – The Hidden Curriculum

During this level of analysis, the indigenous themes developed during the first

level of analysis were examined using Bain's (1990) notion of the hidden curriculum.

Within the hidden curriculum, there are three main concepts that emerge: a) meritocracy,

b) technocentric ideology, and c) construction of social relations. The theme of

meritocracy is based upon the idea that emphasis is placed on order and control rather

than achievement, and successful students demonstrate effort, enthusiasm, and

compliance. Individuals learn to display impression management, through the display of

the busy, happy, good individual. Technocentric ideology relates to the notion that ends

or goals are taken-for-granted and remain unexamined, and attention is focused on the

development of increasingly effective and efficient means for achieving the goals. There

is also the tendency to reproduce rather than challenge existing social arrangements. The

final theme, construction of social relations examines the patterns of interaction among

students and between teachers and students constitute social patterns which may

reproduce or challenge existing power relations. Within this concept is the notion that

there is a lack of awareness to diversity (racial, sexual, economic, and cultural). These

three themes form the context within which the second level of analysis is constructed.

These themes were mainly developed to describe occurrences happening within the

school system but can be applied across a variety of different contexts, as is the case in

this study.

From the analysis, it became evident that more than one theme within the hidden

curriculum may be associated or linked to an indigenous theme. As an example, the

indigenous theme of self-sufficient can be noticed in all three themes within the hidden

curriculum. Table 1 illustrates the relationship between the indigenous themes and each

of the themes within the hidden curriculum. Also represented within the table is the total

number of passages for a given indigenous theme that relate to each theme of the hidden

curriculum.

Table 1

Hidden Curriculum in Relation to Indigenous Themes

Meritocracy (**M**)	Technocentric Ideology (**TI**)	Construction of Social Relations (**CSR**)	Total Passages
Self- Sufficient [9]	Self- Sufficient [19]	Self- Sufficient [7]	21
	Advocacy/Rights [48]	Advocacy/Rights [52]	52
	Open-minded [20]		20
Knowledge/Education [20]	Knowledge/Education [42]		42
Personal Traits [34]	Personal Traits [21]	Personal Traits [35]	57
Dignity [9]	Dignity [9]	Dignity [8]	20
Integration/Inclusion [3]	Integration/Inclusion [11]	Integration/Inclusion [8]	12
Varying Roles [4]		Varying Roles [5]	5
Fun/Enjoyable Environment [13]	Fun/Enjoyable Environment [2]		13
Communication [3]	Communication [9]	Communication [6]	13
	Developing Mind and Body [3]	Developing Mind and Body [3]	3
Recognition of Uniqueness [6]	Recognition of Uniqueness [14]	Recognition of Uniqueness [32]	34
Clichés [8]	Clichés [14]	Clichés [4]	22

Note. The values represented in brackets [] refers to the number of passages contained within the indigenous theme that refer to the concept of the hidden curriculum for which it falls under.

As this section of the analysis unfolds, specific examples will be given and

illustrated in relation to the hidden curriculum. Due to the large amount of examples and

passages available, not all will be depicted within this section of the findings chapter, instead all passages and groups are available for examination within the appendices section this study.

4.2.1 Self-Sufficient

Within the indigenous theme of self-sufficient, all three themes of the hidden curriculum are present. There are more instances of the theme of technocentric ideology than any of the other two themes within self-sufficient. This is due to the fact that the main concept within this theme focuses around the idea of independence, that everyone must attain a certain level of independence. Independence is a goal that remains unchecked or unexamined, that everyone must attain some level of independence. An example of this within the analysis is:

> Individuals with disabilities must learn to provide for themselves they must be taught that if they do not work hard to learn, just like everyone else, they will have difficulty providing for themselves in the future, just like everyone else. (p-5-m) **[M, TI]**

This guideline generated by one of the students represents this notion of technocentric ideology in that the individual with the disability must learn to be independent in order to provide for themselves. This guideline is also represented as being meritocratic for in order to be hard working the person must demonstrate effort, enthusiasm, and compliance.

Within this theme, there are also instances where the construction of social relations is present. An example of this theme observed within the indigenous theme of self-sufficient is:

Be sure to give the person space and do not help them unless asked, because they want to complete the task and be proud of it. (p-52-m) **[M, TI, CSR]**

This example illustrates the point that an individual with a disability needs to request help from the individual, this raises the question of what if help is needed but not recognized? In the end, who holds the power in this relationship? It is the individual that would be providing the help. As well, the other two themes of the hidden curriculum are represented in this guideline. Further examples relating to the hidden curriculum can be viewed with the appendices section of this paper.

4.2.2 Advocacy/Rights

Within the indigenous theme of advocacy/rights, two of the themes of the hidden curriculum were observed. The themes observed were technocentric ideology and construction of social relations. Most guidelines generated by the participants contained both themes. An example of a guideline containing both themes is:

Treat them in the same manner as anyone else – this just means to not emphasize or constantly point out that they have a disability, treat them with the same respect as others. (p-28-f) **[TI, CSR]**

This guideline represents a positive notion in that the individual recognizes the need for equality and respect for others; however, this passage can be categorized with these two themes. The reason behind this is that there is an acknowledgement that one needs to create this equality between all individuals, when in essence it should already exist. Just because the individual may be different, means that there must be an acknowledgement of this difference to create the equality within rights. This same concept can be seen throughout all or most of the passages within the indigenous theme of advocacy/rights. Further examples relating to the hidden curriculum can be viewed within the appendices section.

4.2.3 Open-minded

The theme of open-minded was observed to be associated with one theme of the hidden curriculum, technocentric ideology. The reason for this being is that it affects it in a positive way; in order for an individual to be open-minded they must learn to question the pre-existing goals social arrangements. An example that can be seen within guidelines generated by the students is:

I keep an open mind. I'm not sure what to expect from each person. They may surprise me and I may surprise them. It is not fair to go into a setting with a narrow minded attitude. The people I'm working with deserve more than that. (p-2-m) [TI]

From this guideline, the individual that wrote it is questioning the standards for which expectations are set, allowing the individual to proceed from different perspectives. On the other hand, there were guidelines provided which realized the value of having an open-mind, but still remained in a fixed state. An example of this being:

> I won't assume that person's [SIC] with disabilities are alike. I say this because once I assumed that all individuals I worked with could write their names on nametags. It turned out only one of them could not and he was really embarrassed. (p-40-m) **[TI]**

In the case of this individual, it took a major incident to realize the value of having an open mind. They went into the situation expecting the individual to write, so they held the same expectations of what the individual should be able to do as any other individual. This reproduces existing social arrangements and goals, as the technocentric ideology represents. Further examples relating to the hidden curriculum can be viewed within the appendices section.

4.2.4 Knowledge/Education

The theme of knowledge/education was noticed to be associated with two themes of the hidden curriculum, meritocracy and technocentric ideology. Both are represented within the guidelines created by the students; however, technocentric ideology appears more often than meritocracy. A guideline that represents how technocentric ideology is appearing within the responses is:

Knowledgeable of the disability so that I can empathize more than if I was not

educated. It will also allow me to have a better understanding of why they cannot

do certain things as well as others and it will allow me to use their strong points in

activities. (p-34-f) **[TI]**

The reason this passage belongs under technocentric ideology is that in order for

someone to be able to empathize about a disability they need the knowledge to do so.

The question to raise here is that for an able-bodied individuals to empathize, they must

have had firsthand personal experience with the disability or chronic illness. To

understand what an individual with a disability feels, understands and experiences, one

must have personally experienced the same things. Thus, existing social arrangements

are still prevalent, tending to reproduce rather than challenge the technocentric ideology.

In the same theme of knowledge/education, there is positive reverse in thinking.

Knowledge provides a way for individuals to learn about disabilities and programming,

to expand their existing understanding and knowledge base to become a more effective

individual when working with individuals with disabilities and chronic illnesses. This

passage best illustrates this perspective:

Knowledge – want to know about the disability, about the person and their

background. Its important to have a general knowledge about the individuals

you'll be working with because than [SIC] you can create a program that is to

their needs. (p-54-f) **[M, TI]**

From this guideline, it can be seen that knowledge is an important and beneficial

component when it comes to working and understanding disabilities. However within

this passage, there is a noticeable push to gain knowledge, and a suggestion that an individual must strive to reach a level of understanding, when in fact, even the most minimal knowledge is beneficial. There appears to be a goal to attain perfection through the use of knowledge. Technocentric ideology is a prevalent factor within the theme of knowledge/education. Further examples can be viewed within the appendices section of this study.

4.2.5 Personal Traits

The themes of personal traits, including all of the sub-themes within it, were discovered to be linked to all three themes of the hidden curriculum. With the large number of guidelines within this theme, this section will focus on the guidelines that best illustrate or represent the relationship between the theme and the hidden curriculum. Patience was established earlier as being an important personal trait within the beliefs of the students. This passage illustrates the notion of patience as a guideline:

Patience is very important. This is very important to accommodate people with

disabilities and give them their deserved time and attention. (p-3-m) **[M, CSR]**

This passage both represents the theme of meritocracy and construction of social relations. Patience creates an illusion of power in that the recognition of having to be patient and making sure that they deserve the time and attention, brings out a realization of the hierarchical difference between the two individuals. This difference creates the need to recognize the need for the individual to have patience, for the person with the

disability may not move or do things at the same pace as everyone else. This assumes

that the person with the disability does not need patience to deal with able-bodied people.

The sub-theme of positive attitude best illustrates the notion of the happy, busy,

good individual within the guidelines created by the students. An example of the

meritocratic status guidelines created is:

Maintain a positive attitude – positive attitudes are contagious, if they see that I

am enthusiastic and positive they will be too. (p-28-f) **[M]**

This guideline illustrates the notion of meritocracy in that from the perspective of the

student, positive attitudes are contagious, so if they are happy, the individual with the

disability will be happy too. This type of meritocratic views can be observed other sub-

themes such a building meaningful relationships and safety first.

Within the guidelines generated by the students, there is also a reproduction of a

technocentric ideology. This is especially noticeable in the themes of dedicated and

knowing one's limitations. An example of the technocentric ideology coming out within

the guidelines is:

Be practical – I always want to remind myself what the capabilities are for each

person so I don't create too high of expectation for them and myself. (p-54-f) **[M,**

TI]

Here the notion that expectations are minimized creates the notion that social

arrangements are left unexamined, that an individual with a disability cannot go beyond

their limited set of expectations set by others. Additional examples can be viewed within

the appendices.

4.2.6 Dignity

Within the theme of dignity, all three themes associated with the hidden curriculum are discovered. Specifically, within the sub-theme of words, dignity, the theme of construction of social relation was prevalent, and within the sub-theme of maintaining dignity, the themes of meritocracy and technocentric ideology were noticed. An example from the theme of words with dignity that was considered to be within the construction of social relation was:

> You should not give labels to those with disabilities. Often, referring to someone as retard [SIC] and other hurtful names can hurt that individual's self-esteem. (p-5-m) **[CSR]**

The reason for this being within the construction of social relations is, yes they are acknowledging the need to avoid labelling and use proper terminology, but the statement itself leads to the belief that there is an inequality or power issue present. The words they wish people to stop using are embedded within culture and society such that at times people don't even realize that they are using such language or phrases. This leads to the next sub-theme of dignity, the notion of maintaining dignity.

Maintaining dignity allows for the continuing level of an individual's dignity. An example of this type of dignity can be seen within this guideline:

> The skill level is not important as long as they work hard and enjoy their efforts. (p-27-f) **[M]**

From this example, the premise is that in order to maintain dignity, one must work hard and enjoy one's efforts. This falls within the theme of meritocracy, in that it represents the notion of the person who demonstrates effort, enthusiasm, and compliance, as well as creates a false dichotomy in that able-bodied people have higher standards of dignity. Other examples can be viewed within the appendices that illustrate the notion of dignity in relation to the themes of the hidden curriculum.

4.2.7 Integration/Inclusion

The indigenous theme integration/inclusion is represented by all three themes of the hidden curriculum, but is best exemplified by the notion of technocentric ideology. An example of technocentric ideology coming out in the theme of integration/inclusion is:

> Make available to different abled individuals conditions as close as possible to
> that of the group norm (average). Should be applied to all students in the class
> not those with a disability. Creates a warm positive classroom climate, which can
> teach students that adapting is fun, good and beneficial to all. (p-58-f) **[M, TI,
> CSR]**

Here, the individual is trying to make the point that conditions should be made as close as possible to the group norm. The keyword being norm, thus individuals with disabilities must strive to function as close as possible to the norm, which in turn reproducing the technocentric ideology. Within this guideline, the themes of meritocracy and

construction of social relations are also present in that the individual must conform to the group, becoming the busy, happy, good individual, and that idiosyncratic voices within the scenario go unheard. Further examples can be viewed within the appendices that illustrate the notion of integration/inclusion in relation to the themes of the hidden curriculum.

4.2.8 Varying Roles

The theme of varying roles was observed to be connected with the themes of meritocracy and construction of social relations, as can be seen from this guideline:

Delegate authority – allow them to learn responsibility of independence – boost self-esteem. (p-64-m) **[M, CSR]**

There is a push towards independence, creating an individual that displays effort, enthusiasm, and compliance, thus order and impression are attained over achievement. By delegating authority, the individual is establishing situations where failure may occur, even though the end goal is to boost self-esteem. Thus, ownership for success is placed on the individual with the disability, placing greater pressure on this individual with a person watching over him/her. Other guidelines within this theme deal with ideas of friendship and mentorship, which are viewed as being a positive approach, but a question still remains that friendship could negate the benefits of being involved if impression management is in place or too much emphasis is placed on the notion of being busy,

happy and good. Further examples can be viewed within the appendices that illustrate the notion of varying roles in relation to the themes of the hidden curriculum.

4.2.9 Fun/Enjoyable Environment

Within the theme of fun/enjoyable environment the theme that comes across the most in relation to the hidden curriculum is that of meritocracy. The guidelines established by the students focus on creating fun and enjoyment as seen in this guideline:

Organizing a different activity each time, therefore they will not get bored. (p-57-

f) **[M]**

As well as within this guideline:

I believe that fun is the main goal. I want children in my class to have equal

participation and always leave smiling. (p-18-f) **[M]**

From these two passages, the main point the students are trying to express is the notion of the happy, busy, good individual, where order and control are emphasised rather than achievement. As long as the individuals are happy, busy, and good, then the students believe they have done their job. Further examples can be viewed within the appendices that illustrate the notion of fun/enjoyable environment in relation to the themes of the hidden curriculum.

4.2.10 Communication (method and modes)

All three themes within the hidden curriculum come across in the indigenous theme of communication. Technocentric ideology comes across as the theme that is most prevalent within communication. This theme takes an opposite approach to the notion of technocentric ideology in that there is an understanding that in order to communicate effectively one most learn to communicate on a level or mode that is functional for both parties involved. An example from the guidelines provided by the students is:

> Talk to them as if they can understand everything that you say – even if they can't
>
> speak or may not understand everything you say, they are people too and deserve
>
> to be treated like one. (p-32-f) **[TI, CSR]**

Here, the focus is placed on understanding communication and making the effort to communicate with the individual. This theme lends itself to the notion that verbal communication is not the only form of communication, that all other forms are just as relevant. Thus, the standard form which would be the only form in a technocentric mind set is only one possibility within a number of possibilities. Other examples relating to this theme can be found within the appendices section of the study.

4.2.11 Developing Mind and Body

Within this small theme, the notion of technocentric ideology and construction of social relations comes across. As seen within this guideline:

Treat the whole individual not just their physical attributes. Provide them with physical activities that will help them develop socially, emotionally, and cognitively as well. Chances are because of the way society is they will need help in these areas too. (p-7-m) **[TI, CSR]**

This theme or concept is a good push away from the technocentric ideology in that the development of the body is not the only option, there are other parts to an individual that need focus just as much as the body. To ignore these parts would be to accept that the only valued part of the body is to attain the perfect body through unattainable goals. As expressed in the guideline, society views the body as the most important component, thus by having an inferior body, as set by cultural standards, one is made to feel inferior for not attaining this. Other examples relating to this theme can be found within the appendices.

4.2.12 Recognition of Uniqueness

Within the theme of recognition of uniqueness, all three themes of the hidden curriculum are visible within the guidelines created by the students. However, one theme in particular occurs far more often than any of the other themes, the construction of social relations. This theme deals with the notion of power and domination which can be seen within the guidelines, as in this guideline:

>Remember that each person who is disabled is different, they are a totally unique person. This allows me to treat each person different and not like all individuals with a disability are the same. (p-29-f) **[CSR]**

This guideline even though it recognizes the uniqueness of individuals with disabilities, it still reinforces the notion of power and subornation, in that they refer to the person with the disability as being disabled. Thus the primary focus is placed on the disability, making the only unique thing about the person is that they do not fit the norm. Within the guidelines provided, there are still incidences of this notion of power and domination existing; however, there are guidelines that do not follow this pattern. An example of this being:

>It is important not to label or group people. Every individual with a disability or not, is unique in their own way. Labelling people as "disabled", puts them into a group, instead of viewing them as individuals. Individuals with disability should be viewed as individuals first. (p-10-m) **[CSR]**

This individual recognizes that by labelling individuals, he is making them unique for the wrong reason. Uniqueness is based upon the internal and external qualities of an individual, not just a disability. Hence, the students move away from the norm set out in the construction of social relations; however, a problem still exists in that there is a need to bring to light this notion of uniqueness when it comes to disabilities, that students must learn to recognize uniqueness when it comes to disabilities, since they seldom make light of it when it comes to people without a disability. Further examples can be viewed within the appendices.

4.2.13 Clichés

All three themes of the hidden curriculum appear within the guidelines that fit under the theme of clichés. This is due to the fact that clichés represent cultural codes that have been around for a long period of time and have become ritualistic (i.e. "unexamined"). The fact that they go unrecognized within culture as being problematic in itself lends to their reproduction in everyday life. An example from the guidelines is:

> Be all you can be. Giving ones [SIC] personal best allows for the most rewarding
>
> results. (p-46-f) **[TI]**

Here, the idea is for individuals to strive and attain normalcy within their life, to be all they can be to fit the cultural norm or depiction of what culture views as appropriate. This theme follows the notion of technocentric ideology, unexamined goals are strived for. Another example of a clichés is:

> Never give up! Always be in control. If you give up, you've let the disability
>
> take control. (p-46-f) **[TI, CSR]**

Here, a sense of control is the dominant aspect within this guideline. The individual presents the notion that if the person were to give up then he/she would "lose the fight" against the disability, but in fact the real fight is the fight against control that states that disability is not part of the picture, that it cannot be a variation on the way life is perceived. Thus, culture in this example holds the power over the individual with the disability. Further examples of clichés and the themes of hidden curriculum can be viewed within the appendices.

From the themes generated from this analysis based on indigenous themes found within the literal content of the passages and Bain's (1990) concept of the hidden curriculum, the next phase was to perform an analysis based on literature driven theoretical content grounded in Wendell's (1996) ideas on power, culture and ablism. This can be examined within the next section of the findings chapter.

4.3 Third Level Analysis – Theory Driven

This level of the analysis was based upon Susan Wendell's (1996) book, "The Rejected body", where she discusses issues related to disability, culture and power. A second piece of literature was used in conjunction with Wendell's (1996) theories to elaborate on her perspectives on power and domination. The author used was bell hooks (1984) who discussed changing perspectives on power in her book, "Feminist Theory: From Margin to Center."

From the theory used within this section of the analysis, a number of concepts emerged from the readings. All of these concepts, in some way, shape or form, relate to the structure and consistency of how cultural norms and habits dominate the modern world. These ideas depicted within the guidelines show how cultural norms and habits influence decision making and thought processes.

The concepts derived from Wendell's (1996) and hooks (1984) are expressed as pace, paradigm citizen, ablism, independence, biomedical construction, public vs. private, "The Others"/labels, control over body, and power. These concepts will be developed

into sub-sections and explained in detail with examples provided from the guidelines generated by the students.

4.3.1 Pace

The current level of pace within present day culture requires all individuals to work at a tempo that is far above the capabilities of most. In relation to individuals with disabilities, pace becomes an even larger issue as it represents a factor in the social construction of disability. Individuals with disabilities are extremely aware of how pace marginalizes or threatens to marginalize them. When the pace of life in a society increases, there is a tendency for more people to become disabled, not only because of physically damaging consequences of efforts to go faster, but also because fewer people can meet the expectations of 'normal' performance; the physical (and mental) limitations of those who cannot meet the new tempo become conspicuous and disabling, even though the same limitations were inconspicuous and irrelevant to full participation in the slower-paced society (Wendell, 1996). Thus, pace is an enabling factor, and if one cannot meet the demands placed upon them by the pace of society, then they risk being labelled by society as disabled. The relationship of pace to the hidden curriculum and the indigenous themes can be seen within the table presented.

Table 2

Pace in Relation to Hidden Curriculum Subdivided Into Indigenous Themes

Pace		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
♦ Self-sufficient ♦ Knowledge/Education ♦ Personal Traits ♦ Dignity ♦ Recognition of Uniqueness	♦ Self-sufficient ♦ Knowledge/Education ♦ Dignity ♦ Recognition of Uniqueness	♦ Personal Traits ♦ Recognition of Uniqueness

The relation of pace to the other levels of analysis is very evident within the guidelines of the students. In order for an individual with a disability to be self-sufficient he/she must portray the individual who demonstrates effort, enthusiasm, and compliance (meritocracy) as well as reaching for goals or standards set (technocentric ideology) by society. To attain this, one must also conform to the pace of society in order to exhibit these characteristic that are valued. This very notion is portrayed in this guideline provided by one of the students:

> Individuals with disabilities must learn to provide for themselves they must be
>
> taught that if they do not work hard to learn, just like everyone else, they will
>
> have difficulty providing for themselves in the future, just like everyone else. (p-
>
> 5-m) *[M, TI]* {**IND, PA, AB**}

The idea of pace can also be seen in the students' guidelines surrounding personal traits, and specifically within the indigenous theme of patience. Patience and pace are

related in that in order for an individual to accept the notion of patience, he/she must disregard the tempo at which he/she is expected to function. In relation to individuals with disabilities, the guidelines that the students provided related to the idea that they need to have patience; thus, they must step outside the pace of the world around them to conform or function at the level of pace the individual with the disability could contribute. This can be noted within the responses of the students:

> Being patient – people with disabilities need extra time to understand and know
>
> what is going on, everyone is always in such a rush and with individuals who
>
> have a disability patience and doing things slower is required. (p-43-f) *[M, CSR]*
>
> **{AB, PA}**

Thus, this particular individual realized that the pace at which she functions may not be suitable for all individuals. This same idea can be seen within the indigenous theme of dignity, as represented within this guideline:

> The speed in which an individual performs a task is not important as long as they
>
> are as accurate as able to be. (p-27-f) *[M, TI]* **{PA, PC}**

Pace places an important role in the structure of society and influences the productivity and performance levels of all. The notion of pace can be seen within the themes of meritocracy and technocentric ideology which included the indigenous themes. Further examples of the relation of pace to the guidelines can be examined within the appendices.

4.3.2 Paradigm Citizen

The notion of the 'paradigm citizen' is a strong factor throughout the work of Wendell (1996). It refers to the privileging of an individual, who is strong, has the positive (valued) body, can engage in performance and production, is without disability, and is (usually) young, white, adult, and male (Wendell, 1996). Wendell's paradigm citizen is related to Marcuse's (1964) earlier concept of the "one dimensional man" in the industry driven culture. With both these concepts (Wendell's and Marcuse's), there is a recognition that one does not fit within this embodied standard, then one is outside the norm, and pays the cultural consequences. Throughout the guidelines of the students this notion of striving to be the 'paradigm citizen' is prevalent. The relationship of paradigm citizen to the hidden curriculum and the indigenous themes can be seen within the table presented.

Table 3

Paradigm Citizen in Relation to Hidden Curriculum Subdivided Into Indigenous Themes

Paradigm Citizen		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
♦ Knowledge/Education ♦ Personal Traits ♦ Dignity ♦ Recognition of Uniqueness ♦ Clichés	♦ Advocacy/Rights ♦ Open-minded ♦ Knowledge/Education ♦ Personal Traits ♦ Dignity ♦ Communication (Modes and Methods) ♦ Developing Mind and Body ♦ Recognition of Uniqueness ♦ Clichés	♦ Advocacy/Rights ♦ Personal Traits ♦ Dignity ♦ Communication (Modes and Methods) ♦ Developing Mind and Body ♦ Recognition of Uniqueness ♦ Clichés

Within the theme of advocacy/rights there is a strong sense of the 'paradigm citizen' in that the rights of the individuals with disabilities are in question. Guidelines also show the need to allow for failure and emotional responses. These are not characteristics of the paradigm citizen, as these characteristics are typically representative of weakness not strength. This can be viewed within this guideline provided by one of the students:

It is important to allow individuals with disabilities to fully express what they are feeling. Emotions such as crying, anger and frustration are emotions in [SIC] which all individuals experience. Not allowing individuals with disabilities to explore these emotions is wrong, and exploring emotions while partaking in

physical activity should be encouraged. However, the line should be drawn when

these emotions lead to hatred, physical harm, unfair play, and so on. (p-10-m) *[TI,*

CSR] **{AB, PC}**

Valued individually, they are important, but within the current modern society, these

values are pushed to the side, neglected or devalued.

Within the theme of personal traits, specifically the sub-theme of confidentiality,

there is a high prevalence of the theory of the 'paradigm citizen'. Modern society

dictates that individuals must have the ability to distinguish between their personal and

professional life, and not allow overlap between the two. Thus, an individual who blends

personal and professional is considered to be weak and outside the acceptable limits

established by culture and society. A guideline that raises this issue of confidentiality

around the theory of the 'paradigm citizen is:

I will keep my professional life out of my personal. Being confidential is

important. It's no one's business of what goes on between me and the people I

work with. (p-15-f) *[TI, CSR]* **{PVP, PC}**

From this guideline, it is evident that the individual holds confidentiality as an important

personal trait. This guideline relates back to the notion of technocentric ideology in that

existing social arrangements go unexamined. The question that needs to be considered

here is why is it a negative aspect to bring both personal and professional lives together?

The reason they are not is that one could be represented as being inconvenient or less

than the other, thus showing a weakness, and not the "objectivity" that is needed or

required. In reality, both personal and professional could benefit from the integration of each other, thus making the individual a more rounded and complete person.

The theory of the 'paradigm citizen' was also noticed to be present in the sub-theme of knowing one's limitation. To fit within the 'paradigm citizen' the individual must not have limitations, as this displays a lack of productivity and performance from the individual. From the guidelines created by the students, there is recognition of the limitations within them and individuals with disabilities, as seen in this example:

> When I made mistakes, I will apologize, correct the problem, learn from it, and
>
> move on. My reasoning behind this is that although I will make mistakes, I will
>
> use them as learning experiences to better my abilities to serve persons with
>
> disabilities better. (p-12-m) *[TI]* {**AB, PC**}

The guideline presented here acknowledges the fact that there are limitations, and the recognition of them does not make them any lesser of an individual, instead it provides opportunity to learn and expand. The notion of perfection is not a new idea, as it has been around for centuries in the notion of technocentric ideology and the 'paradigm citizen.'

Dignity represents an integral part of the 'paradigm citizen' in that if an individual does not have this, then they are considered to be lesser. As illustrated within this guideline:

> Be aware of your vocabulary, because individuals with disabilities are first human
>
> beings and they have feelings, so use words with dignity. (p-52-m) *[CSR]* {**TO/L,**
>
> **PC**}

Culture and society have created phrases, sayings and words that create an inequality or distinction between individuals with disabilities and chronic illnesses and able-bodied people. These distinctions place individuals with disabilities in a position of lesser acceptance, further from the norm. Vocabulary places a greater emphasis on the disability creating a scenario further from the culturally accepted norm of the 'paradigm citizen.' This passage acknowledges these distinctions; however, the acknowledgement entails that these words or phrases are immensely embedded within the culture, and an effort has to be made to prevent occurrences of inappropriate vocabulary. In relation to dignity, the theme of recognition of uniqueness displays the same ideas and values which are upheld above all else, as seen within this guideline:

> It is important not to label or group people. Every individual with a disability or not, is unique in their own way. Labelling people as "disabled", puts them into a group, instead of viewing them as individuals. Individuals with disability should be viewed as individuals first. (p-10-m) *[CSR]* **{TO/L, PC}**

The recognition of difference creates this value of a 'paradigm' or 'perfect' citizen as seen with the guideline provided.

Within developing the mind and body theme, there is a recognition that a connection exists between the body and mind. However, within Western Culture, implicit acceptance of dualism still dominates, as seen in the theory of the 'paradigm citizen.' Students within their guidelines begin to recognize the value of both, as depicted within this example:

Treat the whole individual not just their physical attributes. Provide them with physical activities that will help them develop socially, emotionally, and cognitively as well. Chances are because of the way society is they will need help in these areas too. (p-7-m) *[TI, CSR]* {**COB, PC**}

There is a recognition of a double standard presented within this example, an individual with a disability must work to develop socially, emotionally, and cognitively; whereas, an able bodied individual needs to focus solely on physical development, with the other attributes already assumed. Physical development of the body tends to be valorized, for this is what individuals first notice about a person and then make attributions about social, emotional, and cognitive traits by extension.

Clichés provide an excellent view into the value placed upon the attainment of perfection or the creation of the 'paradigm citizen.' One such example is:

Never say you can't. (p-22-f) *[M, TI]* {**AB, PC**}

From this guideline and the influence of culture, failure is not an option. If one were to fail, then he/she would fall outside of the norm or not fit into the standard of what one "should" be; he/she would be considered non-productive. Another example along the same lines is:

Never give up! Always be in control. If you give up, you've let the disability take control. (p-46-f) *[TI, CSR]* {**AB, COB, PC**}

If an individual were to give up as stated in this guideline, then the disability would take over, thus one must continually fight to maintain or create the illusion of the perfectly functioning individual. The theory of the 'paradigm citizen' can be viewed throughout

these examples within the indigenous themes and as well as in the themes of the hidden

curriculum. Further examples relating to the 'paradigm citizen' can be viewed within the

appendices.

4.3.3 Ablism

The theory of ablism is a consistent driving force within the modern world.

Ablism is the idea or concept that depicts how culture views and perceives how the body

and individual should be. Through the realization of culture able-bodied people have the

tendency to force upon individuals with disabilities and chronic illnesses the views which

they uphold (those who are able-bodied). The value which is so highly coveted as a

result of cultural influences is that of a body that fits the physical ideals of the norm. To

be viewed has having a body that does not fit these ideals is to be considered lesser or,

more specifically, disabled. Individuals with disabilities struggle harder than people

without disabilities for a self-image that is both realistic and positive, and this is made

more difficult by other people's reactions to them. By bringing the disability into the

open, or being more recognizable, or accepting the fact that one has a disability falls

outside of the expected norms of the ablist cultural. It is viewed that one must

continually work to cure the disability or overcome it, when in fact, disability is a part of

the uniqueness that makes up the variation within all, as no two people are identical in

shape, form, and body. The relationship of ablism to the hidden curriculum and the

indigenous themes can be seen within the table presented.

Table 4

Ablism in Relation to Hidden Curriculum Subdivided Into Indigenous Themes

Ablism		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
◆ Self-sufficient	◆ Self-sufficient	
◆ Knowledge/Education	◆ Advocacy/Rights	◆ Self-sufficient
◆ Personal Traits	◆ Open-minded	◆ Advocacy/Rights
◆ Dignity	◆ Knowledge/Education	◆ Personal Traits
◆ Integration/Inclusion	◆ Personal Traits	◆ Dignity
◆ Fun/Enjoyable Environment	◆ Dignity	◆ Integration/Inclusion
◆ Communication (Modes and Methods)	◆ Integration/Inclusion	◆ Communication (Modes and Methods)
◆ Recognition of Uniqueness	◆ Fun/Enjoyable Environment	◆ Recognition of Uniqueness
◆ Clichés	◆ Communication (Modes and Methods)	◆ Clichés
	◆ Recognition of Uniqueness	
	◆ Clichés	

The notion of ablism exists within and throughout the majority of the guidelines

within the respective themes illustrated within this analysis. An example of ablism

coming through within the guidelines, specifically within the theme of advocacy/rights is:

Treat as equals to their peers, but always include their special needs in event

planning. (p-6-m) *[CSR]* {**AB**}

Here, this individual is recognizing the need for equality; however, he is also recognizing

the need to bring the disability of the individual to light. This brings out the notion of a

double standard, that the disability has to be acknowledged, examined, and recognized as

primary. Ablist culture needs to realize that disability is one attribute among many, not the only, or most significant, identifying feature.

The sub-theme of patience lends itself to the theory of ablism. In order for individuals with a disability to do a task they will need extra time, and the person working with them must have the patience to wait until the task is done. An example of this type of guideline can be seen within this passage:

Patience is very important. This is very important to accommodate people with disabilities and give them their deserved time and attention. (p-3-m) *[M, CSR]*

{AB}

Here again, the body is valued above all else, and that patience must be used when working with individuals with disabilities as their body may not perform at the same production or performance level as an able-bodied person. It also assumes that patience is only required in one direction.

Within the theme of fun/enjoyable environment the notion of ablism comes across as being a dominant factor within the guidelines of the students. The focus of the theme centers on creating an environment or activities that are fun and exciting so that individuals with disabilities would want to participate. An example of this type of guideline is depicted here:

Organizing a different activity each time, therefore they will not get bored. (p-57-

f) *[M]* **{AB}**

This guideline creates the notion that as long as the individual is busy, good and happy, then achievement is not a priority. When it comes to able-bodied people, there is a higher

focus placed on production and performance, with less of a focus on enjoyment. Able-bodied individuals place a higher degree of value on the successful completion of activities, not whether they had fun. This brings out the old adage within sports, "second place is the first place loser", and "winning is the only thing that matters." These phrases are so engrained within culture that they drive people in all aspects whether it be professional or personal.

Recognition of uniqueness at times can be seen as being ablist in perspective. A guideline with ablist perspectives is as follows:

Treat every individual with respect – concentrate on the person first, disability second. Know the person for their values, beliefs, ideas, and goals. (p-48-f) *[CSR]* **{AB}**

This guideline exemplifies the notion of dual standards for individuals with disabilities and those without. As long as the body is visibly functional and conventional, other attributes need not to be considered. Once the body is seen as problematic, then other attributes are drawn upon to compensate for the bodily "deficiency".

Clichés are viewed as being ablist in that they expresses ideas or phrases used by culture to illicit ideas or views. Individuals who use clichés may not even recognize that they are reproducing rather than challenging existing cultural norms and habits, as in the case of ablism. An example of a cliché that reproduces ablist norms is:

Never give up! Always be in control. If you give up, you've let the disability take control. (p-46-f) *[TI, CSR]* **{AB, COB, PC}**

By giving up, they acknowledge the fact that they are disabled or imperfect, thus failing

to meet the standards of an able-bodied person. Another example of ablist norms within

the theme of clichés is:

Don't treat those with disabilities as though they will fall a victim to it.

Encourage the individual to never give up and treat them as an equal not a

problem case. (p-53-f) *[TI, CSR]* **{AB}**

This example falls within the same values as the pervious example of giving up or falling

victim to their disability. The premise here is that in order for individuals with a

disability to function within society, they must strive to overcome their disability or cure

it, in order to attain the perfection that an able-bodied person exhibits. Further examples

of ablism can be viewed within the appendices.

4.3.4 Independence

The notion of independence is a major factor that contributes to the development

and structure of culture. Wendell (1996) raises the issue of independence in her work on

disability, culture, and power. Independence, like disability, is defined according to an

ablist society's expectations about what people normally do for themselves and how they

do it (Wendell, 1996). Most people without disabilities believe that being able to perform

the activities of daily living, by and for oneself is a necessary condition for independence

and therefore, regard people with disabilities as dependent if they cannot perform them.

What able-bodied individuals fail to realize is that they are just as dependent, in that they

rely on services, such as water that comes from a tap and electricity to light or heat

homes. The relationship of independence to the hidden curriculum and the indigenous

themes can be seen within the table presented.

Table 5

Independence in Relation to Hidden Curriculum Subdivided Into Indigenous
Themes

Independence		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
♦ Self-sufficient	♦ Self-sufficient	
♦ Clichés	♦ Clichés	♦ Self-sufficient

In relation to the theory of independence, the theme of self-sufficient provides

excellent insight into the guidelines generated by the students. As was noted in the first

level of analysis, the theme of self-sufficient was related to literal content pertaining to

independence. The myth of independence can be seen with these guidelines, as stated in

this example:

Do for themselves [SIC] – let persons with disability do for themselves, we can

supply the alternatives, the possibilities and the necessary tools, but only they can

put the plan into action and execute it. We reinforce. (p-4-m) *[TI]* **{IND}**

Here, independence is held as a commodity or value to be sought after, when in reality no

person is truly independent, there is always some form of inter-dependence, whether it is

activities of daily living or the conveniences of a modern society. Everyone needs some

independence; however, to be fully independent is a myth created by the cultural norms and habits modern ablist society believes in.

The notion of independence is an important cultural notion that dictates the acceptance of people and how they are viewed. Being viewed as dependent has the tendency to create instances of embarrassment and humiliation. Further guidelines relating to independence can be viewed within the appendices.

4.3.5 Biomedical Construction

One of the definitions that defines the way disabilities are viewed is that disability is the absence of basic personal abilities. The medical industry, along with the influence of culture, has shaped the way disabilities and chronic illnesses are defined and viewed. The creation of diagnostic tools and terminology to explain and define disabilities has lead to the creation of labelling and difference within individuals. With the medical industry constructing the discourse of disabilities, there is an absence or mis-understanding created. The medical industry fails to recognize that people who are biomedically identical have different personal abilities, and people who have the same personal abilities can be biomedically different. Hence, the focus of the medical industry is on curing and preventing disability, with little focus on care for those who have disabilities. The relationship of biomedical construction to the hidden curriculum and the indigenous themes can be seen within the table presented.

Table 6

Biomedical Construction in Relation to Hidden Curriculum Subdivided Into
Indigenous Themes

Biomedical Construction		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
◆ Knowledge/Education ◆ Dignity	◆ Open-minded ◆ Knowledge/Education ◆ Dignity	◆ N/A

Issues surrounding the theory of biomedical construction are prevalent within the

guidelines created by the students. This can be seen within the theme of

knowledge/education as depicted in this example:

> Must have knowledge of disabilities in general and with the individual that you
>
> are supporting. Understand the anatomy, physiology, biomechanics, exercise
>
> physiology – have to know all of these to develop programs and have to know
>
> what they need individually when planning for someone for ADL (active daily
>
> life). (p-41-f) *[TI]* {**BC**}

As within the technocentric ideology to attain the goal of the desired body stipulated by

culture, one most have knowledge, specifically within the areas mentioned within the

guideline provided. Unfortunately, this student did not mention any categories or

characteristics other than those that deal with the physical self – other dimensions are

omitted. This is consistent with the medical industry in that the body can be "fixed", but

the holistic (and political) nature of disability and chronicity are undressed.

There are guidelines within the responses of the students that do acknowledge the fact that the disability is not a problem to be fixed. An example of this is:

> My goal would not be to fix but to program including disability – you don't want to program around because then you're showing that all you see is the disability or difference – when you should instead see them for who they are. (p-47-f) *[M, TI]* {**AB, BC**}

However, reading into this example, we might make the mistake of minimizing the significance of the disability. This emphasizes the biomedical construction that if the disability cannot be fixed, then the goal is to camouflage or ignore. In a culture that is not based upon a modernist perspective of culture norms, and habits based on biomedical construction, disabilities would then be recognized as a possible and valuable a part of the human spectrum. Instead of curing or fixing, emphasis would then be placed upon the notion of adapting or creating a functional society for all. Further examples of biomedical construction can be viewed within the appendices section of this study.

4.3.6 Public vs. Private

The notion of the public vs. private domain is raised as a major issue within Wendell's (1996) work. The public world is the world of strength, the positive (valued) body, performance and production, the non-disabled, and young adults, where as weakness, illness, rest and recovery, pain, death, and the negative (devalued) body are private, generally hidden, and often neglected (Wendell, 1996). This cultural value is

depicted throughout society, in that disability is very rarely observed out in public, and if

it is, generally it is minimized or disguised from view. The relationship of public vs.

private to the hidden curriculum and the indigenous themes can be seen within the table
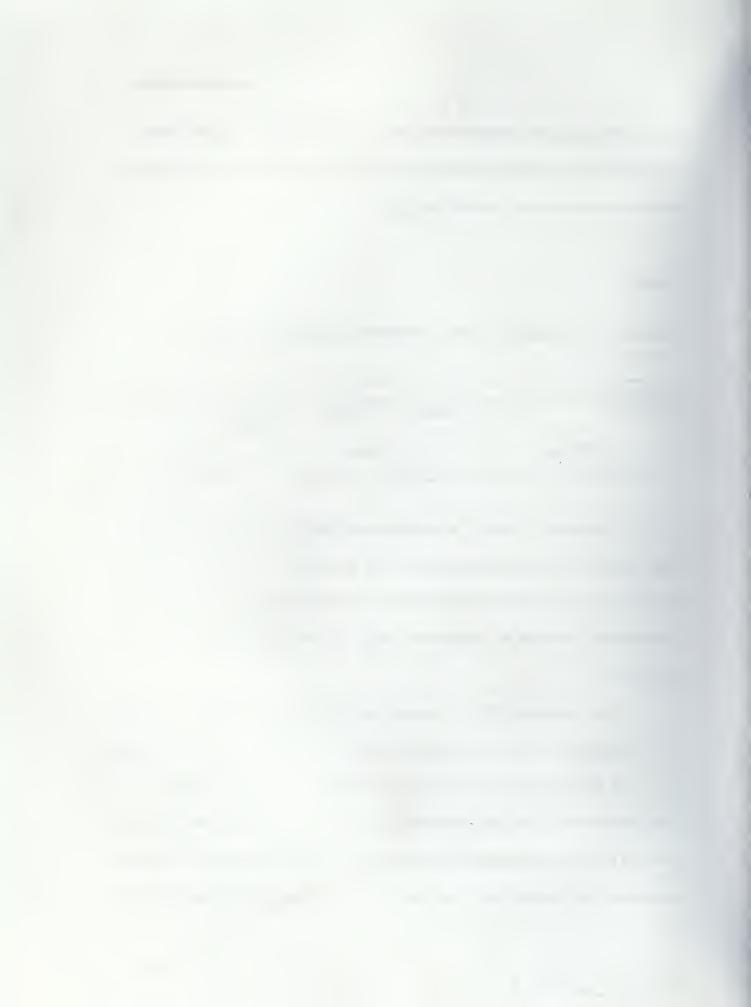
presented.

Table 7

Public vs. Private in Relation to Hidden Curriculum Subdivided Into Indigenous
Themes

Public vs. Private		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
◆ Personal Traits ◆ Integration/Inclusion ◆ Recognition of Uniqueness ◆ Clichés	◆ Advocacy/Rights ◆ Personal Traits ◆ Integration/Inclusion ◆ Recognition of Uniqueness	◆ Advocacy/Rights ◆ Personal Traits ◆ Integration/Inclusion ◆ Recognition of Uniqueness

The notion of public vs. private can be seen with the guidelines created by the

students. One such instance is within the sub-theme of confidentiality:

When working with persons with disabilities I will keep my professional life out

of my personal life. Being confidential is important. It is no ones [SIC] business

of what happens between me and the people I work with. Problems that people

might [SIC] have is their business and no one elses [SIC]. (p-3-m) *[TI, CSR]*

{PVP, PC}

This guideline exemplifies the notion of the private and public world, in that the opinions, feelings and insights associated with "private" have no bearing on professional practice. As well, within this guideline, how does one distinguish between the personal and professional when working with individuals with disabilities? What this represents is an acknowledgment that the disability should and will remain with the private domain as this is what the cultural norms and habits dictate.

Another aspect of the private vs. public theory is the recent push towards integration and inclusion. Before this occurred, individuals with disabilities were primarily placed within isolated or segregated environments. The theme of integration/inclusion examines guidelines created by the students that relate to the public vs. private aspect. An example of this being:

> Socialization – interaction between the typical population and the disabled
> population is an excellent way to integrate societies. (p-44-f) *[TI, CSR]* {**AB,**
> **PVP**}

This person attempts to negotiate with the aspect of integration and inclusion, but is still grounded within her ablist constructs. Within the example, the student demonstrates perfectly well that there are two societies, these being the typical population (able-bodied) and "the disabled". Even though integration is sought, there is still the necessity of maintaining the notion of difference and disability being kept private. As seen within the examples provided from the guidelines generated by the students, there is a strong distinction between the public (able-bodied) and private (non-able-bodied) world. Further guidelines depicting these same relations can be viewed within the appendices.

4.3.7 "The Others/Labels

Within her work on disability, power, and culture, Wendell (1996) proposed this notion of "the Others". The theory of 'Othering' groups of individuals together as objects of peoples' experience contrasts with regarding them as subjects of experience with whom people might identify. Thus, they are seen primarily as symbolic of something else – usually, but not always, something we reject and fear and project onto them (Wendell, 1996). This notion of 'Otherness' is maintained by culture, but as well also limits culture profoundly, in that culture rarely includes individuals with disabilities in their depictions of ordinary daily life, and it excludes the struggles, thoughts, and feelings of individuals with disabilities from any shared cultural understanding of human experience.

In relation to "the Others", there is a constant use of labelling or categorizing of people with disabilities. It has been seen through culture that people with disabilities, who are lucky enough not to encounter much direct insult, are exposed frequently to uses of language that remind them that they are stigmatized or different. The use of labelling continues to illustrate the difference that culture places upon individuals with disabilities, further establishing the notion of "the Other." The relationship of "the Others"/labels to the hidden curriculum and the indigenous themes can be seen within the table presented.

Table 8

"The Others/Labels in Relation to Hidden Curriculum Subdivided Into Indigenous Themes

"The Others/Labels		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
♦ Knowledge/Education ♦ Integration/Inclusion ♦ Recognition of Uniqueness	♦ Advocacy/Rights ♦ Knowledge/Education ♦ Dignity ♦ Integration/Inclusion ♦ Recognition of Uniqueness ♦ Clichés	♦ Advocacy/Rights ♦ Dignity ♦ Integration/Inclusion ♦ Recognition of Uniqueness ♦ Clichés

An example that represents the influence of culture on individuals is represented within the theme of advocacy/rights:

Persons with disabilities have the same needs that I have, to be loved, to learn, to share, to grow, and to experience in the same world as me. Ablists have a tendency to treat disabled individuals as though they were aliens or something and it is imperative that we remember that they live life just like us with the same needs and desires, we just have different daily routines. (p-37-m) *[TI, CSR]* **{AB, TO/L}**

Even though he is talking about equality and rights of individuals with disability, he has placed a label upon them. This label "being a disabled individual", where the disability that the person has is what defines him, not the sum of his personality and all the other traits that make an individual who he is.

The theme of dignity relates to this concept of "the Other", in that students recognize the need to use words with dignity. This can be seen with this example:

> When working with persons with disabilities I will use appropriate terminology to describe anyone with any type of disability. Any other language may be offending and hurt the individual with the disability. People with disabilities are human and also have feelings. (p-3-m) *[CSR]* {**TO/L, PC**}

Unfortunately within culture, there is a need to recognize the need to remember not to use words that may offend someone with a disability, whereas within any conversation between two able-bodied individuals, the likelihood of offending someone is low, as individuals already practice this. Words related to disability have been used throughout culture to explain things that are broken, run down, or damaged, for example, one that is constantly heard on the radio everyday is that "there is a disabled car slowing traffic." Hence, so called "innocent" words are used to create a gap between those with and without disability.

As well within the theme of recognition of uniqueness there can be a tendency to label or make individuals "the Other." As seen in this example:

> Remember that each person who is disabled is different, they are a totally unique person. This allows me to treat each person different and not like all individuals with a disability are the same. (p-29-f) *[CSR]* {**AB, TO/L, PC**}

Here again a student has labelled the person as being disabled, even though she recognizes that people with disabilities are unique. These and further examples of labelling and "the Other" can be viewed with the appendices.

4.3.8 Control Over Body

There is a belief within culture that if individuals work hard and continue to work

hard that they can maintain or gain control over his/her body. Wendell (1996) describes

this control over the body as being a myth, as there is still the chance that something

could happen that could cause illness, disability, and death. However, people still

embrace this myth of control in part because it promises escape from the rejected body.

The relationship of control over body to the hidden curriculum and the indigenous themes

can be seen within the table presented.

Table 9

Control Over Body in Relation to Hidden Curriculum Subdivided Into Indigenous
Themes

Control Over Body		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
♦ Clichés	♦ Developing Mind and Body ♦ Clichés	♦ Developing Mind and Body ♦ Clichés

Within the theme of developing mind and body is this notion of control over the

body. This can be seen within the guidelines of the students, and one such example is:

Treat the whole individual not just their physical attributes. Provide them with

physical activities that will help them develop socially, emotionally, and

cognitively as well. Chances are because of the way society is they will need help

in these areas too. (p-7-m) *[TI, CSR]* **{COB, PC}**

This guideline illustrates the myth of control in that this individual recognizes the

benefits inherent of focusing on all aspects and not just the physical. As well, this person

has recognized that culture has had an influence on the depiction of disabilities, and that a

person is greater than the sum of the individual parts.

However, students within their guidelines also exhibit this notion that the body

can be controlled this can be observed within the theme of clichés. An example of this is:

Never give up! Always be in control. If you give up, you've let the disability

take control. (p-46-f) *[TI, CSR]* **{AB, COB, PC}**

This guideline demonstrates perfectly the notion of control, in that if the individual is to

give up, then the "disability" has taken over and the "person" has lost (i.e. the person and

the disability are artificially separated). Further examples of control over body can be

examined within the appendices of this study.

4.3.9 Power

The notion of power contributes greatly to the current view of disability within

society. Hooks (1984) and Wendell (1996) describe power as being equated with

domination and control over people and things. Power as enacted through coercion can

be seen throughout culture, not only in relation to disabilities, but in every aspect of life.

Individuals with disabilities very rarely hold a position of power, more often than not

they are placed into a position of subordination. The reason that this structuring occurs is

due to cultural norms and habits within society, the majority of individuals view persons

with disabilities as "the Other" and outside the established norm set by culture. The

relationship of power to the hidden curriculum and the indigenous themes can be seen
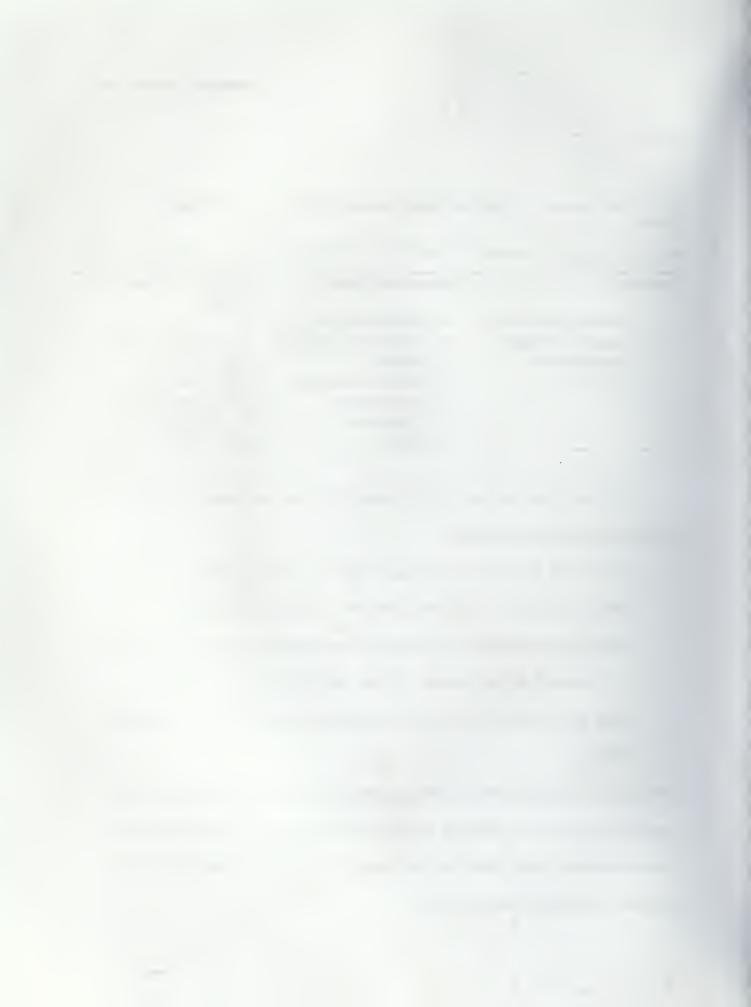
within the table presented.

Table 10

Power in Relation to Hidden Curriculum Subdivided Into Indigenous Themes

Power		
Meritocracy:	Technocentric Ideology:	Construction of Social Relations:
♦ Self-sufficient ♦ Varying Roles	♦ Self-sufficient ♦ Dignity	♦ Self-sufficient ♦ Varying Roles ♦ Recognition of Uniqueness

An example of power with the guidelines the students created is:

Involve the students in decision making – allow them a little freedom to choose.

Don't force them to do anything, as long as they aren't hurting anyone or

themselves. Students like to feel in control of their environment. (p-56-f) *[M, TI,*

CSR] {**IND, PO**}

This example comes from the theme of self-sufficient, where independence represented

an important factor when working with individuals with disabilities. Issues of power

relationships exhibit within this guideline in that she wants the student to feel in control

of the environment but in fact she maintains the control and authority within this situation.

Within the theme of varying roles, this notion of power is present. As with the case of portraying roles, it is very easy for individuals working with people with disabilities to take a role of power or domination. An example of this within the guidelines of varying roles is:

Shouldn't use authoritarian patterns. Collaborative decision making outcomes are richer and lead more directly to self-actualizing individuals who care about each other and [SIC] how to work together. (p-58-f) *[M, CSR]* **{PO}**

This individual understands the issue of power in terms of trying to avoid authoritarian patterns. What makes this example relevant to the issue of power is that this person needs to create a guideline based on avoiding power relations. To acknowledge this guideline is to admit that power and domination are present within culture and society and that they need to be addressed. Examples of power can be seen within the appendices section of this study.

CHAPTER 5
DISCUSSION

The discussion chapter of this study will unfold in five sections, with each section focusing on a specific aspect that needs addressing in order to complete the study. The sections presented within this chapter are: a) triangulation, b) major findings, c) improving reflective process, d) limitations of the study, and e) future research directions. The section on triangulation will focus on explaining the establishment of triangulation. The major research findings section will bring to the forefront findings within the study and the significance of them to the study. The section on improving reflective process will provide strategies, tools or guidelines that could be used within disability studies courses to improve the reflective process and enhance critical thinking and reflection. The limitations of the study section will present limits that occurred within the study or may have had an influence. The final section, future research directions will provide possible directions that research within this field of endeavour could follow or examine.

5.1 Triangulation

To strengthen the confirmability, transferability, and credibility of the study, two approaches were used. The first method was to establish that similar responses based upon cultural norms and habits exist throughout the students' work in relation to their placement journal reports and task analysis assignments. The grading templates used to evaluate the journals and assignments provided an ongoing tracking of the habits evident

in the students' work (copies of the grading templates are in Appendix 6.7 Direct Contact

Grading Template and 6.8 Task Analysis Grading Template). The main purpose of the

assignments were to evaluate the students insights into their direct contact placements

and programming abilities, as both assignments required the students to provide personal

perspectives. The task analysis assignment required the students to provide progressive

tasks for an individual with a disability or chronic illness. The tendency of the tasks or

responses that the students provided were consistently sport based for able-bodied

individuals. Tasks would leap drastically from step to step with little or no progression

between major phases of the skill being learnt by the individuals with the disability. This

relates to the guidelines developed by the students in that there was a high tendency to

use able-bodied sports model for activities; this continues with the idea that individuals

with disabilities need to conform to the attributes of a modern society and participate

within the same activities, sports, and skills that able-bodied people perform. The direct

contact journals provide the students with the opportunity to inform the professor and

teaching assistant(s) of the experience he/she had and the insights or reflections from that

experience. The reports the students submitted lacked insight into the reflective aspect of

their experience, they would state what happened, but did not provide insight into their

feelings, likes, and dislikes. The students' lack of willingness to provide these reflections

and insights indicates that the reflective process may not have occurred. This further

justifies the responses that the students provided on the exam within the guidelines they

generated for working with individuals with disabilities. As well, the majority of the

marks for these assignments given to the students were in the 70-79% range, this was due

to the fact students provided great literal detail on the assignment, but were lacking within the critical and reflective component of the assignments, and thus, marks were lower as a result of this. Further strengthening the triangulation of the students' guidelines in relation to confirmability and credibility.

The second method was the way in which the analysis of the data was conducted, which was a layered approach. The analysis was conducted in a manner that allows the researcher or reader to trace step by step back through the analysis to the original set of passages before any coding or grouping was done. This can be viewed within the appendices section of this study. Section 6.6 refers to the third level of analysis based upon theory driven material, which was the final level of analysis and can be traced back through to section 6.5, the second level of analysis based on the hidden curriculum. This section can then be traced back through to section 6.4, the first level of analysis based on thematization. With this in place, all material and analysis can be traced back to its source or beginning. Confirming that the process of recreating this study is possible and that no straying from the path occurred. Thus, confirmability, transferability, and credibility can be established with some confidence.

5.2 Major Research Findings

The first important finding of this study was that even with the use of the four strategies proposed by Rizzo (1992) of direct contact, vicarious experience, information, and persuasive messages, there is still a high tendency for the reproduction of cultural

norms and habits. All four of these strategies are heavily used within the course examined in this study, with the primary focus of all assignments and aspects of the course based in some form of reflection as can be seen in the description of the course and assignments. Even with the intent of the course to provide students with an introduction to disabilities and chronic illness based in Rizzo's (1992) four strategies with a focus in reflection, the predominant influence of cultural norms and habits outweigh the influence of content and methods in the course. An underlying aspect is that for most of the students enrolled in the disability studies course, this is their first experience or first major experience or interaction with individuals with disabilities. With the predominant age range of the students in their early twenties, and with it being the first experience within this field of endeavour, the shift away from the cultural norm would be a drastic change for any individual. The findings indicate that even with the intense intervention that the course provides over a four month time frame, the influence of the cultural norms and habits valued within society that have been engrained within the students for twenty some years that they are still present by the end of the course. Thus, indicating that the weight or value that society places on individuals cannot be fully deconstructed by students within a short period of time, that the weight of fitting into the cultural norm holds higher value than that of accepting difference or change (Wendell, 1996). This study further emphasises the influence which the modern society and culture have on individuals and to break away from these valued ideologies and beliefs is to place oneself in a position of being viewed outside established ablist norm (i.e., making oneself "the Other").

The second important finding of this study was that there is recognition by the students within the guidelines that cultural norms and habits do exist, as well as the attempt by the students not to reproduce them in their work, values, and/or beliefs. In spite of these realizations by the students, the nature or influence which cultural norms and habits have on individuals still reproduces these values. Most students within in the study recognize the importance of providing, establishing, and/or maintaining the dignity of individuals with disabilities through the use of proper terminology based in first person language. Within the passages of the students, reference is made to this notion, but they continue to place the disability before the person, such as 'disabled person' placing more emphasis on the disability over the person. Students realize that disability is not the only aspect that defines who a person is, but due to the influence of values upheld by society and based in ablist values, there is still the reproduction of this within the passages, further emphasizing the influence that cultural norms and habits has on individuals.

A positive aspect of this finding is that the students have started or initiated a possible shift in values or beliefs. There is a recognition that the values they uphold and believe in will affect or influence the relationship they have with individuals with disabilities and/or chronic illnesses. There is also a beginning understanding of the material and content taught within the course to the students, in that students begin to understand the importance of person first terminology and language, and the value of direct contact in understanding that there is not much difference between them and an individual with a disability, that both are persons first made of a variety of characteristics traits, and personalities, and that no two individuals are exactly the same. This begins to

deconstruct the valued traits of modern society, which require a person to fit into the role

of the 'paradigm citizen', and to conform to the pace of society described by Wendell

(1996) and the notion of the hidden curriculum where all individuals must conform to

standardized goals and traits presented by Bain (1990). The guidelines created by the

students for working with individuals with disabilities and chronic illnesses begin to

show a break from cultural norms and habits based in modern perspective, even though

there is still a tendency to reproduce them within the guidelines. Passages would contain

both insightful exploration into cultural norms and habits, but would also reproduce them.

It is likely that the students may not realize that they are still reproducing values held by

society, which supports the next major finding of this study.

The third important finding of this study is that the capacities of the students may

prevent them from making a drastic change or leap in their ideologies and beliefs

(Lanigan, 1988). There is clearly an indication within the passages that the students have

begun, or have made a leap, to addressing cultural norms and habits that dominate

society. Every individual has the capacity to expand and learn at any given point of time

during their life; however, there are limitations placed on the capacity of individuals

(Lanigan, 1988). People have the ability to take in enormous amounts of knowledge, but

the ability to understand, comprehend, reflect upon, and apply this knowledge is limited

to the capacity of the individual (Lanigan, 1988). No two individuals have the same

capacity at the same point in life; thus, there is a recognition here that no two people are

alike in body and mind, further expanding the notion that the current set of cultural norms

and habits valued by modern society do not conform to the majority of the population.

At this point in time or stages of life of these students, it may be beyond their capacity to make the shift out of the pre-determined set of cultural norms and habits, to become fully reflective and critical. It was within the students' capacity to take in the knowledge, information, and experience provided to the students within the course and to use it within their assignments and guides on the exam, but it may have not been within their capacities to question, reflect, and think critically upon this experience and the cultural norms and habits valued within ablist society.

The fourth important finding is that the influence of clichés, vocabulary, and language are major factors in the construction of disabilities and chronic illnesses. A major influence that dictates how people perceive those with disabilities and chronic illnesses is through the use of language/discourse. A lot of the understanding or construction of disability is seen in the way society uses the language associated with disability to describe or refer to other aspects of society. (A prime example of this is the reference associated with broken down cars blocking traffic, being referred to as 'disabled'). These uses of language create negative connotations surrounding those with disabilities and chronic illnesses society has the tendency to label and group disability and automobiles together even though in all reality they have no relation to each other. Thus, the use of language influences the guidelines created by the students as they have been accustomed to using the established norm created by culture and society. Even with the influence of the curriculum within the course the influence of language and discourse that is viewed as acceptable by society, not necessarily within the field of disabilities, is still prevalently used. To overcome the issues surrounding language/discourse, there

needs to be an acknowledgement and a shift in how it is used in everyday life; however, this is an enormous undertaking for a modern society to achieve. The first step in recognizing or achieving this is to provide the necessary tools and information done through Rizzo's (1992) four strategies to those that will affect or be involved in the lives of those with disabilities and chronic illnesses. The strategies proposed by Rizzo (1992) not only can be used in an educational setting but can as well be applied to every aspect of culture and society.

5.3 Improving Reflective Process

One of the main foci of this study was to provide directions for which strategies, resources and guidelines could be developed to enhance the critical path which students, in-service and pre-service teachers undergo in training and practice. This study helps to highlight and illustrate the influences that cultural norms and habits have on students within a disability studies course. This section will provide possible ways to improve the reflective process within the disabilities studies course examined within this study.

The first important strategy that could be taken to improve the reflective process within this course or any disability course would be to increase the number and length of direct contact hours. This increase would provide more opportunity for students to learn more about disabilities and individuals with disabilities and chronic illnesses; in addition, the increased amount of time would help to eliminate the cultural stereotypes and labels that are not factual. With more time spent with individuals with disabilities, students will

come to realize that the disability does not define the person and that the negative connotations associated with disability are in fact only a representation of fear of anything that is outside the valued norm that a modern society upholds. The direct contact placement provides the best opportunity for individuals to gain experience and understanding; as well, it provides the most direct method in enhancing the critical reflective process. It places individuals into a position where they learn that the person is not solely defined by the characteristics of the disability, but in fact, that a person is made up of a variety of unique characteristics, some of which are personality, emotion, and humour.

A second strategy that could be used to improve upon the reflective process would be to include within the course or any disability studies course more information and application into the ideas of the hidden curriculum and the cultural norms and habits that are present within society in order to increase student understanding, awareness, critical thinking, and reflection. At present, most courses that present theory and information on disabilities and chronic illnesses focus on etiology and programming, with very little or no emphasises placed on understanding the effect or role culture has on the construction of disabilities. The findings from this study or similar studies could be included within the content of the course to help illustrate the influence of culture on student interaction and reaction to disabilities. The notion of the hidden curriculum could further be presented within the course in terms of reflective assignments based in the three themes of meritocracy, technocentric ideology, and the construction of social relations. Students could be asked to provide examples from their experience in

placement, educational, or life setting that best illustrate these themes, explain why they are relevant, and to provide insight or direction into changing or altering the example. By providing more in depth incursions into the hidden curriculum and cultural norms and habits, there is a greater chance of enhancing or improving upon the reflective or critical thinking process.

A third enhancement that could be made to improve the reflective process would be to provide the question used in this study to the students at the beginning of the course and then again at the end. The end goal would be to have the students evaluate their own reflective process, to see for themselves if they have made a change in their values and beliefs towards disabilities since the beginning and ending of the course. Students could also provide reasoning as to why or why not there was change within their guidelines even the slightest change has meaning or significance. By having the students evaluate their own guidelines, it provides them with further opportunities to experience a critically reflective process.

To experience a reflective or critical thinking process students need to be provided with ample opportunity and experience. As addressed early, the capacities of individuals are varied and no two people are the same, thus the more opportunities for reflection that are provided the greater the chance for a larger number of students to experience this process increases. Thus, a further understanding of the cultural norms and habits that influence their lives that are valued by a modern society can be examined, deconstructed, understood, and altered.

5.4 Limitations of the Study

This study must be viewed with some caution because of three limitations posed by the study. The first limitation concerns the sample. Due to the age range of the participants, the findings may be transferable to a small portion of the overall population. Given the age range of the participants, the views expressed within the passages may only reflect this age range and not individuals outside of this age range. Thus, individuals who are older or younger in age could express totally different beliefs and values in relation to disability and individuals with disabilities and chronic illnesses. Therefore, the findings within this study describe the experiences of a particular age based cohort.

The second limitation of concern in relation to this study is that the findings of this particular group of students may not be the same as the next group of students who take this disability studies course the following year and so forth. Students who enrol in the course the following year may come into the course with a totally different set of values and beliefs as the previous year students (students participating within present study), and in turn, might yeild a different set of findings. To alleviate this limitation it would be highly beneficial and recommended to perform this study again to establish a link or correspondence between present and future students enrolled in disability studies courses.

Third, this study cannot fully express the entire depth to which the production, reproduction, and use of cultural norms and habits are engrained within society. This

study only is able to provide a glimpse through the eyes of students enrolled in disability studies courses, but in reality, there is an enormous variety present within society that the study does not examine. It is the hope of this study that even though a particular cohort was examined, that the findings can in fact contribute to the larger picture of cultural norms and habits that are present, that the results can be used to better develop and enhance an understanding that these cultural norms and habits have an effect on all individuals, whether it is positively or negatively associated with disability.

5.5 Future Research Directions

This study provided a glimpse into the values and beliefs that students enrolled in a disability studies course at a post-secondary institution uphold based on the present levels of cultural norms and habits which are valued within an ablist society. Future research in this area of study or direction can take a number of different routes, all of which will help highlight the cultural norms and habits present within the beliefs and values of individuals. These future research directions can also provide more strategies and advice in creating a curriculum that will enhance the reflective process within students and those individuals who study disabilities or are involved in providing support to those with disabilities and chronic illnesses.

One possible direction for research related to the topic of studying cultural norms and habits, as well as improving or enhancing the reflective process within individuals, is to conduct a longitudinal study. A longitudinal study would allow a researcher to

examine student responses from year to year within a disability studies course to see as the content or delivery method changes or improves if there is a change or alteration within the perspectives of the students. These perspectives would be based on the students' beliefs and values, as well as the examination of cultural norms and beliefs that are produced or reproduced by the students. This would also help to alleviate one of the limitations presently noticed within this study, that the responses in terms of beliefs and values may be different from year to year within students.

A second possible research direction would be to conduct studies based upon different age groups. This research direction would possibly provide insight into whether there exists a difference or similarity between different age groupings. A possible benefit of this research would be that it would provide insight into when cultural norms and habits of society begin to influence or take affect upon an individual, or when individuals make a shift from the predetermined existing norm to a more critically reflective position. A suggested variety of age groupings would be elementary school age, high school age, post-secondary school age, adults in their mid 20's to 30's, mid 30's to 40's, mid 40's to 50's, mid 50's to 60's, mid 60's and up. These suggested groupings would provide a rich data set in that multiple groups could be examined and a greater understanding of the influence of cultural norms and habits has on an individual at different stages of their life.

Another direction for research in this area could proceed in is to examine the difference between those that work with individuals with disabilities, are friends of those with individuals with disabilities, and those that have no experience or contact with individuals with disabilities. This would possibly create a distinction between the

varying groups of individuals that would enrol in a disability studies course and a possible distinction between the values and beliefs of each group. This may shed some light onto which groups are influenced more by the cultural norms and habits valued by society.

This study underscores the need to promote the reflective process within students and in-service and pre-service practitioners, and influence of cultural norms and habits and the practices, beliefs and values of these individuals. The study confirms the culture's inability to deal with contingency, recalcitrance, and the real body. Further research is needed to fully understand the extent to which cultural norms and habits affect the construction of disability and the effect it has on those that work with individuals with disabilities and chronic illnesses and society in general. It is important to understand that the cultural norms and habits that are valorized by society are difficult to overcome, but in order to create a culture that is accepting of difference and whose norm is not necessarily the "correct" norm, these stereotypes must be deconstructed and re-evaluated to include individuals. Normality creates singularity, whereas diversity creates uniqueness, understanding, creativity, and varying possibility.

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Appendices

6.1 Informed Consent Form

Brock University Faculty of Applied Health Science
Informed Consent Form – Participants

Title of Study: <u>Interrogating the Signs of Culture in Learning Experiences of</u>
<u>Undergraduate Students in Disability Studies and Adapted Physical Education</u>
<u>Courses</u>
Principal Research: Keith Johnston, Graduate Student, Department of Physical
Education & Kinesiology

Name of Participant: (please print): _____

PEKN 2P92 provides professors, researchers and undergraduate students with a
unique opportunity to understand the context of disability studies and adapted
physical activity in terms of cultural and societal norms. The written assignments and
material you submit to the professor or teaching assistant(s) for evaluation during the
length of the course may be used in research into the study of cultural norms and
ablist views as well as to improve the teaching and learning practices and processes
within this course, and disability studies courses in general

At no time participation within the study will have a bearing on your progress or
treatment within the course. Ensuring that your participation within the study will not
affect grades, the study will not commence until all grades have been submitted and
are finalized.

All information gathered will be coded to allow participants to remain anonymous.
At no time will personal information be revealed, all documents will be coded and
participant information (name) will be removed, creating utmost confidentiality.
Information and results gathered from the course may be disseminated in academic
journal articles, conference presentations, and future course material. Participation
within the study is strictly voluntary and at anytime, you, the participant reserve the
right to withdraw from having your materials used as secondary data.

♦ I have read the above statement as to the purpose of the research and gathering of
   information.

♦ I understand that all material that I hand in for evaluation to the professor or
   teaching assistants can be used as data in research studies.

♦ I understand that my participation will bring no anticipated risks or harms, all data gathered from course will be coded and no personal information will be recorded or kept. All and any course assignments handed in for grading can and may be used as secondary data within the research.

♦ I understand that my participation is voluntary and that I may withdraw my participation at anytime and for any reason without penalty.

♦ I understand that I may ask questions concerning the research process at anytime during the course.

♦ I understand that there will be no payment for my participation.

♦ I understand that all personal information will be kept strictly confidential and that all information will be coded so that my name is not associated with my responses, answers or passages.

♦ I understand only the Principal Investigator will have access to the data and course material.

♦ I understand that the data and results collected from the course will be distributed in academic journal articles, conference presentations, and future course material and a summary of the results will be made available upon request.

♦ As indicated by my signature below, I acknowledge that I am participating freely and willingly and I am providing my consent.

Participant's signature: _____ Date: _____

This study has been reviewed and approved by the Brock Research Ethics Board (File # 02-201). If you have any questions or concerns about your participation in the study, you may contact Keith Johnston at 905-685-1899 or by email at kjohnson569@cogeco.ca or the Faculty Supervisor, Maureen Connolly at ext. 3381 or by email at mconnoll@arnie.pec.brocku.ca. Concerns about your involvement in the study may also be directed to **Research Ethics Officer** in the **Office of Research Services at 905-688-5550 extension 3035**.

6.2 PHED 2P92 Course Outline

BROCK UNIVERSITY
DEPARTMENT OF PHYSICAL EDUCATION
PHED 2P92
Adapted Physical Education for Persons with Disabilities
and Chronic Conditions
Fall, 2001

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Prerequisites: N/A

Required Text(s):   Sherrill, C. (1998) Adapted physical activity, recreation and sport, - cross disciplinary and lifespan (5th Edition) Madison, WI: WCB/McGraw Hill

Supplementary Text(s):

Course Description: This course focuses on the life-conditions and needs of individuals with disabilities who require special physical education or adapted physical activities within their regular program. Emphasis is placed on developing a deeper understanding of the life-world of people living with disabilities in order to further your comprehension of the implications this may have towards programming.

Learners' Objectives:

1.   understand how movement and lifestyle are mediated by living in the world as a person with a disability or chronic condition;

2.   understand the etiology (cause and origins) of a number of prominent disabilities and chronic conditions;

3.   understand the movement potential of people with disabilities;

4.   develop competence in lesson planning, activity modifications and progressions, and the application of basic movement education concepts.

Course Evaluation:

Lab Attendance and Participation	10%
Direct Contact Report	25%
Task Analysis (2 drafts)	25%
Chapter Summary (in teams)	10%
Final Examination	30%

<u>Lab Attendance and Participation</u>   (Value 10%)

The activity labs will involve an empathy/simulation component, a movement analysis segment, modification strategies for traditional games/activities, and a reflective discussion component. NOTE: Although you are not required to keep a reflective journal on lab experiences, I would encourage the process.

A – Level: Professionally and safely attired; engaged enthusiastic prepared and <u>active</u> participation in empathy exercises, lab activities, and discussion.

B – Level   Attire allows for participation; active participation in empathy sessions, lab activities, and discussion.

C – Level   Inappropriate und/ or unsafe attire; lethargic or apathetic participation.

<u>Direct Contact Report</u>   (Value 25%)

8 session fieldwork placement   or   15 hour combination of SNAPs, placement, and/or community service (all contact hours require verification from a program supervisor).

Direct Contact Report (5-8 pages)
    a)   For the eight session experience include the details of where and when you did your eight sessions, what you did each session and with whom, and whether or not you reported to a supervisor and/or worked with others in the environment. Also include a reflection on the placement which describes what you learned; what you enjoyed most and/or fount the most fulfilling or meaningful; what you enjoyed least and/or found the most distressing, and recommendations about what you could do differently next time and/or what needs to be improved overall.

    b)   For the 15 hour combination include the details on where and when you attended, what you did and/or what the event was; whether or not you reported to a supervisor or facilitator. Include reflection on the overall experience using the same guidelines as above.

    Direct contact experience may be done solo, in 2's, or in 3's.

<u>Task Analysis Assignment</u> (3-5 pages)   (Value 25%)

This assignment can be done solo or in partners

Choose a disability or condition that you wish to work with and provide a brief description of the features of the disability.

Choose an activity or a specific skill or movement pattern that the person with the above disability or condition wishes to learn.

Provide a deep description of the skill pattern or activity which includes, a task analysis and a consideration of movement concepts. In your description explain what you believe will be the most

challenging aspect(s) of learning for the person with the above disability or condition and offer reasoning for this.

Design 4-5 progressive tasks which would include modifications for the disability as well as strength, conditioning and motor learning components (consult Sherrill, chapters 11,13,15,16 and 17 for ideas) and if you use ideas from the text, document them.)

Note: You may hand in a draft of this assignment prior to your final submission. If your draft is in by the Thursday class of week 5, you can receive feedback for a resubmission. FINAL DRAFT due in Thursday's class, week 8.

Chapter Summary   (Value 10%)

In partners or trios, students will select a chapter from Sherrill, which has been assigned as course material and prepare a chapter summary, which would act as a study guide for the main points of the chapter. The summary may be organized in any presentation format but must not go below an 8 font size. Page limit of 2 sides of an 81/2 by 11 sheet. The chapter summaries will be submitted by week 11 and copied for distribution in week12.

Final Examination   (Value 30%)

Scheduled by registrar on material from text, lectures, and labs. Short answer, matching, terminology/concepts; working definitions, explanations, applications.

Note:

Academic honesty – students are reminded to check the University's statements on academic misconduct in the introductory section of the calendar. Consequences of academic misconduct include failure in the assignment, the course, and suspension from the University.

Completing all components of the course – students must complete all components of the course in order to achieve a passing grade. Attendance at lectures, labs, and seminars is mandatory. Individual learning contracts can be negotiated under extenuating circumstances. As advanced notice as possible on extenuating circumstances is strongly recommended.

Instructor's policy on email contact and use of internet sources as academic references –

a)   Email contact – please see your instructor and/or TA IN PERSON before or after lecture or lab and in office hours about questions or concerns regarding the course. Use email only for emergency notification.
b)   Internet sources as sources as academic references – please limit your internet sources to 2 per paper and include the AUTHOR, PUBLICATION DATE and PUBLICATION SOURCE, in addition to the internet location.

Reread/Revise/Resubmit process

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- If you feel you deserve a re-read, submit a written summary of the features of your assignment you feel we may have missed or misunderstood. In your summary also explain how you have followed the guidelines of the assignment. Your summary need not exceed one page.

- If you would like to revise and resubmit you assignment, submit a summary of what you feel you can improve and how you intend to do this. In your summary also explain how you will follow the guidelines of the assignment.

- Papers submitted over one week past the due date may not participate in Revise/Resubmit unless exceptional circumstances obtain. Negotiation is <u>always</u> invited.

- Revision and re-submission must occur within 2 weeks of the assignment being returned and within the semester of the assignment.

<u>Note:</u> -   In the re-read or the revise/resubmit option, you must demonstrate that you have read, understood, and reflected upon the comments / feedback provided on your assignment. Dwell with your returned assignment for 24 hours before approaching your instructor (or grader).

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Scope and Sequence:

Week	Date	Lecture Reading	Lab
1	Sept. 10-14	T: Intro to course R: Intro to APE & Disability studies Reading: Ch. 1-2	Fears & Assumptions; attitudes & baggage; experiences & insights.
2	Sept. 17-21	T/R: Review of motor learning & basic developmental patterns and why they are important; identification of significant concepts. Reading: Chs 10,11,12, / Ch 18(lab)	Film: amazing babies
3	Sept. 24-28	T/R: Movement Education and its relevance for programming in APE. Reading: Chs 10,11,12,18 / Ch 7(lab)	Task analysis & movement profiling practice
4	Oct. 1-5	T: Learning disabilities and AD/HD. R: Video: Fat city (LD video) Reading: Ch 20; Ch 12 / Ch 7 (lab)	Task analysis & movement profiling practice
5	Oct. 8-12	T: Video: Fat city (LD video) R: Creating conducive learning environments Reading: Ch 20; Ch 12	Totally Lost on Paper
6	Oct. 15-19	T: Deaf & Hard of Hearing Conditions R: Guest Speaker Reading: Ch 26	Hard of hearing lab
7	Oct. 22-26	T: Visual Impairments R: Down Syndrome & Intellectual Delays. Reading: Ch 21; Ch 27	Lab "VI" lab
8	Oct. 29-Nov 2	T/R: Spinal cord injury, Spina Bifida Reading: Ch 23	Wheelchair users lab
9	Nov 5-9	T/R: Cerebral Palsy – Traumatic Brain Injury Reading: Ch 25	CP lab
10	Nov 12-16	T/R: "Les autres" conditions, amputations Reading: Ch 24	"minor inconveniences"
11	Nov 19-23	T/R: Autism Spectrum Disorder Reading: Ch 22	Invisible Curriculum Lab
12	Nov 26-30	T: overview of teaching and programming considerations R: exam review Reading: Ch 7, Ch 9, Distribute Chapter summaries	How accessible are we??

6.3 PHED 2P92 Final Exam Question Sheet

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Final Examination: **December, 2001**
Course: **PHED 2P92**
Date of Examination: **Tuesday December 18, 2001**
Time of Examination: **1400-1700**

Number of Pages: **3**
Number of Students: **70**
Number of Hours: **3 hrs**
Instructor: **M. Connolly**

Instructions

- Please answer all questions in the exam booklet.

- Please hand this examination script in with the examination booklets at the completion of the exam.

- Students may bring one 2 sided 8 ½" X 11" information sheet into the exam.

Student Name: _____

Student I.D. #: _____

I.   **Terminology and concepts   30 marks (15 X 2)**

Provide a working definition for the following terms/concepts. Use an example for clarification if necessary.

progression	movement education	learning disabilities
adaptation	pathological reflexes	multiple sclerosis
barriers to inclusion	functional competence	contracture
IEP	perceptual motor learning	tinnitus
Activity or task analysis	developmentally delayed	field of vision

II   **Knowledge of disabilities   20 marks**

1)   Distinguish between tunnel vision and peripheral vision

2)   Distinguish between motion perception and travel vision

3)   The severity of a spinal cord injury depends on:
      a)
      b)

4)   the three types of cerebral palsy are:
      a)
      b)
      c)

5)   Distinguish between cortical and subcortical disorders.

6)   Distinguish between conduction and sensorineural deafness.

7)   Distinguish between distractibility and attention deficit.

8)   Diagnostic criteria for autism (ASD) are:
      a)
      b)
      c)

9)   Compensatory gait and movement patterns are _____

10)   Developmental milestones are: _____

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III   Problem Solving and Application   30 marks

1. List and explain the principles for managing the environment. Select one disability from those we have studied this semester and use the principles for managing the environment to design an appropriate space and activity for the person with the disability you chose.

2. Choose a disability (different from #1) from those we have studied this semester. Present (describe) 5 features of the disability you would need to consider when planning an activity program and suggest 2 adaptations to an activity of your choosing that would allow for a least restrictive or inclusive environment for the person with the disability.

3. List 5 personal guidelines that you will use to assist you in working with persons with disabilities. These guidelines are those that you have developed from your experiences and learning in this course. Provide reasoning for each of your guidelines.

IV   Matching Column   `   20 marks

___ 1   cognitive, affective, psychomotor   **a**   protective response
___ 2   stigma   **b**   dominant muscle tonus
                                                         options in cerebral palsy
___ 3   promotes rights; eliminates barriers   **c**   congenital defect of the spine
___ 4   tactile aggressive   **d**   can and should bear weight
___ 5   4 most troublesome reflexes   **e**   intention motivated
___ 6   overflow movements   **f**   label of undesirable deviation
___ 7   parachute reaction   **g**   meta cognitive strategy
                                                         instruction
___ 8   flexion – extension   **h**   observed indicators of CNS
                                                         dysfunction
___ 9   the foundational skill   **i**   a greater than average need for
                                                         touch simulation
___ 10 nervous system   **j**   class 7 CP
___ 11 prosthetic limb   **k**   indicates head position
___ 12 personal knowledge of how one   **l**   behavioural domains
        thinks, moves, and learns
___ 13 pathological resistance to change   **m** disability simulations
___ 14 spina bifida   **n**   initiated by head movment
___ 15 neurological soft sign   **o**   beneficial for learners of any /
                                                         all abilities
___ 16 hemiplegia   **p**   characteristic of autism
___ 17 vestibular system   **q**   teaching strategy for visual
                                                         impairment
___ 18 empathy sessions   **r**   undesired reflex responses of body
                                                         parts that should remain still
___ 19 contrasting colors   **s**   walking
___ 20 participation in meaningful activity   **t**   advocacy

6.4 First Level of Analysis – Thematization

6.4.1 Self-sufficient (SS)

- To build their confidence (especially independence). Getting excited when they adhere something, build the confidence in ADL so that they can be independent as possible, allow them to achieve and explore on their own, be a guider more than a helper, "let them do it while I'm there, so they can do it when I am not" type of concept. (p-1-m)
- Do for themselves – let persons with disability do for themselves, we can supply the alternatives, the possibilities and the necessary tools, but only they can put the plan into action and execute it. We reinforce. (p-4-m)
- You should understand that everyone needs to experiences certain things for proper development to occur in life. You might think that by do everything for someone with a disability is helping, but it is not. They must learn by doing things for themselves. (p-5-m)
- Individuals with disabilities must learn to provide for themselves they must be taught that if they do not work hard to learn, just like everyone else, they will have difficulty providing for themselves in the future, just like everyone else. (p-5-m)
- Do not "baby" individuals with disabilities. Give them every opportunity to succeed and fail at activities that are challenging but fair. You don't baby other people so why should you baby individuals with disabilities. (p-7-m)
- All individuals with disabilities to do the things they can do for themselves. Do not treat them as if they are completely unable to do anything for themselves. It is the job of the programmer, therapist, or friend/relative to provide the proper adaptations or modifications to allow them to do things for themselves. (p-10-m)
- I will also try to help them see that they can do anything they put their minds to. (p-16-f)
- I will help them set goals that are progressive and help them achieve them even if it takes a bit longer I will encourage them because everything is possible. (p-16-f)
- People with disabilities must learn to be independent. Reasoning is that they have to be independent and learn for themselves. (p-21-f)
- Not to pity but empower – pitying won't help the individual at all, but by working to help find ways to empower them to do things more independently they will be better off than if I pity them. (p-26-f)
- Persons with disabilities must do for themselves. I need to remember that it may be easier for a child with a disability for me to, for example, put on their jacket but it is more important for them to learn to do it themselves. (p-30-f)

- I will not hover over their every move, to ensure a growth in independence and to show them I believe in their abilities. (p-34-f)
- I will allow students to work independently to try and perform a task before I intervene. I feel this is a stronger way to learn a task. (p-35-m)
- One guideline developed was to facilitate the individual with activities and not do the whole activity for them. I found that some individuals can do an activity however, they do not feel like trying because they are used to others doing it for them. By starting an activity such as a bit of a zipper, the individual will complete the task on their own and eventually through repetition they may be able to perform a task. (p-39-m)
- Be sure to give the person space and do not help them unless asked, because they want to complete the task and be proud of it. (p-52-m)
- Only those with disabilities can show or tell you what is possible for them and tell you what's wrong. Reason: be attentive, don't assume what their needs are. (p-55-f)
- Persons with disabilities must do for themselves. Reason: learn to be independent, learn for themselves. (p-55-f)
- Involve the students in decision making – allow them a little freedom to choose. Don't force them to do anything, as long as they aren't hurting anyone or themselves. Students like to feel in control of their environment. (p-56-f)
- Ask for their input about what they would like to do, this way everyone gets to do what they want. (p-57-f)
- Think about the strengths and weaknesses of each individual in the environment. Shouldn't place constraints/limitations on the interaction between persons and environments. Should facilitate goal achievement. This increases self-concept, self-confidence and is motivating. (p-58-f)
- Allow people to self explore their limits and not tell them what they are able and not able to do. (p-60-f)

6.4.2 Advocacy/Rights (A/R)

- Be an advocate – stand up for their rights, get equality, believe they are worth fighting for, risk hard work and possible public criticism for their good. They need funding, equipment let them have it. (p-1-m)
- Equality and commitment – persons with disabilities are persons first and need to have love, to learn, and share like everybody in the world. They have no separate world everyone is equal. (p-4-m)
- Provide same rights as anyone else – allow person with a disability to fall, cry, decry, curse, because to protect them from these experiences is to keep them from life. (p-4-m)

- Individuals with disabilities should be treated like any other individual. It should be made clear that they deserve and expect the same respect than any other person would. When working in an inclusion environment, those that are not disabled in any classified way should know that treating someone differently because of their appearance or functional ability is discrimination. (p-5-m)
- Treat as equals to their peers, but always include their special needs in event planning. (p-6-m)
- Equal status relationship – a two directional intersection between two individuals as they learn to respect, care and facilitate each other equally to achieve common goals in shared interests. (p-8-m)
- It is important to allow individuals with disabilities to fully express what they are feeling. Emotions such as crying, anger and frustration are emotions in which all individuals experience. Not allowing individuals with disabilities to explore these emotions is wrong, and exploring emotions while partaking in physical activity should be encouraged. However, the line should be drawn when these emotions lead to hatred, physical harm, unfair play, and so on. (p-10-m)
- All disabilities whether cognitive, physical, or neuro-biological should be treated with the same respect, and dignity. No disability should be treated as more important than another. (p-10-m)
- All individuals with disabilities have the right to honesty, whether it's honesty about me or honesty about themselves. A person should never treat individuals with disabilities as if their opinion does not matter. Also, an individual with a disability should never be afraid to tell you the truth. (p-10-m)
- Treat them with respect – do not talk down to them treat them how you yourself like to be treated. They are deserving of your respect. They can tell when you are talking down to them. (p-11-m)
- I will always be an advocate for the rights of individuals with disability. My reasoning behind this is that, as an important part of my practice, I will fight/support the rights of those how can't/can fight to better the lives of persons with disability. (p-12-m)
- Structure activity so that everyone has an equal opportunity to participate in sport and learn about cooperation and competition. Should create fairness in team sports which depends on the balance of abilities among teams. (p-14-f)
- When working with people with disabilities I want to treat everyone equally regardless of their disability because they are all people and they all have thoughts and feelings. (p-16-f)
- I will respect each individual and treat them as a human being and not an object to be manipulated. I will respect their personal space, goals, and interests. (p-17-f)
- There are no categories when dealing with people. All people are to be treated the same regardless of the way they may act, look, or feel. So why break people into categories separating what really is all the same creation just different uniqueness. (p-19-f)

- People with disabilities need to be loved, to learn, to grow and experience. Reasoning is that disabled people have feelings and have to be loved by others. (p-21-f)
- Persons with disabilities have the same right to make mistakes. Reasoning is that you can't protect them from everything, they have to live everyday experiences. (p-21-f)
- Everyone gets a chance. (p-22-f)
- To do and treat people with dignity, this is because all humans deserve that. (p-24-f)
- Make sure that all programs are accessible to all people, or at least can be adapted – everyone deserves the right to leisure and should not have anything in their way to gain that. (p-26-f)
- Opinions of peers, family, the community does not matter to me, unless they are positive and helpful. If negative, I will try to inform and educate them. (p-27-f)
- The age of an individual does not matter. We are all human and all deserve friends, respect and love. (p-27-f)
- Treat them in the same manner as anyone else – this just means to not emphasize or constantly point out that they have a disability, treat them with the same respect as others. (p-28-f)
- Everyone should be treated equally and not as if they have a disability. This will make it so that everyone will be treated the same, regardless of a disability. (p-29-f)
- Individuals with disabilities have the same wants and needs as any other individual. This will make it so they are able to attempt anything they want to and shouldn't be stopped due to their disability. (p-29-f)
- Persons with disabilities have the right to succeed and fail. Therefore, we should not protect them from failure just because they have a disability. It is not fair to them. (p-29-f)
- Everyone has the right to try new things – I'm just here to give everyone that chance. (p-31-f)
- Sports have always been an important part of my life, everyone has the right to have physical activities in theirs. (p-31-f)
- There is no reason that they should be excluded from any sort of activity, no matter what! – every activity can be adapted or changed a little bit to include people with any disability, and if you don't think that it can be changed, then don't play that one. Choose a different adapted activity. (p-32-f)
- Everyone gets a chance – whether they have a disability or not, or the severity doesn't matter. With my program every individual will be given a chance. This way no one feels left out. (p-36-m)
- All persons with disabilities have a right to honesty about themselves, about me and about their condition. Without honesty no base of growth can take place. The worst thing to do would be for someone to pretend. Here are the circumstances now lets deal with them! (p-37-m)

- Persons with disabilities have the same needs that I have, to be loved, to learn, to share, to grow, and to experience in the same world as me. Ablists have a tendency to treat disabled individuals as though they were aliens or something and it is imperative that we remember that they live life just like us with the same needs and desires, we just have different daily routines. (p-37-m)
- I will remember that people with disabilities have the same right as me to fall, to fail, to suffer, to cry, to swear, to feel despair. To attempt and "protect" them from these experiences is in fact to keep them from life. I feel that it is going through these stages and feelings that have helped me to become stronger and determined and trying to remove these feelings from a disabled person, to me, is like robbing them. (p-37-m)
- Positive – people look at disabilities as a negative setback in someones life, while that is not the case, their lives are merely different and should be treated equally and with a positive aspect. (p-44-f)
- Don't treat anyone like they are stupid or abnormal. Be patient and have structure and routine. Repetition is the key to learning. Repetition is the key to learning! (p-45-f)
- Treat everyone as individuals. Just because 2 people have the same disability doesn't mean they are the same. (p-45-f)
- Everybody wins! Everyone has the same rights and opportunities. Giving equal opportunities doesn't allow people to feel left out or incompetent. (p-46-f)
- Be an advocate to reduce misconceptions surrounding disabilities. Telling people what I've learned, how rewarding the experiences were and getting people to see the person not the disability. Also not allowing people to spread false information about individuals with disabilities. (p-48-f)
- Advocacy – pointing out that people with disabilities have rights. Also believe in them too. (p-49-f)
- Each individual has the same basic needs, whether or not they have a disability. Every person needs love, to feel safe and to feel friendship and to be accepted. (p-51-f)
- Everyone should be treated equally and not as if they have a disability – when we worked with the section 19 kids, it worked better if we treated them as friends and not authority figures watching over them. (p-53-f)
- Individual's with disorders have the right to succeed – seeing this and keeping positive is a good influence on a person with a disability. (p-53-f)
- Individuals with disabilities have the same wants and needs as any other individual – just because they have a disability doesn't make them that different from us in their wants or needs. Be prepared to share your wants and needs as well. (p-53-f)
- Persons with disabilities have the same needs to love and be loved, to learn, to share and grow as any other person. Reason: they are people as well and have feelings which should be appreciated. (p-55-f)

- Persons with disabilities have the same right as you to fail, fall, suffer, to cry, to curse. Reason: to protect them from these experiences keeps them from living life. (p-55-f)
- Should structure activity so that everyone has an equal opportunity participate in sport and learn about cooperation and competition. Should create fairness in team sports which depends on the balance of abilities among teams. It eliminates low self-confidence and provides individuals with feelings of importance and involvement. (p-58-f)
- You must realize that a person with a disability has feelings the same and different from you and me just like anyone – they might express it differently but that doesn't mean they are not there. (p-63-m)
- You can't tell anyone whether they have a disability or not, what they feel and what they can/cannot do. Only yourself knows your own capabilities and feelings so therefore nothing should be forced upon any individual. (p-63-m)
- Allow to make mistakes – can't protect them from everything, must learn to adapt to mistakes. (p-64-m)
- Every individual should be treated equally and fairly and not that they have a disability. This would allow there to be no differentiation between individuals who have a disability and individuals that don't. (p-65-m)
- Individuals with disabilities have the same wants and needs that everyone else does. Therefore they won't feel any different, they could look to something and accomplish it or fail it and learn from it. (p-65-m)
- Individuals with disabilities want to have the ability to not only succeed but fail as well. This would make it feel that individuals with disabilities aren't protected. (p-65-m)

6.4.3 Open-minded (OM)

- Go in open minded – never be tied down in my ways. Continue to do what's best for them. Continue research and take expense from colleges and work together with others in the field to become better, never rule anything out, open to new ideas and concepts. (p-1-m)
- I keep an open mind. I'm not sure what to expect from each person. They may surprise me and I may surprise them. It is not fair to go into a setting with a narrow minded attitude. The people I'm working with deserve more than that. (p-2-m)
- I will adapt to and work with disability, rather than try to cure it. My reasoning behind this is that there are some characteristics about disabilities that cannot be changed, but I will work to develop the potentials of individuals with disability. (p-12-m)

◆ You have to want to be there – if you have no desire to be with the person or people with special needs you will make them feel uncomfortable and neither you or the person/people will benefit. (p-13-f)

◆ Remember that they are children before their ability – have an open eyes, look through their disability. (p-13-f)

◆ Need to stimulate the knowledge that is already there in the child. Just because a child has a disability does not mean that they are stupid. You need to work with what you already have to enhance it to its fullest and then proceed with other/new knowledge. (p-20-f)

◆ You need to encourage and motivated the child instead of feeling sorry for the child. Feeling sorry for the children will not help them in anyway. It may make you feel better, but the child is the importance, not you. Pity on the child will not make progress. The child may also see that you feel sorry for them, which will not lead to positive responses to you. (p-20-f)

◆ Each day is a new day, never hold grudges against the children. This is not beneficial to the child, may make you feel like you are in control but the child usually knows right from wrong. (p-20-f)

◆ Always be prepared for anything (expect the unexpected). Be fully prepared for any situation or attitude that may be delivered. Have lots of background knowledge so you are prepared. You want to have an infusion environment so you are ready for everything. (p-20-f)

◆ The person with the disability is the only one that can tell you what is wrong. Reasoning is that you must be very attentive and don't assume they do or don't need things or attention. (p-21-f)

◆ Think of the specific problem not disability – you want to work with their specific problem and try to help with that certain problem instead of helping with the whole disability. The same disability may have different problems associated with it, but it only requires to fix the right one. (p-23-f)

◆ To be open-minded – if open-minded then the sky is the limit and no program is set in stone and can be adapted to the needs of those partaking. (p-26-f)

◆ Avoid characterizing a disability – although there are characteristics of disabilities not every child meets all of them. Therefore I must maintain an open-mind. Ex. Not all children with autism behave similar at all times. (p-30-f)

◆ Don't try to change, try to adapt: often people try to change the way of life for an individual with a disability. I have learned that it is not necessary to change, but it is necessary to help them adapt with their disability in life. (p-33-f)

◆ Always expect the unexpected: when volunteering with people with disabilities I learned that from day to day their outcomes and skill levels can change. If you expect the unexpected, and it doesn't happen you are one step further. (p-33-f)

◆ Progression has a different time span for every individual: people progress at their own speed and ability and there is nothing wrong with that. We need to realize that it may take others longer to complete a simple task, but we should stick with

them along the way. Progress is important for everyone know matter what pace it goes at. (p-33-f)

♦ Be an active and open-minded friend – I will listen to what they want and need, I won't be judgemental I will have an open-mind and be their friend. This way they will trust me, thus we will work better together. (p-36-m)

♦ Lastly, I learned that it was necessary to modify or adapt myself and my actions before any interaction can take place. Individuals with a disability may not have the capability to understand or comprehend or whatever. It was my job as a facilitator to find ways to make an individual succeed at whatever they are doing. I learned that if something is not going as planned, do not give up, go on to another activity, however, the activity should be approached again in a different way and at another time. (p-39-m)

♦ I won't assume that person's with disabilities are alike. I say this because once I assumed that all individuals I worked with could write their names on nametags. It turned out only one of them could not and he was really embarrassed. (p-40-m)

♦ Open-minded – to enter things with an open-mind, to allow yourself to learn from the new experiences and from the people you work with. Allow the person with the disabilities to tell you what is right and wrong, and what they find comfortable. (p-44-f)

6.4.4 Knowledge/Education (KE)

♦ To be educated in the way to approach the disability – be serious find out all background influences. What has worked in the past, cover all options and make sure the maximum is done. What can they do – what should they do. Keep up with new technology and research and how to program for them. (p-1-m)

♦ I will teach tasks progressively. It is important for anyone who is learning something to be taught the fundamentals before a complex skill. Skills should be broken down into smaller skills. Not being able to accomplish a skill can be very discouraging. (p-3-m)

♦ When working with an individual with a disability or a group of individuals with the same or different disabilities, you must know their limitations and needs. If you know what the individual you are working with can and cannot do, you can come up with an activity that challenge them, but are not out of their to succeed in. (p-5-m)

♦ Teach using their learning style, not my teaching style – they will learn better if they are taught by means they comprehend. (p-6-m)

♦ Understand the disability. Know what they can/cannot do and make variation accordingly. (p-6-m)

- Games design model should be understood fully to ensure proper games environment for children – understand basic structure of game/modify games have structure/manage the games degree of difficulty. (p-8-m)
- Knowledgeable – you have to understand the specifics of the particular disability. Each type of disability has it own unique characteristics. For example autism in which each environment changes the way a person responds. Have to be aware of that and be able to deal with it appropriately. (p-9-m)
- Be aware of how to include and modify activities. They might start off participating but can get tired. So always be prepared to have other activities that you can do or suggestion on how to modify to suit there skill level. (p-11-m)
- I will always focus on competence in lesson planning, activity modifications and progressions, and the application of basic movement education concepts. My reasoning behind this is that I will never leave anything to chance and provide the best possible education/service to those with disability. (p-12-m)
- I will always teach tasks progressively. It is important for anyone learning something to be taught the fundamentals before a complex skill. Skills must be broken down into smaller skills. It these smaller skills can't be done than the skill can't be done. This could be discouraging. (p-15-f)
- I believe that ability to be creative and adapt activities is a key component and is important so that any program developed is individualized and is the best means to assist an individual with progressing through their tasks to reach success. (p-17-f)
- I will change the game and the environment so that everyone is comfortable and within everyones limits. I will not single out a specific person by modifying the game to them specifically. (p-18-f)
- I will organize games where everyone will have a skill they are good at, I want no one to feel they are less because they are not good at a specific game. (p-18-f)
- Restrictions on time are inevitable. The amount of time put into a skill or progression is not the issue, it is whether or not the skill gets accomplished. There is no time put on to success! Time is given so use it wisely. (p-19-f)
- Must be understood that progression can be forgotten day to day by the child (identity also). You can't be discouraged if your forgotten (name) or you have to start at the beginning again. Every minute spent with a child, brightens their day. Therefore if you have to start tasks over again, think of it as more time with children, not as a negative aspect. (p-20-f)
- Healthy active lifestyle is for everyone. (p-22-f)
- Use progressive tasks – always start the person out on the simplest skill there is to develop their weaknesses so they can move on to more difficult skills at their own pace. (p-23-f)
- Knowledge of various disabilities – you must be informed and have knowledge on every disability so you can be more aware of the programs you plan for them. (p-23-f)

- Do activities that improve the quality of life, if the activities don't have a purpose that is positive why bother doing them. (p-24-f)
- Teach for the future, not the moment – when I was in the gym program I realized how important it will be for the child to carry on with regular physical activity not only, when they are young but always. And their gym experience will impact on whether they enjoy staying active or not. (p-30-f)
- Knowledgeable of the disability so that I can empathize more than if I was not educated. It will also allow me to have a better understanding of why they cannot do certain things as well as others and it will allow me to use their strong points in activities. (p-34-f)
- I will ensure I have a structured guideline for each day we are together so that things run smoothly preventing chaos and allowing for more time with the children. (p-34-f)
- Promote healthy living – this is very important for anybody whether they have a disability or not, it's good for your body and its systems, and makes you feel better. (p-36-m)
- Must have knowledge of disabilities in general and with the individual that you are supporting. Understand the anatomy, physiology, biomechanics, exercise physiology – have to know all of these to develop programs and have to know what they need individually when planning for someone for ADL (active daily life). (p-41-f)
- Breakdown complex tasks into simple steps. This allows the person with the disability to acquire the simple and easiest task first and then progress to the harder ones and link or combine them together. Allow them to lead up to the progression of a full task. (p-41-f)
- Improvement of physical activity – many people with disabilities loss muscle ton due to the nature of their disability and physical activity is necessary to make their life easier to live (as with anyone). (p-44-f)
- When programming (not volunteering necessarily) ensure that you are knowledge of the disability you are programming for. Otherwise you won't be beneficial and could be detrimental. (p-45-f)
- Inpersonal – initiate a PAR-Q test, physical activity readiness questionnaire. This way can learn about individual, the severity of disability, nice to know what you have to work with and what injuries they might have previously had. (p-47-f)
- Progression – work in a progressive way so that they can come out of program knowing not only the final, but the parachute broken tasks it took to get them there. (p-47-f)
- Variety – don't limit experience by introducing each activity in one particular environment. I'd change environment to provide more possibilities to increase interest and motivation. You always want them to come back to you. (p-47-f)
- ADL (activities of daily life) – youth activities YWCA/YMCA. Hiking, active leisure, sports, games, activities, picnic, outings. (p-49-f)

- Programming – task analysis (process of breaking down activities into behavioural components required for success). For sports, activities, games (range of motion and upper body strength which are both very important. (p-49-f)
- To learn. I have found that I have learned so much from working or just being with people who have special needs. (p-51-f)
- There is not one activity that cannot be adapted so that everyone can be included. With this idea, or thought, it will be easier to find ways to include people in the activity. (p-51-f)
- Get educated on the disability, because if you don't know the disability and its characteristics, you will not be able to provide a program that will cater to their specific needs. (p-52-m)
- Knowledge – want to know about the disability, about the person and their background. Its important to have a general knowledge about the individuals you'll be working with because than you can create a program that is to their needs. (p-54-f)
- Create a safe and consistent environment – safety first! Make little to no changes in the structure of the environment, and if you are going to make changes make them slowly. Transitions are slow and warn the children ahead of time. (p-56-f)
- Use progressive tasks which are easy to hard activities and not the opposite. By doing so, it will not frustrate the child and it allows you as the educator to see which tasks the child can accomplish at a slow pace. (p-59-f)
- Knowledge of a variety of disabilities and not just one disability expands ones horizon. By knowing more than one disability you are able to compare and contrast disabilities which could help you in future situations. (p-59-f)
- Design activities that can offer and be played by children with varieties of skill level. Create many options to choose from, like easy target, medium targets, no targets, etc. (p-60-f)
- Have appropriate matching of content to student abilities. Being able to know what each disability is capable of is important for program planning. (p-62-f)
- Always teach, practice, etc. – left to right. (p-64-m)

6.4.5 Personal Traits (PT)

Honesty

- Be truthful and real – never lead the student on. Not to make false promises or commitments. Stay committed or state that you can't commit and why. Be honest about all events and lessons and interaction and future plans. Treat them as I wish to be treated. (p-1-m)

- Honesty – always be honest. To be dishonest with individuals with disabilities is the most terrible disservice one can perform. Honesty forms the only solid base upon which all growth can take place, you can teach what you are. (p-4-m)
- Be honest with others and be honest with myself. If I do not enjoy working with a certain population don't, for if I do chances are it will not be a meaningful and enjoyable experience for either party involved. (p-7-m)
- I will be honest and open in everything and commending good performance and providing constructive feedback when something is done incorrectly. (p-35-m)
- Fairness is giving people what they need to succeed. (p-31-f)

Patience

- First I am patient. I may not know my partner but they don't know me so we are new to each other and must figure each other out. It is important to give someone time to adapt to you and new surroundings. (p-2-m)
- Patience is very important. This is very important to accommodate people with disabilities and give them their deserved time and attention. (p-3-m)
- Patient – it is important that you don't make the person feel uncomfortable. Pay total attention to the child and his/her specific needs. (p-9-m)
- Patience and understanding – you need to treat certain disabilities with necessary and adequate patience and understanding. Because these individuals are very smart and can tell you when you might be getting frustrated with them and this could discourage them from continuing doing a task or prevent them from trying a new one. (p-11-m)
- Patience is very important – understand that they have a disability (don't remind them of it by rushing them through skills, tasks, etc). (p-13-f)
- I will always be patient and try to not get frustrated. People with disabilities can tell when people are frustrated with them. This is discouraging. Patience is needed because the results one wants will not always happen. (p-15-f)
- Patience is a virtue. Progression and success takes time and patience, this is important. (p-17-f)
- I will have patience so that they do not get discouraged. (p-34-f)
- Use patience and a positive attitude – if I am patient with my clients then they will eventually succeed. If I use a positive attitude it will encourage them to succeed. (p-36-m)
- Another philosophy is that patience can be the biggest asset to have. In a fast world such as the one we live in, it was hard to slow myself down and think of ways to make an activity more simple. However, I quickly learned that most individuals will take time to both comprehend and execute the activity. I learned that time does not matter and that progress was the only thing that mattered. Therefore being patient had a positive effect on both myself and the individual I was working with. (p-39-m)

♦ Being patient – people with disabilities need extra time to understand and know what is going on, everyone is always in such a rush and with individuals who have a disability patience and doing things slower is required. (p-43-f)

♦ Last but not least always be patient understanding, flexible and have a sense of humour. Realize that everything is not controllable and I have to work with what I'm given. Realize that things don't always work out, but you still must go on. Nothing is impossible you just have to be open to ideas. (p-48-f)

♦ Interpersonal skills – develop communication, patience, knowledge (read up on disability), good/active listener, open-minded, good personality and positive. (p-49-f)

♦ Have patience – no matter what is going on in the world outside of my profession, I will always provide full attention to the individual I am working with. I will be patient in everything that I do and will not allow myself to become overly stressed or frustrated. I choose this because I believe patience is a virtue and necessary when working in this field. (p-50-f)

♦ Patience. It is much more beneficial and fulfilling to teach an individual the skills so that they are able to perform tasks. Also patience to not step and do the task because it is faster if I do it. (p-51-f)

♦ Be patient, because if you get anxious or upset, your partner will too. (p-52-m)

♦ Keep my temper, don't get angry with children. This can cause them to become aggressive or hostile. (p-25-f)

Creativity

♦ I try to be creative. I want to give the people I'm working with new opportunities and different ways of doing things. (p-2-m)

♦ Creative – this is especially true for children who cannot walk independently. You have to be able to create activities for any sort of disability. (p-9-m)

♦ Creative with activities – you want to be creative with the activities so the person will be more interested and have fun performing them. Not only should they enjoy them but you should to. (p-23-f)

♦ Always be able to adapt – I can be stubborn when it comes to somethings but when working with the kids you have to be flexible in your goals and plans for the day. This may depend on number of children, mood, physical development, etc. (p-30-f)

♦ Individualize my instruction by making adaptations to different individuals and different disabilities. By teacher flexibility in assessing and implementing adaptation that may help individual students be more successful. (p-62-f)

Positive Attitude

♦ I try to stay positive. If I'm not positive the people I'm working with won't be and they won't want to participate. (p-2-m)

♦ Have a positive attitude and don't bring personal problems with you while you work with these children, because they can read you and know when you don't want to be there which can affect their mood and attitude, as well it's important to have an positive encouraging attitude. Provide them with the encouragement that they can do anything. (p-11-m)

♦ Keep a positive perspective, if I'm not positive then others around me won't be either. (p-24-f)

♦ Maintain a positive attitude – positive attitudes are contagious, if they see that I am enthusiastic and positive they will be too. (p-28-f)

♦ I will always try and be positive and enthusiastic in hope that it will reflect on those that I'm working with. (p-35-m)

♦ Be positive – whether giving praise or criticisms, I will always be positive. I believe constructive criticisms are necessary when working with an individual with a disability who may already have low self- esteem. (p-50-f)

♦ Always be positive and energetic whatever you do. (p-60-f)

♦ You must want to be there and helping them, with a positive attitude, have patience because things take time just like with typical people, have an open-mind, good/active listener, advocate (recognizing that they have rights just like everyone else). If you don't do this, they will be able to tell you don't want to be there so they are not going to cooperate and help you with the task at hand. (p-41-f)

♦ Have confidence – a lot of times it is easy to lose faith in an individual's improvement or recovery. I will always try my hardest to be optimistic when it comes to helping one improve their physical or mental states. I have faith in my programming and its outcomes. (p-50-f)

Understanding

♦ I try to be understanding. I empathize with individuals and try to understand why they may do certain things. I try to be understanding of what they do and how they react to me. (p-2-m)

♦ Understand the limitations of myself, I learned through my experience that I am better suited for people that are highly interactive. I should know what I'm better at and not force myself to do things I can't do well. (p-24-f)

Confidentiality

♦ When working with persons with disabilities I will keep my professional life out of my personal life. Being confidential is important. It is no ones business of

what happens between me and the people I work with. Problems that people might have is their business and no one elses. (p-3-m)

♦ I will keep my professional life out of my personal. Being confidential is important. It's no one's business of what goes on between me and the people I work with. (p-15-f)

♦ Keep personal and professional lives separate – no matter what is going on in my personal life, I will NEVER let it interfere with my work. Letting the 2 lives interfere with each other will only frustrate my patients. I believe this is a part of professionalism and should be followed. (p-50-f)

Attentive/Listener

♦ Attentive/attuned observer – I will be an observer. Only a person with a disability can tell you what is possible for them. (p-4-m)

♦ Always make time to listen to what they have to say, and appreciate. Make value of their feedback/input. (p-6-m)

Dedicated

♦ Dedicated – you have to be one hundred percent committed. People who have disabilities rely on your support and do not deal with the problem of your not showing up when expected (SNAP). (p-9-m)

♦ To take a personal interest in every individual in my programs – every person is special and deserves individual attention in all they do, no one should ever feel like they are just a number or unnoticed. (p-26-f)

♦ You need to want to be there working with them – can't pretend you want to be there because they will know that you don't really. If you aren't patient with them, they will get frustrated and so will you. (p-32-f)

♦ I will always try and be punctual and on time so that the subject knows that I truly want to help them. (p-35-m)

Knowing One's limitations

♦ When I made mistakes, I will apologize, correct the problem, learn from it, and move on. My reasoning behind this is that although I will make mistakes, I will use them as learning experiences to better my abilities to serve persons with disabilities better. (p-12-m)

♦ Know personal limits – know what I am comfortable with and what I may not be or have not yet worked with. At this level I am very comfortable with children but do not have experience working with the elderly. Therefore I may find things that I do not know I feel comfortable with. (p-30-f)

♦ Be practical – I always want to remind myself what the capabilities are for each person so I don't create too high of expectation for them and myself. (p-54-f)

Building Meaningful Relationships

♦ I will be as personal as possible. I will use their name often and truly care and shoe respect. (p-27-f)
♦ I will become close to all of those that I work with in an attempt to provide the best possible facilitation for each unique individual. (p-35-m)
♦ I will always ask a person "what can I do to help" so that there is no confusion as to what their needs are and how I can assist them. (p-40-m)
♦ Reward often for good behaviour – let the child know when you are pleased with them so they understand the proper way to behave. Encourage all good behaviours. (p-25-f)

Safety First

♦ One step at a time – this will be considered as taking our/their time when progressing. There is no hurry and I want them to work at their own rate. (p-36-m)
♦ I will always ask permission to touch or go near someone just in case they are tactile defensive. (p-40-m)
♦ I won't leave a person unsupervised or give them any responsibilities that may be unsafe, because they may not be able to handle a task that I would have no problem doing. eg - Parking a car. (p-40-m)

6.4.6 Dignity (D)

Words with Dignity

♦ When working with persons with disabilities I will use appropriate terminology to describe anyone with any type of disability. Any other language may be offending and hurt the individual with the disability. People with disabilities are human and also have feelings. (p-3-m)
♦ You should not give labels to those with disabilities. Often, referring to someone as retard and other hurtful names can hurt that individual's self-esteem. (p-5-m)
♦ I will always use appropriate terminology to describe a person with a disability. People with disabilities shouldn't be labelled as something. They are people dealing with something. (p-15-f)
♦ Use person first terminology – the last thing you want to do is insult the person with the disability. So we should be familiar with the proper terms used. "Words with dignity". Lame – person who has a mobility impairment. (p-23-f)

- Always use proper terminology – when referring to an individual with a disability, all my staff will always use proper terminology. Otherwise, some may be hurt or offended. (p-50-f)
- Be aware of your vocabulary, because individuals with disabilities are first human beings and they have feelings, so use words with dignity. (p-52-m)
- Use first person terminology – say individuals with disabilities not disabled persons because it recognizes that a disability is only part of a persons constellation of strengths and weaknesses. Good teaching avoids language that creates individuals with their conditions. (p-59-f)

Maintaining Dignity

- I will allow children to take their aggression out on something that can't be hurt. It is important to let them vent it, but let them know where it is appropriate. Example – punching bag or high jump mat. (p-25-f)
- The speed in which an individual performs a task is not important as long as they are as accurate as able to be. (p-27-f)
- The skill level is not important as long as they work hard and enjoy their efforts. (p-27-f)
- Do not push them to do things they can't do – work with what they have. You cannot fix their disability, but you may be able to improve their quality of life. (p-32-f)
- Make them feel like what they doing is a worth well experience – give them a sense of being and purpose. (p-38-m)
- A third philosophy or guideline was to strengthen the capabilities that the individual has to work with. Since these are the capabilities that they will likely use the most and in some cases only these will be used because individuals with such disabilities as CP cannot be improved, it is best to improve these to improve the quality of life that the individual will lead. (p-39-m)
- If punishment is needed it should be done in a certain way where the child understands what was done wrong but make sure they are not embarrassed or centered out. (p-43-f)
- My goal would not be to fix but to program including disability – you don't want to program around because then you're showing that all you see is the disability or difference – when you should instead see them for who they are. (p-47-f)
- Want to make a better way of life for them by giving them opportunities to participate and work along side other people that they normally wouldn't have had the opportunity to work with. Also its important for everyone, whether you have a disability or not to have one or two activities that you enjoy doing and feel good about doing. (p-54-f)
- Encourage people with disabilities to help one another as well as get help from abled body people. (p-60-f)

♦ High rates of on-task behaviours. Allow children with disabilities have hands on types of activities. Stimuli is the best thing for most disabilities. (p-62-f)
♦ If a person with a disability doesn't succeed at something it does not make them lesser of a person than anyone else. Everybody fails at different things in life. You learn from mistakes and you can adapt. (p-63-m)
♦ I will stress teamwork and working together because to get through life we must be able to rely on others for help and encouragement. (p-18-f)

6.4.7 Integration/Inclusion (II)

♦ When working with people with disabilities, my end goal will always be to integrate the people I'm working with and not exclude anyone. It is important to adapt an activity so everyone can participate and no one is left out for any reason. (p-3-m)
♦ Make sure special needs children are apart if an inclusive and LRE settings to ensure the best environment to make the students feel as comfortable as possible. (p-8-m)
♦ My end goal will always to integrate the people I'm working with and not keep them segregated. It is important to adapt activities so everyone can play. This is also important for social reasons. (p-15-f)
♦ I will try to include everyone into all of the activities so that they will know that just because they may be different they can still have a role or part in every activity. (p-16-f)
♦ Have an inclusive atmosphere – will make the individual want to participate. (p-28-f)
♦ Promote an inclusive environment that does breed segregation – make them feel like their a part of something – friendship. (p-38-m)
♦ Make it safe – so nobody get hurt and they all have a great time. (p-38-m)
♦ Integrate others with the person who has the disability will be done, this not only benefits the individual with the disability but also the peers. Educate peers on the situation presented will help everyone in the long run. Kids are mean but this perhaps is due to lack of knowledge, keeping an eye out for the kids who are rude will occur because that behaviour is not acceptable. (p-43-f)
♦ Socialization – interaction between the typical population and the disabled population is an excellent way to integrate societies. (p-44-f)
♦ LRE – to insure that the majority of the individuals environment is fully accessible to them and does not inhibit them from doing anything in anyway. (p-44-f)
♦ Maximal integration – I feel that everyone can learn from each other, so by allowing integration everyone can learn something that maybe they didn't know before or had a stereotype about. (p-54-f)

♦ Make available to different abled individuals conditions as close as possible to that of the group norm (average). Should be applied to all students in the class not those with a disability. Creates a warm positive classroom climate, which can teach students that adapting is fun, good and beneficial to all. (p-58-f)

6.3.8 Varying Roles (VR)

♦ Be their friend/mentor/leadership figure. (p-6-m)
♦ Role model (someone they can look up too). (p-9-m)
♦ Should stay away from authoritative patterns. Collaborative decision making potential outcomes are richer and lead more directly to self-actualization of individual's who care about each other and know how to work together. (p-14-f)
♦ Shouldn't use authoritarian patterns. Collaborative decision making outcomes are richer and lead more directly to self-actualizing individuals who care about each other and how to work together. (p-58-f)
♦ Delegate authority – allow them to learn responsibility of independence – boost self-esteem. (p-64-m)

6.4.9 Fun/Enjoyable Environment (F/EE)

♦ Find a way to make physical education fun for all individuals so that they will have a positive experience and want to live an active lifestyle. (p-7-m)
♦ Maintain a warm positive learning climate with lots of feedback (verbal and non-verbal). (p-8-m)
♦ Should make available to different abled individuals conditions as close as possible to that of the group "norm". should be applied to all students in the class, not just those with disabilities. Part of creating a warm positive environment is that it teaches students that adapting is fun, good and beneficial to all. (p-14-f)
♦ I believe that fun is the main goal. I want children in my class to have equal participation and always leave smiling. (p-18-f)
♦ Don't force the child to do anything they don't want to do. Gradually create a safe situation for them showing and reinforcing that they are safe and try to ensure personal mastery but having peers perform it 1st. (p-25-f)
♦ Try and create positive social interactions and environment for children so they feel confident, boost their self-esteem. Children can be very discouraged if they feel they don't fit in or can't perform like others, creating a positive environment helps boost their confidence so they feel better. (p-25-f)
♦ You need a positive environment that is free of irrelevant stimulus – leads to distraction. (p-38-m)

♦ Another guideline was to incorporate a high degree of enjoyment in learning activities. By doing whatever the individual enjoys they are more likely to receive it and take it in. one individual I worked with enjoyed dinosaurs so everything he learned related to dinosaurs and therefore he learned more. He could begin pronouncing sounds based on hearing what I called a dinosaur. (p-39-m)

♦ Try to do things and teach things in a playful and fun environment that way the child may not even realize they are learning or may decide that they like to learn because it is fun. (p-43-f)

♦ Create a warm environment by letting the children know that I care for them and that I want to work with them. There are so many people who are in the disability stream just because then may not have what is needed for the job. The kids will be able to pick this up on that right away. (p-54-f)

♦ Create a fun and exciting atmosphere – use a variety of teaching strategies and styles. A variety of activities as well. If children are having fun they will want to learn and improve. (p-56-f)

♦ Organizing a different activity each time, therefore they will not get bored. (p-57-f)

♦ Creativity plays an important role in establishing well organized programs. By being creative, you make it more fun for the individual and you are able to entertain not just one, but many. Always ensure to maintain an environment that is least restrictive, adaptable and accepting of an individual, regardless of their ability or disability. (p-59-f)

6.4.10 Communication (methods and modes) (C)

♦ Communicate clearly, concisely, and completely whenever possible, do this by getting on the same spatial level, making eye contact and using the form of communication the individual with the disability understands. This way they will always understand what you are asking of them. (p-7-m)

♦ Provide clear and simple instructions – simple instruction that they can follow, do not overwhelm them with instruction that they do not need. Talk in a monotone voice and provide instruction progressively as you go, if needed one at a time. (p-11-m)

♦ Learn to communicate effectively is important, therefore one must be aware of many of the modes of communication, like sign language to be able to understand students and build good relationships. (p-17-f)

♦ Talk to them as if they can understand everything that you say – even if they can't speak or may not understand everything you say, they are people too and deserve to be treated like one. (p-32-f)

- Have an open understanding of what they want and what you want. Have a positive communication system with a person with a disability and make them an active participant in a conversation. (p-41-f)

- Make sure positive feedback is given. This will encourage the individual to try again if they didn't do it right or give them confidence to try other things. Sense of happiness and accomplishment will occur if positive motivation is given. (p-43-f)

- When provided feedback, make sure it is constructive and positive. Sandwich approach – point out a positive, make correction, supply encouragement. (p-45-f)

- Communication – sign language, gestures, brail and councelling. (p-49-f)

- Be clear in your instructions and make sure your environment suits the disability, because different disabilities react differently in certain situations. So be aware of environment for safety and learning reasons. (p-52-m)

- Create a positive environment – give positive feedback to ensure the child's self-esteem and competence. (p-56-f)

- Make sure I develop a warm, positive atmosphere. Have more positive then negative or corrective feedback, more skill than behaviour oriented games, and more specific then general in nature type of activities. Children with disabilities need positive feedback just as much as able bodied children. A positive attitude lifts the spirits of people. (p-62-f)

- Feedback is needed all of the time. The use of lots of "positive" feedback helps these children learn. Respond to students words and actions. (p-62-f)

- Provide clear, concise, specific feedback and encourage their feedback – open lines of communication – honest. (p-64-m)

6.4.11 Developing Mind and Body (DMB)

- Treat the whole individual not just their physical attributes. Provide them with physical activities that will help them develop socially, emotionally, and cognitively as well. Chances are because of the way society is they will need help in these areas too. (p-7-m)

- Instead of just focusing on physical development, should also focus on cognitive development – understanding game formations, etc. This is related to game performance, understanding and to social interactions with peers as well as to perceive efficacy in motor skills. (p-14-f)

- Focus on cognitive development rather than just physical development. Should focus on understanding game formations which is related to game performance and to social interactions with peers as well as to perceived understanding in motor skills. (p-58-f)

6.4.12 Recognition of Uniqueness (RU)

♦ Adapt teaching styles to meet individual needs and main goal should be to progressively increase the student's responsibility for him or her learning by moving from command and practice styles to learner initiated. (p-8-m)

♦ It is important not to label or group people. Every individual with a disability or not, is unique in their own way. Labelling people as "disabled", puts them into a group, instead of viewing them as individuals. Individuals with disability should be viewed as individuals first. (p-10-m)

♦ I will remember that people with disabilities, like all people, are experts on themselves. My reasoning for this is that persons with disabilities know what they like and don't like, and what they can and cannot do. Basically, I'm saying that I will try to think of things from other people point of view. (p-12-m)

♦ Do not force them to do anything that they are unable to do – work with their disability and make adaptations to the skill in order to make it ability appropriate. (p-13-f)

♦ Think about strengths and weaknesses of each individual in the environment: shouldn't place constraints/limitations on the interaction between persons and environments. Should facilitate goal achievement. This increases self-concept, self-confidence, etc. (p-14-f)

♦ I will help them realize all of their amazing qualities that not everyone has and help them to feel lucky to be who they are because without them life would not be the same. (p-16-f)

♦ My programs will be specific to the needs of each person. Each individual is different and needs to be prescribed appropriate tools and activities that will assist them the best. (p-17-f)

♦ I will promote uniqueness. As I believe that one persons strength may be another persons weakness and vice-versa. I believe that it is each persons unique qualities that enhances fun, excitement, and that being unique is good and it makes you interesting. (p-18-f)

♦ Individuality is not a problem but a gift. For every person in this world there is a uniqueness to them which makes them special. Instead of looking at a disability look at it as a gift, a gift that makes you who you are and not just another individual. (p-19-f)

♦ Each individual with a disability is different. They have their own uniqueness. Reasoning is that these people are not just labels, everyone has different needs. (p-21-f)

♦ Focus on abilities not disabilities, all people enjoy doing the things their good at. (p-24-f)

♦ Create unique programs that are individualized – each person is totally unique and so carbon copy programming won't work for anyone either with a disability or not. (p-26-f)

- Match the task/activity to their level of ability – this ensures some success for the participant. (p-28-f)
- Ensure that the persons needs are met and know what they are not the same for everyone – makes the individual feel good about themselves, builds self-esteem. (p-28-f)
- Remember that each person who is disabled is different, they are a totally unique person. This allows me to treat each person different and not like all individuals with a disability are the same. (p-29-f)
- I work with people with a personality, who happen to have a disability. (p-31-f)
- They are children before they have a disability – try to look through their disability. Just because they have a disability doesn't mean they aren't a child just like everyone else. All children are different no matter what. (p-32-f)
- Stimulate the knowledge already present: individuals with disabilities can be very knowledgeable we just need to get them to use that knowledge instead of trying to teach tem new stuff. After all, individuals with learning disabilities actually have a normal to high IQ they just can't present it sometimes. (p-33-f)
- Encourage rather than feel sorry: if we start to feel sorry for individuals with disabilities they are not going to get anywhere. We need to treat them equally and encourage them as we would want to be encourage when trying to reach our goals. (p-33-f)
- Remember that each disabled individual I work with is not defined by their disability, but they are still their own individual unique person. They are people first, not disabled, and therefore I would treat them with the same respect I would anyone of my other friends. Too often you hear ablist people referring to disabled individuals as derogatory names for their (ablist) convenience. By putting myself in their position (literally) they have the same feelings as me and suffer the same pain I do! (p-37-m)
- I would remember that only those with disabilities can tell or show me what they are capable of. Too often ablists attempt to "make things better" for a disabled individual without consulting them and finding out what their ideas or views are. It makes more sense, they are the ones with the unique lifestyle so why should I go and assume or presume what they would feel is best. (p-37-m)
- Most important thing is that they are kids first. Look beyond their disability to realize that they are just like typical children, just with something special added. (p-41-f)
- Teach with their learning style, not yours. Everybody learns differently. Just because I am primarily a visual learner doesn't mean that everyone is. (p-45-f)
- Interpersonal – get to know individual on personal, unique basis. This way you can program around interests or challenges that they wish to overcome, be positive – don't limit experience based on disability. (p-47-f)
- Treat every individual with respect – concentrate on the person first, disability second. Know the person for their values, beliefs, ideas, and goals. (p-48-f)

- Treat everyone as an individual. Refrain from labelling or making cookie cutter solutions to problems and issues. Asses each individual for their strengths, weakness, their abilities and needs and work with that to set and reach individual goals. (p-48-f)
- Stress the abilities of an individual has, work to find an area each individual can excel in to their satisfaction to build self-concept and self-esteem. (p-48-f)
- Each person is unique. Despite all the characteristics that tie people with the same disability, they are all individuals, and have their own likes/dislikes, as well as their own abilities, gifts and talents. (p-51-f)
- Remember that each person who is disabled is different and they're a totally unique person – just because one child with ADD acts a certain way doesn't mean they every child with ADD will act the same. (p-53-f)
- Each person who is disabled is different and no matter what their disability is they are still unique individually. Reason: all have different needs and wants, remember that persons with disabilities are persons first and disabled individuals second. (p-55-f)
- Activities appropriate for skill level – modify the activity to fit the child, not the child to fit the activity. It has to be developmentally appropriate. Have a balance between skill and challenge, so that the child will always be improving. (p-56-f)
- Avoid focusing on what the child cannot do and focus on what the child can do. (p-60-f)
- The speed at which a person does a skill or anything else should always be accepted and have available time for. Everyone does different tasks at different speeds, some faster, some slower. Have to be patient. (p-63-m)
- Remember that just because two people have the same disability doesn't mean that they are the same. Everyone is different in different ways. Must treat each individual as their own person, not part of a type of society. (p-63-m)
- Treat each person as a new case – each person has own individualism which makes them unique. Never assume. (p-64-m)
- Remember that each person who is disabled is different. Meaning they are their own unique individual and no generalization would occur. (p-65-m)
- I will have a interpersonal relationship with them so that they know I care and see them as an equal. (p-34-f)
- Don't talk to them like they are stupid. Just because someone has a disability, it doesn't mean they can't understand what you are saying, and it's demeaning to talk to someone like that. (p-40-m)
- One should always think of specific problems, not disability. We should always recognize the importance of identifying specific problems that interfere with achievement of physical education goals, and good teaching creates a balance between attention given to weaknesses and strengths. It also contributes to good self-concept. (p-59-f)

6.4.13 Clichés (CL)

♦ Give a smile receive a smile. If the individual sees that you are happy to be with them (smile/enthusiastic) then they will return with the same emotions or thoughts. (p-19-f)

♦ Results = efforts. You only get good successful results when you put forth a string and positive effort. Someone that puts in 50% will not get out the same results as those who put in 100% effort. 110% effort should be the amount of effort put into each time/visit/program planned. (p-19-f)

♦ Never say you can't. (p-22-f)

♦ One step at a time. (p-22-f)

♦ It's a challenge but you can do it. (p-22-f)

♦ Don't treat those with a disability as though they are a victim of it. They don't need a constant reminder that they have a disability. (p-29-f)

♦ Great minds have goals, I help people achieve them. (p-31-f)

♦ Make it fun – if it's fun then they will want to keep doing it. (p-38-m)

♦ The sky's the limit! – they can do everything that a so called able bodied person can. (p-42-f)

♦ Reach for the sky! – achieve all you can, anything is possible. (p-42-f)

♦ Every dreams attainable – every dream worth dreaming is worth accomplishing, you can do anything you put your mind to. (p-42-f)

♦ Stay fit and have fun – keep active and have a good time while you do meet people. (p-42-f)

♦ Go for it! – if there is something you want in life then it can be yours as long as you try. (p-42-f)

♦ Reach for the stars. Set a goal, even if it is out of reach, because with time, it gets closer and closer. If goals are not made, there is nothing to work towards. Setting goals makes most people determined to achieve them in order to prove their abilities/competence. (p-46-f)

♦ Be all you can be. Giving ones personal best allows for the most rewarding results. (p-46-f)

♦ Don't forget to laugh/smile/cry. Laughter is natures most affective remedy for nearly everything. Smiling at someone will always brighten their day. A good cry due to sadness/happiness always makes you feel better. (p-46-f)

♦ Never give up! Always be in control. If you give up, you've let the disability take control. (p-46-f)

♦ Don't treat those with disabilities as though they will fall a victim to it. Encourage the individual to never give up and treat them as an equal not a problem case. (p-53-f)

♦ Always smile when you first see them, so they are happy too. (p-57-f)

♦ Make every activity you do sound exciting, because they will want to get involved. (p-57-f)

- Always talk to them and make sure they are having a good time, because it makes you feel good inside that you can make them want to be there. (p-57-f)
- Remember to never refer to individuals with disability as if they are a victims. The individual doesn't need reminders. (p-65-m)

6.5 Second Level of Analysis – "The Hidden Curriculum"

6.5.1 Self-sufficient (SS)

Concepts of "the hidden curriculum" found within the theme of self-sufficient are:
  - Meritocracy (**M**)
  - Technocentric Ideology (**TI**)
  - Construction of Social Relations (**CSR**)

- To build their confidence (especially independence). Getting excited when they adhere something, build the confidence in ADL so that they can be independent as possible, allow them to achieve and explore on their own, be a guider more than a helper, "let them do it while I'm there, so they can do it when I am not" type of concept. (p-1-m) **[TI]**
- Do for themselves – let persons with disability do for themselves, we can supply the alternatives, the possibilities and the necessary tools, but only they can put the plan into action and execute it. We reinforce. (p-4-m) **[TI]**
- You should understand that everyone needs to experiences certain things for proper development to occur in life. You might think that by do everything for someone with a disability is helping, but it is not. They must learn by doing things for themselves. (p-5-m) **[TI]**
- Individuals with disabilities must learn to provide for themselves they must be taught that if they do not work hard to learn, just like everyone else, they will have difficulty providing for themselves in the future, just like everyone else. (p-5-m) **[M, TI]**
- Do not "baby" individuals with disabilities. Give them every opportunity to succeed and fail at activities that are challenging but fair. You don't baby other people so why should you baby individuals with disabilities. (p-7-m) **[TI, CSR]**
- All individuals with disabilities to do the things they can do for themselves. Do not treat them as if they are completely unable to do anything for themselves. It is the job of the programmer, therapist, or friend/relative to provide the proper adaptations or modifications to allow them to do things for themselves. (p-10-m) **[TI, CSR]**

- I will also try to help them see that they can do anything they put their minds to. (p-16-f) **[M]**
- I will help them set goals that are progressive and help them achieve them even if it takes a bit longer I will encourage them because everything is possible. (p-16-f) **[TI]**
- People with disabilities must learn to be independent. Reasoning is that they have to be independent and learn for themselves. (p-21-f) **[M, TI]**
- Not to pity but empower – pitying won't help the individual at all, but by working to help find ways to empower them to do things more independently they will be better off than if I pity them. (p-26-f) **[TI, CSR]**
- Persons with disabilities must do for themselves. I need to remember that it may be easier for a child with a disability for me to, for example, put on their jacket but it is more important for them to learn to do it themselves. (p-30-f) **[TI]**
- I will not hover over their every move, to ensure a growth in independence and to show them I believe in their abilities. (p-34-f) **[TI]**
- I will allow students to work independently to try and perform a task before I intervene. I feel this is a stronger way to learn a task. (p-35-m) **[M, TI]**
- One guideline developed was to facilitate the individual with activities and not do the whole activity for them. I found that some individuals can do an activity however, they do not feel like trying because they are used to others doing it for them. By starting an activity such as a bit of a zipper, the individual will complete the task on their own and eventually through repetition they may be able to perform a task. (p-39-m) **[TI]**
- Be sure to give the person space and do not help them unless asked, because they want to complete the task and be proud of it. (p-52-m) **[M, TI, CSR]**
- Only those with disabilities can show or tell you what is possible for them and tell you what's wrong. Reason: be attentive, don't assume what their needs are. (p-55-f) **[TI, CSR]**
- Persons with disabilities must do for themselves. Reason: learn to be independent, learn for themselves. (p-55-f) **[M, TI]**
- Involve the students in decision making – allow them a little freedom to choose. Don't force them to do anything, as long as they aren't hurting anyone or themselves. Students like to feel in control of their environment. (p-56-f) **[M, TI, CSR]**
- Ask for their input about what they would like to do, this way everyone gets to do what they want. (p-57-f) **[M, CSR]**
- Think about the strengths and weaknesses of each individual in the environment. Shouldn't place constraints/limitations on the interaction between persons and environments. Should facilitate goal achievement. This increases self-concept, self-confidence and is motivating. (p-58-f) **[TI]**
- Allow people to self explore their limits and not tell them what they are able and not able to do. (p-60-f) **[M, TI]**

6.5.2 Advocacy/Rights (A/R)

Concepts of "the hidden curriculum" found within the theme of advocacy/rights are:
- Technocentric Ideology (**TI**)
- Construction of Social Relations (**CSR**)

- Be an advocate – stand up for their rights, get equality, believe they are worth fighting for, risk hard work and possible public criticism for their good. They need funding, equipment let them have it. (p-1-m) **[TI, CSR]**
- Equality and commitment – persons with disabilities are persons first and need to have love, to learn, and share like everybody in the world. They have no separate world everyone is equal. (p-4-m) **[TI, CSR]**
- Provide same rights as anyone else – allow person with a disability to fall, cry, decry, curse, because to protect them from these experiences is to keep them from life. (p-4-m) **[TI, CSR]**
- Individuals with disabilities should be treated like any other individual. It should be made clear that they deserve and expect the same respect than any other person would. When working in an inclusion environment, those that are not disabled in any classified way should know that treating someone differently because of their appearance or functional ability is discrimination. (p-5-m) **[TI, CSR]**
- Treat as equals to their peers, but always include their special needs in event planning. (p-6-m) **[CSR]**
- Equal status relationship – a two directional intersection between two individuals as they learn to respect, care and facilitate each other equally to achieve common goals in shared interests. (p-8-m) **[TI, CSR]**
- It is important to allow individuals with disabilities to fully express what they are feeling. Emotions such as crying, anger and frustration are emotions in which all individuals experience. Not allowing individuals with disabilities to explore these emotions is wrong, and exploring emotions while partaking in physical activity should be encouraged. However, the line should be drawn when these emotions lead to hatred, physical harm, unfair play, and so on. (p-10-m) **[TI, CSR]**
- All disabilities whether cognitive, physical, or neuro-biological should be treated with the same respect, and dignity. No disability should be treated as more important than another. (p-10-m) **[TI, CSR]**
- All individuals with disabilities have the right to honesty, whether it's honesty about me or honesty about themselves. A person should never treat individuals with disabilities as if their opinion does not matter. Also, an individual with a disability should never be afraid to tell you the truth. (p-10-m) **[TI, CSR]**
- Treat them with respect – do not talk down to them treat them how you yourself like to be treated. They are deserving of your respect. They can tell when you are talking down to them. (p-11-m) **[TI, CSR]**

- I will always be an advocate for the rights of individuals with disability. My reasoning behind this is that, as an important part of my practice, I will fight/support the rights of those how can't/can fight to better the lives of persons with disability. (p-12-m) **[TI, CSR]**

- Structure activity so that everyone has an equal opportunity to participate in sport and learn about cooperation and competition. Should create fairness in team sports which depends on the balance of abilities among teams. (p-14-f) **[TI, CSR]**

- When working with people with disabilities I want to treat everyone equally regardless of their disability because they are all people and they all have thoughts and feelings. (p-16-f) **[TI, CSR]**

- I will respect each individual and treat them as a human being and not an object to be manipulated. I will respect their personal space, goals, and interests. (p-17-f) **[TI, CSR]**

- There are no categories when dealing with people. All people are to be treated the same regardless of the way they may act, look, or feel. So why break people into categories separating what really is all the same creation just different uniqueness. (p-19-f) **[TI, CSR]**

- People with disabilities need to be loved, to learn, to grow and experience. Reasoning is that disabled people have feelings and have to be loved by others. (p-21-f) **[TI, CSR]**

- Persons with disabilities have the same right to make mistakes. Reasoning is that you can't protect them from everything, they have to live everyday experiences. (p-21-f) **[TI, CSR]**

- Everyone gets a chance. (p-22-f) **[CSR]**

- To do and treat people with dignity, this is because all humans deserve that. (p-24-f) **[TI, CSR]**

- Make sure that all programs are accessible to all people, or at least can be adapted – everyone deserves the right to leisure and should not have anything in their way to gain that. (p-26-f) **[TI, CSR]**

- Opinions of peers, family, the community does not matter to me, unless they are positive and helpful. If negative, I will try to inform and educate them. (p-27-f) **[CSR]**

- The age of an individual does not matter. We are all human and all deserve friends, respect and love. (p-27-f) **[CSR]**

- Treat them in the same manner as anyone else – this just means to not emphasize or constantly point out that they have a disability, treat them with the same respect as others. (p-28-f) **[TI, CSR]**

- Everyone should be treated equally and not as if they have a disability. This will make it so that everyone will be treated the same, regardless of a disability. (p-29-f) **[TI, CSR]**

- Individuals with disabilities have the same wants and needs as any other individual. This will make it so they are able to attempt anything they want to and shouldn't be stopped due to their disability. (p-29-f) **[TI, CSR]**

- Persons with disabilities have the right to succeed and fail. Therefore, we should not protect them from failure just because they have a disability. It is not fair to them. (p-29-f) **[TI, CSR]**
- Everyone has the right to try new things – I'm just here to give everyone that chance. (p-31-f) **[TI, CSR]**
- Sports have always been an important part of my life, everyone has the right to have physical activities in theirs. (p-31-f) **[TI, CSR]**
- There is no reason that they should be excluded from any sort of activity, no matter what! – every activity can be adapted or changed a little bit to include people with any disability, and if you don't think that it can be changed, then don't play that one. Choose a different adapted activity. (p-32-f) **[TI, CSR]**
- Everyone gets a chance – whether they have a disability or not, or the severity doesn't matter. With my program every individual will be given a chance. This way no one feels left out. (p-36-m) **[TI, CSR]**
- All persons with disabilities have a right to honesty about themselves, about me and about their condition. Without honesty no base of growth can take place.   · The worst thing to do would be for someone to pretend. Here are the circumstances now lets deal with them! (p-37-m) **[TI, CSR]**
- Persons with disabilities have the same needs that I have, to be loved, to learn, to share, to grow, and to experience in the same world as me. Ablists have a tendency to treat disabled individuals as though they were aliens or something and it is imperative that we remember that they live life just like us with the same needs and desires, we just have different daily routines. (p-37-m) **[TI, CSR]**
- I will remember that people with disabilities have the same right as me to fall, to fail, to suffer, to cry, to swear, to feel despair. To attempt and "protect" them from these experiences is in fact to keep them from life. I feel that it is going through these stages and feelings that have helped me to become stronger and determined and trying to remove these feelings from a disabled person, to me, is like robbing them. (p-37-m) **[TI, CSR]**
- Positive – people look at disabilities as a negative setback in someones life, while that is not the case, their lives are merely different and should be treated equally and with a positive aspect. (p-44-f) **[TI, CSR]**
- Don't treat anyone like they are stupid or abnormal. Be patient and have structure and routine. Repetition is the key to learning. Repetition is the key to learning! (p-45-f) **[TI, CSR]**
- Treat everyone as individuals. Just because 2 people have the same disability doesn't mean they are the same. (p-45-f) **[TI, CSR]**
- Everybody wins! Everyone has the same rights and opportunities. Giving equal opportunities doesn't allow people to feel left out or incompetent. (p-46-f) **[TI, CSR]**
- Be an advocate to reduce misconceptions surrounding disabilities. Telling people what I've learned, how rewarding the experiences were and getting people to see

the person not the disability. Also not allowing people to spread false information about individuals with disabilities. (p-48-f) **[TI, CSR]**

♦ Advocacy – pointing out that people with disabilities have rights. Also believe in them too. (p-49-f) **[TI, CSR]**

♦ Each individual has the same basic needs, whether or not they have a disability. Every person needs love, to feel safe and to feel friendship and to be accepted. (p-51-f) **[TI, CSR]**

♦ Everyone should be treated equally and not as if they have a disability – when we worked with the section 19 kids, it worked better if we treated them as friends and not authority figures watching over them. (p-53-f) **[TI, CSR]**

♦ Individual's with disorders have the right to succeed – seeing this and keeping positive is a good influence on a person with a disability. (p-53-f) **[TI, CSR]**

♦ Individuals with disabilities have the same wants and needs as any other individual – just because they have a disability doesn't make them that different from us in their wants or needs. Be prepared to share your wants and needs as well. (p-53-f) **[TI, CSR]**

♦ Persons with disabilities have the same needs to love and be loved, to learn, to share and grow as any other person. Reason: they are people as well and have feelings which should be appreciated. (p-55-f) **[TI, CSR]**

♦ Persons with disabilities have the same right as you to fail, fall, suffer, to cry, to curse. Reason: to protect them from these experiences keeps them from living life. (p-55-f) **[TI,CSR]**

♦ Should structure activity so that everyone has an equal opportunity participate in sport and learn about cooperation and competition. Should create fairness in team sports which depends on the balance of abilities among teams. It eliminates low self-confidence and provides individuals with feelings of importance and involvement. (p-58-f) **[TI, CSR]**

♦ You must realize that a person with a disability has feelings the same and different from you and me just like anyone – they might express it differently but that doesn't mean they are not there. (p-63-m) **[TI, CSR]**

♦ You can't tell anyone whether they have a disability or not, what they feel and what they can/cannot do. Only yourself knows your own capabilities and feelings so therefore nothing should be forced upon any individual. (p-63-m) **[TI, CSR]**

♦ Allow to make mistakes – can't protect them from everything, must learn to adapt to mistakes. (p-64-m) **[TI, CSR]**

♦ Every individual should be treated equally and fairly and not that they have a disability. This would allow there to be no differentiation between individuals who have a disability and individuals that don't. (p-65-m) **[TI, CSR]**

♦ Individuals with disabilities have the same wants and needs that everyone else does. Therefore they won't feel any different, they could look to something and accomplish it or fail it and learn from it. (p-65-m) **[TI, CSR]**

♦ Individuals with disabilities want to have the ability to not only succeed but fail as well. This would make it feel that individuals with disabilities aren't protected. (p-65-m) **[TI, CSR]**

6.5.3 Open-minded (OM)

Concepts of "the hidden curriculum" found within the theme of open-minded are:
 ▪ Technocentric Ideology (**TI**)

♦ Go in open minded – never be tied down in my ways. Continue to do what's best for them. Continue research and take expense from colleges and work together with others in the field to become better, never rule anything out, open to new ideas and concepts. (p-1-m) **[TI]**

♦ I keep an open mind. I'm not sure what to expect from each person. They may surprise me and I may surprise them. It is not fair to go into a setting with a narrow minded attitude. The people I'm working with deserve more than that. (p-2-m) **[TI]**

♦ I will adapt to and work with disability, rather than try to cure it. My reasoning behind this is that there are some characteristics about disabilities that cannot be changed, but I will work to develop the potentials of individuals with disability. (p-12-m) **[TI]**

♦ You have to want to be there – if you have no desire to be with the person or people with special needs you will make them feel uncomfortable and neither you or the person/people will benefit. (p-13-f) **[TI]**

♦ Remember that they are children before their ability – have an open eyes, look through their disability. (p-13-f) **[TI]**

♦ Need to stimulate the knowledge that is already there in the child. Just because a child has a disability does not mean that they are stupid. You need to work with what you already have to enhance it to its fullest and then proceed with other/new knowledge. (p-20-f) **[TI]**

♦ You need to encourage and motivated the child instead of feeling sorry for the child. Feeling sorry for the children will not help them in anyway. It may make you feel better, but the child is the importance, not you. Pity on the child will not make progress. The child may also see that you feel sorry for them, which will not lead to positive responses to you. (p-20-f) **[TI]**

♦ Each day is a new day, never hold grudges against the children. This is not beneficial to the child, may make you feel like you are in control but the child usually knows right from wrong. (p-20-f) **[TI]**

♦ Always be prepared for anything (expect the unexpected). Be fully prepared for any situation or attitude that may be delivered. Have lots of background

knowledge so you are prepared. You want to have an infusion environment so you are ready for everything. (p-20-f) **[TI]**

♦ The person with the disability is the only one that can tell you what is wrong. Reasoning is that you must be very attentive and don't assume they do or don't need things or attention. (p-21-f) **[TI]**

♦ Think of the specific problem not disability – you want to work with their specific problem and try to help with that certain problem instead of helping with the whole disability. The same disability may have different problems associated with it, but it only requires to fix the right one. (p-23-f) **[TI]**

♦ To be open-minded – if open-minded then the sky is the limit and no program is set in stone and can be adapted to the needs of those partaking. (p-26-f) **[TI]**

♦ Avoid characterizing a disability – although there are characteristics of disabilities not every child meets all of them. Therefore I must maintain an open-mind. Ex. Not all children with autism behave similar at all times. (p-30-f) **[TI]**

♦ Don't try to change, try to adapt: often people try to change the way of life for an individual with a disability. I have learned that it is not necessary to change, but it is necessary to help them adapt with their disability in life. (p-33-f) **[TI]**

♦ Always expect the unexpected: when volunteering with people with disabilities I learned that from day to day their outcomes and skill levels can change. If you expect the unexpected, and it doesn't happen you are one step further. (p-33-f) **[TI]**

♦ Progression has a different time span for every individual: people progress at their own speed and ability and there is nothing wrong with that. We need to realize that it may take others longer to complete a simple task, but we should stick with them along the way. Progress is important for everyone know matter what pace it goes at. (p-33-f) **[TI]**

♦ Be an active and open-minded friend – I will listen to what they want and need, I won't be judgemental I will have an open-mind and be their friend. This way they will trust me, thus we will work better together. (p-36-m) **[TI]**

♦ Lastly, I learned that it was necessary to modify or adapt myself and my actions before any interaction can take place. Individuals with a disability may not have the capability to understand or comprehend or whatever. It was my job as a facilitator to find ways to make an individual succeed at whatever they are doing. I learned that if something is not going as planned, do not give up, go on to another activity, however, the activity should be approached again in a different way and at another time. (p-39-m) **[TI]**

♦ I won't assume that person's with disabilities are alike. I say this because once I assumed that all individuals I worked with could write their names on nametags. It turned out only one of them could not and he was really embarrassed. (p-40-m) **[TI]**

♦ Open-minded – to enter things with an open-mind, to allow yourself to learn from the new experiences and from the people you work with. Allow the person with

the disabilities to tell you what is right and wrong, and what they find comfortable. (p-44-f) **[TI]**

6.5.4 Knowledge/Education (KE)

Concepts of "the hidden curriculum" found within the theme of knowledge/education are:
- Meritocracy (**M**)
- Technocentric Ideology (**TI**)

◆ To be educated in the way to approach the disability – be serious find out all background influences. What has worked in the past, cover all options and make sure the maximum is done. What can they do – what should they do. Keep up with new technology and research and how to program for them. (p-1-m) **[M, TI]**

◆ I will teach tasks progressively. It is important for anyone who is learning something to be taught the fundamentals before a complex skill. Skills should be broken down into smaller skills. Not being able to accomplish a skill can be very discouraging. (p-3-m) **[TI]**

◆ When working with an individual with a disability or a group of individuals with the same or different disabilities, you must know their limitations and needs. If you know what the individual you are working with can and cannot do, you can come up with an activity that challenge them, but are not out of their to succeed in. (p-5-m) **[M, TI]**

◆ Teach using their learning style, not my teaching style – they will learn better if they are taught by means they comprehend. (p-6-m) **[M, TI]**

◆ Understand the disability. Know what they can/cannot do and make variation accordingly. (p-6-m) **[TI]**

◆ Games design model should be understood fully to ensure proper games environment for children – understand basic structure of game/modify games have structure/manage the games degree of difficulty. (p-8-m) **[M, TI]**

◆ Knowledgeable – you have to understand the specifics of the particular disability. Each type of disability has it own unique characteristics. For example autism in which each environment changes the way a person responds. Have to be aware of that and be able to deal with it appropriately. (p-9-m) **[TI]**

◆ Be aware of how to include and modify activities. They might start off participating but can get tired. So always be prepared to have other activities that you can do or suggestion on how to modify to suit there skill level. (p-11-m) **M, TI]**

◆ I will always focus on competence in lesson planning, activity modifications and progressions, and the application of basic movement education concepts. My reasoning behind this is that I will never leave anything to chance and provide the best possible education/service to those with disability. (p-12-m) **[M, TI]**

♦ I will always teach tasks progressively. It is important for anyone learning something to be taught the fundamentals before a complex skill. Skills must be broken down into smaller skills. It these smaller skills can't be done than the skill can't be done. This could be discouraging. (p-15-f) **[TI]**

♦ I believe that ability to be creative and adapt activities is a key component and is important so that any program developed is individualized and is the best means to assist an individual with progressing through their tasks to reach success. (p-17-f) **[M, TI]**

♦ I will change the game and the environment so that everyone is comfortable and within everyones limits. I will not single out a specific person by modifying the game to them specifically. (p-18-f) **[M ,TI]**

♦ I will organize games where everyone will have a skill they are good at, I want no one to feel they are less because they are not good at a specific game. (p-18-f) **[M, TI]**

♦ Restrictions on time are inevitable. The amount of time put into a skill or progression is not the issue, it is whether or not the skill gets accomplished. There is no time put on to success! Time is given so use it wisely. (p-19-f) **[M, TI]**

♦ Must be understood that progression can be forgotten day to day by the child (identity also). You can't be discouraged if your forgotten (name) or you have to start at the beginning again. Every minute spent with a child, brightens their day. Therefore if you have to start tasks over again, think of it as more time with children, not as a negative aspect. (p-20-f) **[M, TI]**

♦ Healthy active lifestyle is for everyone. (p-22-f) **[M, TI]**

♦ Use progressive tasks – always start the person out on the simplest skill there is to develop their weaknesses so they can move on to more difficult skills at their own pace. (p-23-f) **[M, TI]**

♦ Knowledge of various disabilities – you must be informed and have knowledge on every disability so you can be more aware of the programs you plan for them. (p-23-f) **[TI]**

♦ Do activities that improve the quality of life, if the activities don't have a purpose that is positive why bother doing them. (p-24-f) **[TI]**

♦ Teach for the future, not the moment – when I was in the gym program I realized how important it will be for the child to carry on with regular physical activity not only, when they are young but always. And their gym experience will impact on whether they enjoy staying active or not. (p-30-f) **[TI]**

♦ Knowledgeable of the disability so that I can empathize more than if I was not educated. It will also allow me to have a better understanding of why they cannot do certain things as well as others and it will allow me to use their strong points in activities. (p-34-f) **[TI]**

♦ I will ensure I have a structured guideline for each day we are together so that things run smoothly preventing chaos and allowing for more time with the children. (p-34-f) **[M, TI]**

- Promote healthy living – this is very important for anybody whether they have a disability or not, it's good for your body and its systems, and makes you feel better. (p-36-m) **[TI]**
- Must have knowledge of disabilities in general and with the individual that you are supporting. Understand the anatomy, physiology, biomechanics, exercise physiology – have to know all of these to develop programs and have to know what they need individually when planning for someone for ADL (active daily life). (p-41-f) **[TI]**
- Breakdown complex tasks into simple steps. This allows the person with the disability to acquire the simple and easiest task first and then progress to the harder ones and link or combine them together. Allow them to lead up to the progression of a full task. (p-41-f) **[TI]**
- Improvement of physical activity – many people with disabilities loss muscle ton due to the nature of their disability and physical activity is necessary to make their life easier to live (as with anyone). (p-44-f) **[TI]**
- When programming (not volunteering necessarily) ensure that you are knowledge of the disability you are programming for. Otherwise you won't be beneficial and could be detrimental. (p-45-f) **[TI]**
- Inpersonal – initiate a PAR-Q test, physical activity readiness questionnaire. This way can learn about individual, the severity of disability, nice to know what you have to work with and what injuries they might have previously had. (p-47-f) **[TI]**
- Progression – work in a progressive way so that they can come out of program knowing not only the final, but the parachute broken tasks it took to get them there. (p-47-f) **[TI]**
- Variety – don't limit experience by introducing each activity in one particular environment. I'd change environment to provide more possibilities to increase interest and motivation. You always want them to come back to you. (p-47-f) **[M, TI]**
- ADL (activities of daily life) – youth activities YWCA/YMCA. Hiking, active leisure, sports, games, activities, picnic, outings. (p-49-f) **[TI]**
- Programming – task analysis (process of breaking down activities into behavioural components required for success). For sports, activities, games (range of motion and upper body strength which are both very important. (p-49-f) **[TI]**
- To learn. I have found that I have learned so much from working or just being with people who have special needs. (p-51-f) **[TI]**
- There is not one activity that cannot be adapted so that everyone can be included. With this idea, or thought, it will be easier to find ways to include people in the activity. (p-51-f) **[TI]**
- Get educated on the disability, because if you don't know the disability and its characteristics, you will not be able to provide a program that will cater to their specific needs. (p-52-m) **[TI]**

♦ Knowledge – want to know about the disability, about the person and their background. Its important to have a general knowledge about the individuals you'll be working with because than you can create a program that is to their needs. (p-54-f) **[M, TI]**

♦ Create a safe and consistent environment – safety first! Make little to no changes in the structure of the environment, and if you are going to make changes make them slowly. Transitions are slow and warn the children ahead of time. (p-56-f) **[M, TI]**

♦ Use progressive tasks which are easy to hard activities and not the opposite. By doing so, it will not frustrate the child and it allows you as the educator to see which tasks the child can accomplish at a slow pace. (p-59-f) **[M, TI]**

♦ Knowledge of a variety of disabilities and not just one disability expands ones horizon. By knowing more than one disability you are able to compare and contrast disabilities which could help you in future situations. (p-59-f) **[TI]**

♦ Design activities that can offer and be played by children with varieties of skill level. Create many options to choose from, like easy target, medium targets, no targets, etc. (p-60-f) **[M, TI]**

♦ Have appropriate matching of content to student abilities. Being able to know what each disability is capable of is important for program planning. (p-62-f) **[M, TI]**

♦ Always teach, practice, etc. – left to right. (p-64-m) **[TI]**

6.5.5 Personal Traits (PT)

Concepts of "the hidden curriculum" found within the theme of personal traits are:

- Meritocracy (**M**)
- Technocentric Ideology (**TI**)
- Construction of Social Relations (**CSR**)

Honesty

♦ Be truthful and real – never lead the student on. Not to make false promises or commitments. Stay committed or state that you can't commit and why. Be honest about all events and lessons and interaction and future plans. Treat them as I wish to be treated. (p-1-m) **[CSR]**

♦ Honesty – always be honest. To be dishonest with individuals with disabilities is the most terrible disservice one can perform. Honesty forms the only solid base upon which all growth can take place, you can teach what you are. (p-4-m) **[CSR]**

♦ Be honest with others and be honest with myself. If I do not enjoy working with a certain population don't, for if I do chances are it will not be a meaningful and enjoyable experience for either party involved. (p-7-m) **[CSR]**

♦ I will be honest and open in everything and commending good performance and providing constructive feedback when something is done incorrectly. (p-35-m) **[M, CSR]**

♦ Fairness is giving people what they need to succeed. (p-31-f) **[CSR]**

Patience

♦ First I am patient. I may not know my partner but they don't know me so we are new to each other and must figure each other out. It is important to give someone time to adapt to you and new surroundings. (p-2-m) **[M, CSR]**

♦ Patience is very important. This is very important to accommodate people with disabilities and give them their deserved time and attention. (p-3-m) **[M, CSR]**

♦ Patient – it is important that you don't make the person feel uncomfortable. Pay total attention to the child and his/her specific needs. (p-9-m) **[M, CSR]**

♦ Patience and understanding – you need to treat certain disabilities with necessary and adequate patience and understanding. Because these individuals are very smart and can tell you when you might be getting frustrated with them and this could discourage them from continuing doing a task or prevent them from trying a new one. (p-11-m) **[M, CSR]**

♦ Patience is very important – understand that they have a disability (don't remind them of it by rushing them through skills, tasks, etc). (p-13-f) **[M, CSR]**

♦ I will always be patient and try to not get frustrated. People with disabilities can tell when people are frustrated with them. This is discouraging. Patience is needed because the results one wants will not always happen. (p-15-f) **[M, CSR]**

♦ Patience is a virtue. Progression and success takes time and patience, this is important. (p-17-f) **[M, CSR]**

♦ I will have patience so that they do not get discouraged. (p-34-f) **[M, CSR]**

♦ Use patience and a positive attitude – if I am patient with my clients then they will eventually succeed. If I use a positive attitude it will encourage them to succeed. (p-36-m) **[M, CSR]**

♦ Another philosophy is that patience can be the biggest asset to have. In a fast world such as the one we live in, it was hard to slow myself down and think of ways to make an activity more simple. However, I quickly learned that most individuals will take time to both comprehend and execute the activity. I learned that time does not matter and that progress was the only thing that mattered. Therefore being patient had a positive effect on both myself and the individual I was working with. (p-39-m) **[M, CSR]**

♦ Being patient – people with disabilities need extra time to understand and know what is going on, everyone is always in such a rush and with individuals who have a disability patience and doing things slower is required. (p-43-f) **[M, CSR]**

♦ Last but not least always be patient understanding, flexible and have a sense of humour. Realize that everything is not controllable and I have to work with what

I'm given. Realize that things don't always work out, but you still must go on. Nothing is impossible you just have to be open to ideas. (p-48-f) **[M, CSR]**

♦ Interpersonal skills – develop communication, patience, knowledge (read up on disability), good/active listener, open-minded, good personality and positive. (p-49-f) **[CSR]**

♦ Have patience – no matter what is going on in the world outside of my profession, I will always provide full attention to the individual I am working with. I will be patient in everything that I do and will not allow myself to become overly stressed or frustrated. I choose this because I believe patience is a virtue and necessary when working in this field. (p-50-f) **[M, CSR]**

♦ Patience. It is much more beneficial and fulfilling to teach an individual the skills so that they are able to perform tasks. Also patience to not step and do the task because it is faster if I do it. (p-51-f) **[TI, CSR]**

♦ Be patient, because if you get anxious or upset, your partner will too. (p-52-m) **[M, CSR]**

♦ Keep my temper, don't get angry with children. This can cause them to become aggressive or hostile. (p-25-f) **[M, CSR]**

Creativity

♦ I try to be creative. I want to give the people I'm working with new opportunities and different ways of doing things. (p-2-m) **[TI]**

♦ Creative – this is especially true for children who cannot walk independently. You have to be able to create activities for any sort of disability. (p-9-m) **[TI]**

♦ Creative with activities – you want to be creative with the activities so the person will be more interested and have fun performing them. Not only should they enjoy them but you should to. (p-23-f) **[M, TI]**

♦ Always be able to adapt – I can be stubborn when it comes to somethings but when working with the kids you have to be flexible in your goals and plans for the day. This may depend on number of children, mood, physical development, etc. (p-30-f) **[TI]**

♦ Individualize my instruction by making adaptations to different individuals and different disabilities. By teacher flexibility in assessing and implementing adaptation that may help individual students be more successful. (p-62-f) **[TI]**

Positive Attitude

♦ I try to stay positive. If I'm not positive the people I'm working with won't be and they won't want to participate. (p-2-m) **[M]**

♦ Have a positive attitude and don't bring personal problems with you while you work with these children, because they can read you and know when you don't want to be there which can affect their mood and attitude, as well it's important to

have an positive encouraging attitude. Provide them with the encouragement that they can do anything. (p-11-m) **[M]**

- ♦ Keep a positive perspective, if I'm not positive then others around me won't be either. (p-24-f) **[M]**
- ♦ Maintain a positive attitude – positive attitudes are contagious, if they see that I am enthusiastic and positive they will be too. (p-28-f) **[M]**
- ♦ I will always try and be positive and enthusiastic in hope that it will reflect on those that I'm working with. (p-35-m) **[M]**
- ♦ Be positive – whether giving praise or criticisms, I will always be positive. I believe constructive criticisms are necessary when working with an individual with a disability who may already have low self- esteem. (p-50-f) **[M]**
- ♦ Always be positive and energetic whatever you do. (p-60-f) **[M]**
- ♦ You must want to be there and helping them, with a positive attitude, have patience because things take time just like with typical people, have an open-mind, good/active listener, advocate (recognizing that they have rights just like everyone else). If you don't do this, they will be able to tell you don't want to be there so they are not going to cooperate and help you with the task at hand. (p-41-f) **[M]**
- ♦ Have confidence – a lot of times it is easy to lose faith in an individual's improvement or recovery. I will always try my hardest to be optimistic when it comes to helping one improve their physical or mental states. I have faith in my programming and its outcomes. (p-50-f) **[M]**

Understanding

- ♦ I try to be understanding. I empathize with individuals and try to understand why they may do certain things. I try to be understanding of what they do and how they react to me. (p-2-m) **[TI]**
- ♦ Understand the limitations of myself, I learned through my experience that I am better suited for people that are highly interactive. I should know what I'm better at and not force myself to do things I can't do well. (p-24-f) **[TI]**

Confidentiality

- ♦ When working with persons with disabilities I will keep my professional life out of my personal life. Being confidential is important. It is no ones business of what happens between me and the people I work with. Problems that people might have is their business and no one elses. (p-3-m) **[TI, CSR]**
- ♦ I will keep my professional life out of my personal. Being confidential is important. It's no one's business of what goes on between me and the people I work with. (p-15-f) **[TI, CSR]**
- ♦ Keep personal and professional lives separate – no matter what is going on in my personal life, I will NEVER let it interfere with my work. Letting the 2 lives

interfere with each other will only frustrate my patients. I believe this is a part of professionalism and should be followed. (p-50-f) **[TI, CSR]**

Attentive/Listener

♦ Attentive/attuned observer – I will be an observer. Only a person with a disability can tell you what is possible for them. (p-4-m) **[CSR]**
♦ Always make time to listen to what they have to say, and appreciate. Make value of their feedback/input. (p-6-m) **[CSR]**

Dedicated

♦ Dedicated – you have to be one hundred percent committed. People who have disabilities rely on your support and do not deal with the problem of your not showing up when expected (SNAP). (p-9-m) **[TI, CSR]**
♦ To take a personal interest in every individual in my programs – every person is special and deserves individual attention in all they do, no one should ever feel like they are just a number or unnoticed. (p-26-f) **[TI, CSR]**
♦ You need to want to be there working with them – can't pretend you want to be there because they will know that you don't really. If you aren't patient with them, they will get frustrated and so will you. (p-32-f) **[M, TI, CSR]**
♦ I will always try and be punctual and on time so that the subject knows that I truly want to help them. (p-35-m) **TI, CSR]**

Knowing One's limitations

♦ When I made mistakes, I will apologize, correct the problem, learn from it, and move on. My reasoning behind this is that although I will make mistakes, I will use them as learning experiences to better my abilities to serve persons with disabilities better. (p-12-m) **[TI]**
♦ Know personal limits – know what I am comfortable with and what I may not be or have not yet worked with. At this level I am very comfortable with children but do not have experience working with the elderly. Therefore I may find things that I do not know I feel comfortable with. (p-30-f) **[TI]**
♦ Be practical – I always want to remind myself what the capabilities are for each person so I don't create too high of expectation for them and myself. (p-54-f) **[M, TI]**

Building Meaningful Relationships

♦ I will be as personal as possible. I will use their name often and truly care and shoe respect. (p-27-f) **[M, CSR]**

♦ I will become close to all of those that I work with in an attempt to provide the best possible facilitation for each unique individual. (p-35-m) **[M, CSR]**

♦ I will always ask a person "what can I do to help" so that there is no confusion as to what their needs are and how I can assist them. (p-40-m) **[M, CSR]**

♦ Reward often for good behaviour – let the child know when you are pleased with them so they understand the proper way to behave. Encourage all good behaviours. (p-25-f) **[M, CSR]**

Safety First

♦ One step at a time – this will be considered as taking our/their time when progressing. There is no hurry and I want them to work at their own rate. (p-36-m) **[M, TI]**

♦ I will always ask permission to touch or go near someone just in case they are tactile defensive. (p-40-m) **[TI]**

♦ I won't leave a person unsupervised or give them any responsibilities that may be unsafe, because they may not be able to handle a task that I would have no problem doing. eg - Parking a car. (p-40-m) **[M, TI]**

6.5.6 Dignity (D)

Concepts of "the hidden curriculum" found within the theme of dignity are:
- Meritocracy (**M**)
- Technocentric Ideology (**TI**)
- Construction of Social Relations (**CSR**)

Words with Dignity

♦ When working with persons with disabilities I will use appropriate terminology to describe anyone with any type of disability. Any other language may be offending and hurt the individual with the disability. People with disabilities are human and also have feelings. (p-3-m) **[CSR]**

♦ You should not give labels to those with disabilities. Often, referring to someone as retard and other hurtful names can hurt that individual's self-esteem. (p-5-m) **[CSR]**

♦ I will always use appropriate terminology to describe a person with a disability. People with disabilities shouldn't be labelled as something. They are people dealing with something. (p-15-f) **[CSR]**

♦ Use person first terminology – the last thing you want to do is insult the person with the disability. So we should be familiar with the proper terms used. "Words with dignity". Lame – person who has a mobility impairment. (p-23-f) **[CSR]**

♦ Always use proper terminology – when referring to an individual with a disability, all my staff will always use proper terminology. Otherwise, some may be hurt or offended. (p-50-f) **[CSR]**

♦ Be aware of your vocabulary, because individuals with disabilities are first human beings and they have feelings, so use words with dignity. (p-52-m) **[CSR]**

♦ Use first person terminology – say individuals with disabilities not disabled persons because it recognizes that a disability is only part of a persons constellation of strengths and weaknesses. Good teaching avoids language that creates individuals with their conditions. (p-59-f) **[CSR]**

Maintaining Dignity

♦ I will allow children to take their aggression out on something that can't be hurt. It is important to let them vent it, but let them know where it is appropriate. Example – punching bag or high jump mat. (p-25-f) **[M, CSR]**

♦ The speed in which an individual performs a task is not important as long as they are as accurate as able to be. (p-27-f) **[M, TI]**

♦ The skill level is not important as long as they work hard and enjoy their efforts. (p-27-f) **[M]**

♦ Do not push them to do things they can't do – work with what they have. You cannot fix their disability, but you may be able to improve their quality of life. (p-32-f) **[M, TI]**

♦ Make them feel like what they doing is a worth well experience – give them a sense of being and purpose. (p-38-m) **[M, TI]**

♦ A third philosophy or guideline was to strengthen the capabilities that the individual has to work with. Since these are the capabilities that they will likely use the most and in some cases only these will be used because individuals with such disabilities as CP cannot be improved, it is best to improve these to improve the quality of life that the individual will lead. (p-39-m) **[M]**

♦ If punishment is needed it should be done in a certain way where the child understands what was done wrong but make sure they are not embarrassed or centered out. (p-43-f) **[TI]**

♦ My goal would not be to fix but to program including disability – you don't want to program around because then you're showing that all you see is the disability or difference – when you should instead see them for who they are. (p-47-f) **[M, TI]**

♦ Want to make a better way of life for them by giving them opportunities to participate and work along side other people that they normally wouldn't have had the opportunity to work with. Also its important for everyone, whether you have a disability or not to have one or two activities that you enjoy doing and feel good about doing. (p-54-f) **[M, TI]**

♦ Encourage people with disabilities to help one another as well as get help from abled body people. (p-60-f) **[TI]**

- High rates of on-task behaviours. Allow children with disabilities have hands on types of activities. Stimuli is the best thing for most disabilities. (p-62-f) **[M]**
- If a person with a disability doesn't succeed at something it does not make them lesser of a person than anyone else. Everybody fails at different things in life. You learn from mistakes and you can adapt. (p-63-m) **[TI]**
- I will stress teamwork and working together because to get through life we must be able to rely on others for help and encouragement. (p-18-f) **[TI]**

6.5.7 Integration/Inclusion (II)

Concepts of "the hidden curriculum" found within the theme of integration/inclusion are:
  - Meritocracy (**M**)
  - Technocentric Ideology (**TI**)
  - Construction of Social Relations (**CSR**)

- When working with people with disabilities, my end goal will always be to integrate the people I'm working with and not exclude anyone. It is important to adapt an activity so everyone can participate and no one is left out for any reason. (p-3-m) **[TI]**
- Make sure special needs children are apart if an inclusive and LRE settings to ensure the best environment to make the students feel as comfortable as possible. (p-8-m) **[TI]**
- My end goal will always to integrate the people I'm working with and not keep them segregated. It is important to adapt activities so everyone can play. This is also important for social reasons. (p-15-f) **[TI, CSR]**
- I will try to include everyone into all of the activities so that they will know that just because they may be different they can still have a role or part in every activity. (p-16-f) **[TI, CSR]**
- Have an inclusive atmosphere – will make the individual want to participate. (p-28-f) **[M, TI]**
- Promote an inclusive environment that does breed segregation – make them feel like their a part of something – friendship. (p-38-m) **[TI, CSR]**
- Make it safe – so nobody get hurt and they all have a great time. (p-38-m) **[M]**
- Integrate others with the person who has the disability will be done, this not only benefits the individual with the disability but also the peers. Educate peers on the situation presented will help everyone in the long run. Kids are mean but this perhaps is due to lack of knowledge, keeping an eye out for the kids who are rude will occur because that behaviour is not acceptable. (p-43-f) **[TI, CSR]**
- Socialization – interaction between the typical population and the disabled population is an excellent way to integrate societies. (p-44-f) **[TI, CSR]**

- ♦ LRE – to insure that the majority of the individuals environment is fully accessible to them and does not inhibit them from doing anything in anyway. (p-44-f) **[TI, CSR]**
- ♦ Maximal integration – I feel that everyone can learn from each other, so by allowing integration everyone can learn something that maybe they didn't know before or had a stereotype about. (p-54-f) **[TI, CSR]**
- ♦ Make available to different abled individuals conditions as close as possible to that of the group norm (average). Should be applied to all students in the class not those with a disability. Creates a warm positive classroom climate, which can teach students that adapting is fun, good and beneficial to all. (p-58-f) **[M, TI, CSR]**

6.5.8 Varying Roles (VR)

Concepts of "the hidden curriculum" found within the theme of varying roles are:

- ▪ Meritocracy (**M**)
- ▪ Construction of Social Relations (**CSR**)

- ♦ Be their friend/mentor/leadership figure. (p-6-m) **[M, CSR]**
- ♦ Role model (someone they can look up too). (p-9-m) **[CSR]**
- ♦ Should stay away from authoritative patterns. Collaborative decision making potential outcomes are richer and lead more directly to self-actualization of individual's who care about each other and know how to work together. (p-14-f) **[M, CSR]**
- ♦ Shouldn't use authoritarian patterns. Collaborative decision making outcomes are richer and lead more directly to self-actualizing individuals who care about each other and how to work together. (p-58-f) **[M, CSR]**
- ♦ Delegate authority – allow them to learn responsibility of independence – boost self-esteem. (p-64-m) **[M, CSR]**

6.5.9 Fun/Enjoyable Environment (F/EE)

Concepts of "the hidden curriculum" found within the theme of fun/enjoyable environment are:

- ▪ Meritocracy (**M**)
- ▪ Technocentric Ideology (**TI**)

- ♦ Find a way to make physical education fun for all individuals so that they will have a positive experience and want to live an active lifestyle. (p-7-m) **[M]**

- Maintain a warm positive learning climate with lots of feedback (verbal and non-verbal). (p-8-m) **[M]**
- Should make available to different abled individuals conditions as close as possible to that of the group "norm". should be applied to all students in the class, not just those with disabilities. Part of creating a warm positive environment is that it teaches students that adapting is fun, good and beneficial to all. (p-14-f) **[M]**
- I believe that fun is the main goal. I want children in my class to have equal participation and always leave smiling. (p-18-f) **[M]**
- Don't force the child to do anything they don't want to do. Gradually create a safe situation for them showing and reinforcing that they are safe and try to ensure personal mastery but having peers perform it 1st. (p-25-f) **[M]**
- Try and create positive social interactions and environment for children so they feel confident, boost their self-esteem. Children can be very discouraged if they feel they don't fit in or can't perform like others, creating a positive environment helps boost their confidence so they feel better. (p-25-f) **[M]**
- You need a positive environment that is free of irrelevant stimulus – leads to distraction. (p-38-m) **[M, TI]**
- Another guideline was to incorporate a high degree of enjoyment in learning activities. By doing whatever the individual enjoys they are more likely to receive it and take it in. one individual I worked with enjoyed dinosaurs so everything he learned related to dinosaurs and therefore he learned more. He could begin pronouncing sounds based on hearing what I called a dinosaur. (p-39-m) **[M]**
- Try to do things and teach things in a playful and fun environment that way the child may not even realize they are learning or may decide that they like to learn because it is fun. (p-43-f) **[M]**
- Create a warm environment by letting the children know that I care for them and that I want to work with them. There are so many people who are in the disability stream just because then may not have what is needed for the job. The kids will be able to pick this up on that right away. (p-54-f) **[M]**
- Create a fun and exciting atmosphere – use a variety of teaching strategies and styles. A variety of activities as well. If children are having fun they will want to learn and improve. (p-56-f) **[M, TI]**
- Organizing a different activity each time, therefore they will not get bored. (p-57-f) **[M]**
- Creativity plays an important role in establishing well organized programs. By being creative, you make it more fun for the individual and you are able to entertain not just one, but many. Always ensure to maintain an environment that is least restrictive, adaptable and accepting of an individual, regardless of their ability or disability. (p-59-f) **[M]**

6.5.10 Communication (methods and modes) (C)

Concepts of "the hidden curriculum" found within the theme of communication (methods and modes) are:

- Meritocracy (**M**)
- Technocentric Ideology (**TI**)
- Construction of Social Relations (**CSR**)

♦ Communicate clearly, concisely, and completely whenever possible, do this by getting on the same spatial level, making eye contact and using the form of communication the individual with the disability understands. This way they will always understand what you are asking of them. (p-7-m) **[CSR]**

♦ Provide clear and simple instructions – simple instruction that they can follow, do not overwhelm them with instruction that they do not need. Talk in a monotone voice and provide instruction progressively as you go, if needed one at a time. (p-11-m) **[TI]**

♦ Learn to communicate effectively is important, therefore one must be aware of many of the modes of communication, like sign language to be able to understand students and build good relationships. (p-17-f) **[CSR]**

♦ Talk to them as if they can understand everything that you say – even if they can't speak or may not understand everything you say, they are people too and deserve to be treated like one. (p-32-f) **[TI, CSR]**

♦ Have an open understanding of what they want and what you want. Have a positive communication system with a person with a disability and make them an active participant in a conversation. (p-41-f) **[CSR]**

♦ Make sure positive feedback is given. This will encourage the individual to try again if they didn't do it right or give them confidence to try other things. Sense of happiness and accomplishment will occur if positive motivation is given. (p-43-f) **[M, CSR]**

♦ When provided feedback, make sure it is constructive and positive. Sandwich approach – point out a positive, make correction, supply encouragement. (p-45-f) **[TI, CSR]**

♦ Communication – sign language, gestures, brail and councelling. (p-49-f) **[TI]**

♦ Be clear in your instructions and make sure your environment suits the disability, because different disabilities react differently in certain situations. So be aware of environment for safety and learning reasons. (p-52-m) **[TI]**

♦ Create a positive environment – give positive feedback to ensure the child's self-esteem and competence. (p-56-f) **[M, TI]**

♦ Make sure I develop a warm, positive atmosphere. Have more positive then negative or corrective feedback, more skill than behaviour oriented games, and more specific then general in nature type of activities. Children with disabilities

need positive feedback just as much as able bodied children. A positive attitude lifts the spirits of people. (p-62-f) **[M, TI]**

- ♦ Feedback is needed all of the time. The use of lots of "positive" feedback helps these children learn. Respond to students words and actions. (p-62-f) **[TI]**
- ♦ Provide clear, concise, specific feedback and encourage their feedback – open lines of communication – honest. (p-64-m) **[TI]**

6.5.11 Developing Mind and Body (DMB)

Concepts of "the hidden curriculum" found within the theme of developing mind and body are:

- Technocentric Ideology (**TI**)
- Construction of Social Relations (**CSR**)

- ♦ Treat the whole individual not just their physical attributes. Provide them with physical activities that will help them develop socially, emotionally, and cognitively as well. Chances are because of the way society is they will need help in these areas too. (p-7-m) **[TI, CSR]**
- ♦ Instead of just focusing on physical development, should also focus on cognitive development – understanding game formations, etc. This is related to game performance, understanding and to social interactions with peers as well as to perceive efficacy in motor skills. (p-14-f) **[TI, CSR]**
- ♦ Focus on cognitive development rather than just physical development. Should focus on understanding game formations which is related to game performance and to social interactions with peers as well as to perceived understanding in motor skills. (p-58-f) **[TI, CSR]**

6.5.12 Recognition of Uniqueness (RU)

Concepts of "the hidden curriculum" found within the theme of recognition of uniqueness are:

- Meritocracy (**M**)
- Technocentric Ideology (**TI**)
- Construction of Social Relations (**CSR**)

- ♦ Adapt teaching styles to meet individual needs and main goal should be to progressively increase the student's responsibility for him or her learning by moving from command and practice styles to learner initiated. (p-8-m) **[TI, CSR]**

- It is important not to label or group people. Every individual with a disability or not, is unique in their own way. Labelling people as "disabled", puts them into a group, instead of viewing them as individuals. Individuals with disability should be viewed as individuals first. (p-10-m) **[CSR]**
- I will remember that people with disabilities, like all people, are experts on themselves. My reasoning for this is that persons with disabilities know what they like and don't like, and what they can and cannot do. Basically, I'm saying that I will try to think of things from other people point of view. (p-12-m) **[CSR]**
- Do not force them to do anything that they are unable to do – work with their disability and make adaptations to the skill in order to make it ability appropriate. (p-13-f) **[CSR]**
- Think about strengths and weaknesses of each individual in the environment: shouldn't place constraints/limitations on the interaction between persons and environments. Should facilitate goal achievement. This increases self-concept, self-confidence, etc. (p-14-f) **[CSR]**
- I will help them realize all of their amazing qualities that not everyone has and help them to feel lucky to be who they are because without them life would not be the same. (p-16-f) **[CSR]**
- My programs will be specific to the needs of each person. Each individual is different and needs to be prescribed appropriate tools and activities that will assist them the best. (p-17-f) **[TI, CSR]**
- I will promote uniqueness. As I believe that one persons strength may be another persons weakness and vice-versa. I believe that it is each persons unique qualities that enhances fun, excitement, and that being unique is good and it makes you interesting. (p-18-f) **[M, CSR]**
- Individuality is not a problem but a gift. For every person in this world there is a uniqueness to them which makes them special. Instead of looking at a disability look at it as a gift, a gift that makes you who you are and not just another individual. (p-19-f) **[CSR]**
- Each individual with a disability is different. They have their own uniqueness. Reasoning is that these people are not just labels, everyone has different needs. (p-21-f) **[CSR]**
- Focus on abilities not disabilities, all people enjoy doing the things their good at. (p-24-f) **[M]**
- Create unique programs that are individualized – each person is totally unique and so carbon copy programming won't work for anyone either with a disability or not. (p-26-f) **[CSR]**
- Match the task/activity to their level of ability – this ensures some success for the participant. (p-28-f) **[M]**
- Ensure that the persons needs are met and know what they are not the same for everyone – makes the individual feel good about themselves, builds self-esteem. (p-28-f) **[M, TI]**

♦ Remember that each person who is disabled is different, they are a totally unique person. This allows me to treat each person different and not like all individuals with a disability are the same. (p-29-f) **[CSR]**

♦ I work with people with a personality, who happen to have a disability. (p-31-f) **[CSR]**

♦ They are children before they have a disability – try to look through their disability. Just because they have a disability doesn't mean they aren't a child just like everyone else. All children are different no matter what. (p-32-f) **[CSR]**

♦ Stimulate the knowledge already present: individuals with disabilities can be very knowledgeable we just need to get them to use that knowledge instead of trying to teach tem new stuff. After all, individuals with learning disabilities actually have a normal to high IQ they just can't present it sometimes. (p-33-f) **[CSR]**

♦ Encourage rather than feel sorry: if we start to feel sorry for individuals with disabilities they are not going to get anywhere. We need to treat them equally and encourage them as we would want to be encourage when trying to reach our goals. (p-33-f) **[TI, CSR]**

♦ Remember that each disabled individual I work with is not defined by their disability, but they are still their own individual unique person. They are people first, not disabled, and therefore I would treat them with the same respect I would anyone of my other friends. Too often you hear ablist people referring to disabled individuals as derogatory names for their (ablist) convenience. By putting myself in their position (literally) they have the same feelings as me and suffer the same pain I do! (p-37-m) **[M, CSR]**

♦ I would remember that only those with disabilities can tell or show me what they are capable of. Too often ablists attempt to "make things better" for a disabled individual without consulting them and finding out what their ideas or views are. It makes more sense, they are the ones with the unique lifestyle so why should I go and assume or presume what they would feel is best. (p-37-m) **[CSR]**

♦ Most important thing is that they are kids first. Look beyond their disability to realize that they are just like typical children, just with something special added. (p-41-f) **[CSR]**

♦ Teach with their learning style, not yours. Everybody learns differently. Just because I am primarily a visual learner doesn't mean that everyone is. (p-45-f) **[TI]**

♦ Interpersonal – get to know individual on personal, unique basis. This way you can program around interests or challenges that they wish to overcome, be positive – don't limit experience based on disability. (p-47-f) **[M, TI]**

♦ Treat every individual with respect – concentrate on the person first, disability second. Know the person for their values, beliefs, ideas, and goals. (p-48-f) **[CSR]**

♦ Treat everyone as an individual. Refrain from labelling or making cookie cutter solutions to problems and issues. Asses each individual for their strengths,

weakness, their abilities and needs and work with that to set and reach individual goals. (p-48-f) **[TI, CSR]**

♦ Stress the abilities of an individual has, work to find an area each individual can excel in to their satisfaction to build self-concept and self-esteem. (p-48-f) **[CSR]**

♦ Each person is unique. Despite all the characteristics that tie people with the same disability, they are all individuals, and have their own likes/dislikes, as well as their own abilities, gifts and talents. (p-51-f) **[CSR]**

♦ Remember that each person who is disabled is different and they're a totally unique person – just because one child with ADD acts a certain way doesn't mean they every child with ADD will act the same. (p-53-f) **[TI, CSR]**

♦ Each person who is disabled is different and no matter what their disability is they are still unique individually. Reason: all have different needs and wants, remember that persons with disabilities are persons first and disabled individuals second. (p-55-f) **[CSR]**

♦ Activities appropriate for skill level – modify the activity to fit the child, not the child to fit the activity. It has to be developmentally appropriate. Have a balance between skill and challenge, so that the child will always be improving. (p-56-f) **[TI]**

♦ Avoid focusing on what the child cannot do and focus on what the child can do. (p-60-f) **[TI]**

♦ The speed at which a person does a skill or anything else should always be accepted and have available time for. Everyone does different tasks at different speeds, some faster, some slower. Have to be patient. (p-63-m) **[TI, CSR]**

♦ Remember that just because two people have the same disability doesn't mean that they are the same. Everyone is different in different ways. Must treat each individual as their own person, not part of a type of society. (p-63-m) **[CSR]**

♦ Treat each person as a new case – each person has own individualism which makes them unique. Never assume. (p-64-m) **[TI, CSR]**

♦ Remember that each person who is disabled is different. Meaning they are their own unique individual and no generalization would occur. (p-65-m) **[TI, CSR]**

♦ I will have a interpersonal relationship with them so that they know I care and see them as an equal. (p-34-f) **[CSR]**

♦ Don't talk to them like they are stupid. Just because someone has a disability, it doesn't mean they can't understand what you are saying, and it's demeaning to talk to someone like that. (p-40-m) **[CSR]**

♦ One should always think of specific problems, not disability. We should always recognize the importance of identifying specific problems that interfere with achievement of physical education goals, and good teaching creates a balance between attention given to weaknesses and strengths. It also contributes to good self-concept. (p-59-f) **[TI, CSR]**

6.5.13 Clichés (CL)

Concepts of "the hidden curriculum" found within the theme of recognition of uniqueness are:
- Meritocracy (**M**)
- Technocentric Ideology (**TI**)
- Construction of Social Relations (**CSR**)

♦ Give a smile receive a smile. If the individual sees that you are happy to be with them (smile/enthusiastic) then they will return with the same emotions or thoughts. (p-19-f) **[M, CSR]**

♦ Results = efforts. You only get good successful results when you put forth a string and positive effort. Someone that puts in 50% will not get out the same results as those who put in 100% effort. 110% effort should be the amount of effort put into each time/visit/program planned. (p-19-f) **[M, TI]**

♦ Never say you can't. (p-22-f) **[M, TI]**

♦ One step at a time. (p-22-f) **[M, TI]**

♦ It's a challenge but you can do it. (p-22-f) **[M, TI]**

♦ Don't treat those with a disability as though they are a victim of it. They don't need a constant reminder that they have a disability. (p-29-f) **[TI, CSR]**

♦ Great minds have goals, I help people achieve them. (p-31-f) **[TI, CSR]**

♦ Make it fun – if it's fun then they will want to keep doing it. (p-38-m) **[M]**

♦ The sky's the limit! – they can do everything that a so called able bodied person can. (p-42-f) **[TI]**

♦ Reach for the sky! – achieve all you can, anything is possible. (p-42-f) **[TI]**

♦ Every dreams attainable – every dream worth dreaming is worth accomplishing, you can do anything you put your mind to. (p-42-f) **[TI]**

♦ Stay fit and have fun – keep active and have a good time while you do meet people. (p-42-f) **[M, TI]**

♦ Go for it! – if there is something you want in life then it can be yours as long as you try. (p-42-f) **[TI]**

♦ Reach for the stars. Set a goal, even if it is out of reach, because with time, it gets closer and closer. If goals are not made, there is nothing to work towards. Setting goals makes most people determined to achieve them in order to prove their abilities/competence. (p-46-f) **[TI]**

♦ Be all you can be. Giving ones personal best allows for the most rewarding results. (p-46-f) **[TI]**

♦ Don't forget to laugh/smile/cry. Laughter is natures most affective remedy for nearly everything. Smiling at someone will always brighten their day. A good cry due to sadness/happiness always makes you feel better. (p-46-f) **[M]**

♦ Never give up! Always be in control. If you give up, you've let the disability take control. (p-46-f) **[TI, CSR]**

♦ Don't treat those with disabilities as though they will fall a victim to it. Encourage the individual to never give up and treat them as an equal not a problem case. (p-53-f) **[TI, CSR]**

♦ Always smile when you first see them, so they are happy too. (p-57-f) **[M]**

♦ Make every activity you do sound exciting, because they will want to get involved. (p-57-f) **[M]**

♦ Always talk to them and make sure they are having a good time, because it makes you feel good inside that you can make them want to be there. (p-57-f) **[M]**

♦ Remember to never refer to individuals with disability as if they are a victims. The individual doesn't need reminders. (p-65-m) **[CSR]**

6.6 Third Level Analysis – Literature Driven

6.6.1 Self-sufficient (SS)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of self-sufficient are:

- Meritocracy [*M*]
- Technocentric Ideology [*TI*]
- Construction of Social Relations [*CSR*]

Concepts based on literature and culture (Third Level Analysis) found within the theme of self-sufficient are:

1. Independence **{IND}**
2. Pace **{PA}**
3. Ablism **{AB}**
4. Power **{PO}**

♦ To build their confidence (especially independence). Getting excited when they adhere something, build the confidence in ADL so that they can be independent as possible, allow them to achieve and explore on their own, be a guider more than a helper, "let them do it while I'm there, so they can do it when I am not" type of concept. (p-1-m) *[TI]* **{IND, PA}**

♦ Do for themselves – let persons with disability do for themselves, we can supply the alternatives, the possibilities and the necessary tools, but only they can put the plan into action and execute it. We reinforce. (p-4-m) *[TI]* **{IND}**

♦ You should understand that everyone needs to experiences certain things for proper development to occur in life. You might think that by do everything for

someone with a disability is helping, but it is not. They must learn by doing things for themselves. (p-5-m) *[TI]* {**IND, AB**}

♦ Individuals with disabilities must learn to provide for themselves they must be taught that if they do not work hard to learn, just like everyone else, they will have difficulty providing for themselves in the future, just like everyone else. (p-5-m) *[M, TI]* {**IND, PA, AB**}

♦ Do not "baby" individuals with disabilities. Give them every opportunity to succeed and fail at activities that are challenging but fair. You don't baby other people so why should you baby individuals with disabilities. (p-7-m) *[TI, CSR]* {**IND, AB**}

♦ All individuals with disabilities to do the things they can do for themselves. Do not treat them as if they are completely unable to do anything for themselves. It is the job of the programmer, therapist, or friend/relative to provide the proper adaptations or modifications to allow them to do things for themselves. (p-10-m) *[TI, CSR]* {**IND**}

♦ I will also try to help them see that they can do anything they put their minds to. (p-16-f) *[M]* {**IND**}

♦ I will help them set goals that are progressive and help them achieve them even if it takes a bit longer I will encourage them because everything is possible. (p-16-f) *[TI]* {**IND**}

♦ People with disabilities must learn to be independent. Reasoning is that they have to be independent and learn for themselves. (p-21-f) *[M, TI]* {**IND, PA**}

♦ Not to pity but empower – pitying won't help the individual at all, but by working to help find ways to empower them to do things more independently they will be better off than if I pity them. (p-26-f) *[TI, CSR]* {**IND, AB**}

♦ Persons with disabilities must do for themselves. I need to remember that it may be easier for a child with a disability for me to, for example, put on their jacket but it is more important for them to learn to do it themselves. (p-30-f) *[TI]* {**IND, AB**}

♦ I will not hover over their every move, to ensure a growth in independence and to show them I believe in their abilities. (p-34-f) *[TI]* {**IND**}

♦ I will allow students to work independently to try and perform a task before I intervene. I feel this is a stronger way to learn a task. (p-35-m) *[M, TI]* {**IND, AB**}

♦ One guideline developed was to facilitate the individual with activities and not do the whole activity for them. I found that some individuals can do an activity however, they do not feel like trying because they are used to others doing it for them. By starting an activity such as a bit of a zipper, the individual will complete the task on their own and eventually through repetition they may be able to perform a task. (p-39-m) *[TI]* {**IND**}

♦ Be sure to give the person space and do not help them unless asked, because they want to complete the task and be proud of it. (p-52-m) *[M, TI, CSR]* {**IND**}

♦ Only those with disabilities can show or tell you what is possible for them and tell you what's wrong. Reason: be attentive, don't assume what their needs are. (p-55-f) *[TI, CSR]* **{IND}**

♦ Persons with disabilities must do for themselves. Reason: learn to be independent, learn for themselves. (p-55-f) *[M, TI]* **{IND}**

♦ Involve the students in decision making – allow them a little freedom to choose. Don't force them to do anything, as long as they aren't hurting anyone or themselves. Students like to feel in control of their environment. (p-56-f) *[M, TI, CSR]* **{IND, PO}**

♦ Ask for their input about what they would like to do, this way everyone gets to do what they want. (p-57-f) *[M, CSR]* **{IND, PO}**

♦ Think about the strengths and weaknesses of each individual in the environment. Shouldn't place constraints/limitations on the interaction between persons and environments. Should facilitate goal achievement. This increases self-concept, self-confidence and is motivating. (p-58-f) *[TI]* **{IND}**

♦ Allow people to self explore their limits and not tell them what they are able and not able to do. (p-60-f) *[M, TI]* **{IND}**

6.6.2 Advocacy/Rights (A/R)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of advocacy/rights are:

- Technocentric Ideology *[TI]*
- Construction of Social Relations *[CSR]*

Concepts based on literature and culture (Third Level Analysis) found within the theme of advocacy/rights are:

1. Ablism **{AB}**
2. Paradigm Citizen **{PC}**
3. "The Other"/Labels **{TO/L}**
4. Private vs. Public **{PVP}**

♦ Be an advocate – stand up for their rights, get equality, believe they are worth fighting for, risk hard work and possible public criticism for their good. They need funding, equipment let them have it. (p-1-m) *[TI, CSR]* **{AB}**

♦ Equality and commitment – persons with disabilities are persons first and need to have love, to learn, and share like everybody in the world. They have no separate world everyone is equal. (p-4-m) *[TI, CSR]* **{AB}**

♦ Provide same rights as anyone else – allow person with a disability to fall, cry, decry, curse, because to protect them from these experiences is to keep them from life. (p-4-m) *[TI, CSR]* **{AB, PC}**

- Individuals with disabilities should be treated like any other individual. It should be made clear that they deserve and expect the same respect than any other person would. When working in an inclusion environment, those that are not disabled in any classified way should know that treating someone differently because of their appearance or functional ability is discrimination. (p-5-m) *[TI, CSR]* **{AB}**
- Treat as equals to their peers, but always include their special needs in event planning. (p-6-m) *[CSR]* **{AB}**
- Equal status relationship – a two directional intersection between two individuals as they learn to respect, care and facilitate each other equally to achieve common goals in shared interests. (p-8-m) *[TI, CSR]* **{AB}**
- It is important to allow individuals with disabilities to fully express what they are feeling. Emotions such as crying, anger and frustration are emotions in which all individuals experience. Not allowing individuals with disabilities to explore these emotions is wrong, and exploring emotions while partaking in physical activity should be encouraged. However, the line should be drawn when these emotions lead to hatred, physical harm, unfair play, and so on. (p-10-m) *[TI, CSR]* **{AB, PC}**
- All disabilities whether cognitive, physical, or neuro-biological should be treated with the same respect, and dignity. No disability should be treated as more important than another. (p-10-m) *[TI, CSR]* **{AB}**
- All individuals with disabilities have the right to honesty, whether it's honesty about me or honesty about themselves. A person should never treat individuals with disabilities as if their opinion does not matter. Also, an individual with a disability should never be afraid to tell you the truth. (p-10-m) *[TI, CSR]* **{AB}**
- Treat them with respect – do not talk down to them treat them how you yourself like to be treated. They are deserving of your respect. They can tell when you are talking down to them. (p-11-m) *[TI, CSR]* **{AB}**
- I will always be an advocate for the rights of individuals with disability. My reasoning behind this is that, as an important part of my practice, I will fight/support the rights of those how can't/can fight to better the lives of persons with disability. (p-12-m) *[TI, CSR]* **{AB}**
- Structure activity so that everyone has an equal opportunity to participate in sport and learn about cooperation and competition. Should create fairness in team sports which depends on the balance of abilities among teams. (p-14-f) *[TI, CSR]* **{AB}**
- When working with people with disabilities I want to treat everyone equally regardless of their disability because they are all people and they all have thoughts and feelings. (p-16-f) *[TI, CSR]* **{AB}**
- I will respect each individual and treat them as a human being and not an object to be manipulated. I will respect their personal space, goals, and interests. (p-17-f) *[TI, CSR]* **{AB}**
- There are no categories when dealing with people. All people are to be treated the same regardless of the way they may act, look, or feel. So why break people into

categories separating what really is all the same creation just different uniqueness. (p-19-f) *[TI, CSR]* **{AB, TO/L}**

- People with disabilities need to be loved, to learn, to grow and experience. Reasoning is that disabled people have feelings and have to be loved by others. (p-21-f) *[TI, CSR]* **{AB}**
- Persons with disabilities have the same right to make mistakes. Reasoning is that you can't protect them from everything, they have to live everyday experiences. (p-21-f) *[TI, CSR]* **{AB, PVP}**
- Everyone gets a chance. (p-22-f) *[CSR]* **{AB}**
- To do and treat people with dignity, this is because all humans deserve that. (p-24-f) *[TI, CSR]* **{AB}**
- Make sure that all programs are accessible to all people, or at least can be adapted – everyone deserves the right to leisure and should not have anything in their way to gain that. (p-26-f) *[TI, CSR]* **{AB}**
- Opinions of peers, family, the community does not matter to me, unless they are positive and helpful. If negative, I will try to inform and educate them. (p-27-f) *[CSR]* **{AB, TO/L}**
- The age of an individual does not matter. We are all human and all deserve friends, respect and love. (p-27-f) *[CSR]* **{AB, PVP}**
- Treat them in the same manner as anyone else – this just means to not emphasize or constantly point out that they have a disability, treat them with the same respect as others. (p-28-f) *[TI, CSR]* **{AB, TO/L}**
- Everyone should be treated equally and not as if they have a disability. This will make it so that everyone will be treated the same, regardless of a disability. (p-29-f) *[TI, CSR]* **{AB, TO/L}**
- Individuals with disabilities have the same wants and needs as any other individual. This will make it so they are able to attempt anything they want to and shouldn't be stopped due to their disability. (p-29-f) *[TI, CSR]* **{AB}**
- Persons with disabilities have the right to succeed and fail. Therefore, we should not protect them from failure just because they have a disability. It is not fair to them. (p-29-f) *[TI, CSR]* **{AB}**
- Everyone has the right to try new things – I'm just here to give everyone that chance. (p-31-f) *[TI, CSR]* **{AB}**
- Sports have always been an important part of my life, everyone has the right to have physical activities in theirs. (p-31-f) *[TI, CSR]* **{AB}**
- There is no reason that they should be excluded from any sort of activity, no matter what! – every activity can be adapted or changed a little bit to include people with any disability, and if you don't think that it can be changed, then don't play that one. Choose a different adapted activity. (p-32-f) *[TI, CSR]* **{AB}**
- Everyone gets a chance – whether they have a disability or not, or the severity doesn't matter. With my program every individual will be given a chance. This way no one feels left out. (p-36-m) *[TI, CSR]* **{AB, TO/L}**

♦ All persons with disabilities have a right to honesty about themselves, about me and about their condition. Without honesty no base of growth can take place. The worst thing to do would be for someone to pretend. Here are the circumstances now lets deal with them! (p-37-m) *[TI, CSR]* {**AB**}

♦ Persons with disabilities have the same needs that I have, to be loved, to learn, to share, to grow, and to experience in the same world as me. Ablists have a tendency to treat disabled individuals as though they were aliens or something and it is imperative that we remember that they live life just like us with the same needs and desires, we just have different daily routines. (p-37-m) *[TI, CSR]* {**AB, TO/L**}

♦ I will remember that people with disabilities have the same right as me to fall, to fail, to suffer, to cry, to swear, to feel despair. To attempt and "protect" them from these experiences is in fact to keep them from life. I feel that it is going through these stages and feelings that have helped me to become stronger and determined and trying to remove these feelings from a disabled person, to me, is like robbing them. (p-37-m) *[TI, CSR]* {**AB, TO/L**}

♦ Positive – people look at disabilities as a negative setback in someones life, while that is not the case, their lives are merely different and should be treated equally and with a positive aspect. (p-44-f) *[TI, CSR]* {**AB, TO/L**}

♦ Don't treat anyone like they are stupid or abnormal. Be patient and have structure and routine. Repetition is the key to learning. Repetition is the key to learning! (p-45-f) *[TI, CSR]* {**AB, TO/L**}

♦ Treat everyone as individuals. Just because 2 people have the same disability doesn't mean they are the same. (p-45-f) *[TI, CSR]* {**AB, TO/L**}

♦ Everybody wins! Everyone has the same rights and opportunities. Giving equal opportunities doesn't allow people to feel left out or incompetent. (p-46-f) *[TI, CSR]* {**AB**}

♦ Be an advocate to reduce misconceptions surrounding disabilities. Telling people what I've learned, how rewarding the experiences were and getting people to see the person not the disability. Also not allowing people to spread false information about individuals with disabilities. (p-48-f) *[TI, CSR]* {**AB**}

♦ Advocacy – pointing out that people with disabilities have rights. Also believe in them too. (p-49-f) *[TI, CSR]* {**AB**}

♦ Each individual has the same basic needs, whether or not they have a disability. Every person needs love, to feel safe and to feel friendship and to be accepted. (p-51-f) *[TI, CSR]* {**AB**}

♦ Everyone should be treated equally and not as if they have a disability – when we worked with the section 19 kids, it worked better if we treated them as friends and not authority figures watching over them. (p-53-f) *[TI, CSR]* {**AB, TO/L**}

♦ Individual's with disorders have the right to succeed – seeing this and keeping positive is a good influence on a person with a disability. (p-53-f) *[TI, CSR]* {**TO/L**}

♦ Individuals with disabilities have the same wants and needs as any other individual – just because they have a disability doesn't make them that different from us in their wants or needs. Be prepared to share your wants and needs as well. (p-53-f) *[TI, CSR]* **{AB}**

♦ Persons with disabilities have the same needs to love and be loved, to learn, to share and grow as any other person. Reason: they are people as well and have feelings which should be appreciated. (p-55-f) *[TI, CSR]* **{AB}**

♦ Persons with disabilities have the same right as you to fail, fall, suffer, to cry, to curse. Reason: to protect them from these experiences keeps them from living life. (p-55-f) *[TI, CSR]* **{AB}**

♦ Should structure activity so that everyone has an equal opportunity participate in sport and learn about cooperation and competition. Should create fairness in team sports which depends on the balance of abilities among teams. It eliminates low self-confidence and provides individuals with feelings of importance and involvement. (p-58-f) *[TI, CSR]* **{AB}**

♦ You must realize that a person with a disability has feelings the same and different from you and me just like anyone – they might express it differently but that doesn't mean they are not there. (p-63-m) *[TI, CSR]* **{AB}**

♦ You can't tell anyone whether they have a disability or not, what they feel and what they can/cannot do. Only yourself knows your own capabilities and feelings so therefore nothing should be forced upon any individual. (p-63-m) *[TI, CSR]* **{AB}**

♦ Allow to make mistakes – can't protect them from everything, must learn to adapt to mistakes. (p-64-m) *[TI, CSR]* **{AB}**

♦ Every individual should be treated equally and fairly and not that they have a disability. This would allow there to be no differentiation between individuals who have a disability and individuals that don't. (p-65-m) *[TI, CSR]* **{AB}**

♦ Individuals with disabilities have the same wants and needs that everyone else does. Therefore they won't feel any different, they could look to something and accomplish it or fail it and learn from it. (p-65-m) *[TI, CSR]* **{AB}**

♦ Individuals with disabilities want to have the ability to not only succeed but fail as well. This would make it feel that individuals with disabilities aren't protected. (p-65-m) *[TI, CSR]* **{AB}**

6.6.3 Open-minded (OM)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of open-minded are:

▪ Technocentric Ideology *[TI]*

Concepts based on literature and culture (Third Level Analysis) found within the theme of open-minded are:

1. Ablism {**AB**}
2. Biomedical Construction {**BC**}
3. Paradigm Citizen {**PC**}

♦ Go in open minded – never be tied down in my ways. Continue to do what's best for them. Continue research and take expense from colleges and work together with others in the field to become better, never rule anything out, open to new ideas and concepts. (p-1-m) *[TI]* {**AB**}

♦ I keep an open mind. I'm not sure what to expect from each person. They may surprise me and I may surprise them. It is not fair to go into a setting with a narrow minded attitude. The people I'm working with deserve more than that. (p-2-m) *[TI]* {**AB**}

♦ I will adapt to and work with disability, rather than try to cure it. My reasoning behind this is that there are some characteristics about disabilities that cannot be changed, but I will work to develop the potentials of individuals with disability. (p-12-m) *[TI]* {**AB**}

♦ You have to want to be there – if you have no desire to be with the person or people with special needs you will make them feel uncomfortable and neither you or the person/people will benefit. (p-13-f) *[TI]* {**AB**}

♦ Remember that they are children before their ability – have an open eyes, look through their disability. (p-13-f) *[TI]* {**AB**}

♦ Need to stimulate the knowledge that is already there in the child. Just because a child has a disability does not mean that they are stupid. You need to work with what you already have to enhance it to its fullest and then proceed with other/new knowledge. (p-20-f) *[TI]* {**AB**}

♦ You need to encourage and motivated the child instead of feeling sorry for the child. Feeling sorry for the children will not help them in anyway. It may make you feel better, but the child is the importance, not you. Pity on the child will not make progress. The child may also see that you feel sorry for them, which will not lead to positive responses to you. (p-20-f) *[TI]* {**AB**}

♦ Each day is a new day, never hold grudges against the children. This is not beneficial to the child, may make you feel like you are in control but the child usually knows right from wrong. (p-20-f) *[TI]* {**AB**}

♦ Always be prepared for anything (expect the unexpected). Be fully prepared for any situation or attitude that may be delivered. Have lots of background knowledge so you are prepared. You want to have an infusion environment so you are ready for everything. (p-20-f) *[TI]* {**AB**}

♦ The person with the disability is the only one that can tell you what is wrong. Reasoning is that you must be very attentive and don't assume they do or don't need things or attention. (p-21-f) *[TI]* {**AB**}

- Think of the specific problem not disability – you want to work with their specific problem and try to help with that certain problem instead of helping with the whole disability. The same disability may have different problems associated with it, but it only requires to fix the right one. (p-23-f) *[TI]* {**AB, BC**}
- To be open-minded – if open-minded then the sky is the limit and no program is set in stone and can be adapted to the needs of those partaking. (p-26-f) *[TI]* {**AB**}
- Avoid characterizing a disability – although there are characteristics of disabilities not every child meets all of them. Therefore I must maintain an open-mind. Ex. Not all children with autism behave similar at all times. (p-30-f) *[TI]* {**AB**}
- Don't try to change, try to adapt: often people try to change the way of life for an individual with a disability. I have learned that it is not necessary to change, but it is necessary to help them adapt with their disability in life. (p-33-f) *[TI]* {**AB**}
- Always expect the unexpected: when volunteering with people with disabilities I learned that from day to day their outcomes and skill levels can change. If you expect the unexpected, and it doesn't happen you are one step further. (p-33-f) *[TI]* {**AB**}
- Progression has a different time span for every individual: people progress at their own speed and ability and there is nothing wrong with that. We need to realize that it may take others longer to complete a simple task, but we should stick with them along the way. Progress is important for everyone know matter what pace it goes at. (p-33-f) *[TI]* {**AB**}
- Be an active and open-minded friend – I will listen to what they want and need, I won't be judgemental I will have an open-mind and be their friend. This way they will trust me, thus we will work better together. (p-36-m) *[TI]* {**AB**}
- Lastly, I learned that it was necessary to modify or adapt myself and my actions before any interaction can take place. Individuals with a disability may not have the capability to understand or comprehend or whatever. It was my job as a facilitator to find ways to make an individual succeed at whatever they are doing. I learned that if something is not going as planned, do not give up, go on to another activity, however, the activity should be approached again in a different way and at another time. (p-39-m) *[TI]* {**AB**}
- I won't assume that person's with disabilities are alike. I say this because once I assumed that all individuals I worked with could write their names on nametags. It turned out only one of them could not and he was really embarrassed. (p-40-m) *[TI]* {**AB, PC**}
- Open-minded – to enter things with an open-mind, to allow yourself to learn from the new experiences and from the people you work with. Allow the person with the disabilities to tell you what is right and wrong, and what they find comfortable. (p-44-f) *[TI]* {**AB**}

6.6.4 Knowledge/Education (KE)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of knowledge/education are:

- Meritocracy [*M*]
- Technocentric Ideology [*TI*]

Concepts based on literature and culture (Third Level Analysis) found within the theme of knowledge/education are:

1. Ablism {**AB**}
2. Biomedical Construction {**BC**}
3. "The Other"/Labels {**TO/L**}
4. Paradigm Citizen {**PC**}
5. Pace {**PA**}

♦ To be educated in the way to approach the disability – be serious find out all background influences. What has worked in the past, cover all options and make sure the maximum is done. What can they do – what should they do. Keep up with new technology and research and how to program for them. (p-1-m) *[M, TI]* {**BC**}

♦ I will teach tasks progressively. It is important for anyone who is learning something to be taught the fundamentals before a complex skill. Skills should be broken down into smaller skills. Not being able to accomplish a skill can be very discouraging. (p-3-m) *[TI]* {**AB**}

♦ When working with an individual with a disability or a group of individuals with the same or different disabilities, you must know their limitations and needs. If you know what the individual you are working with can and cannot do, you can come up with an activity that challenge them, but are not out of their to succeed in. (p-5-m) *[M, TI]* {**AB**}

♦ Teach using their learning style, not my teaching style – they will learn better if they are taught by means they comprehend. (p-6-m) *[M, TI]* {**AB**}

♦ Understand the disability. Know what they can/cannot do and make variation accordingly. (p-6-m) *[TI]* {**BC**}

♦ Games design model should be understood fully to ensure proper games environment for children – understand basic structure of game/modify games have structure/manage the games degree of difficulty. (p-8-m) *[M, TI]* {**AB, BC**}

♦ Knowledgeable – you have to understand the specifics of the particular disability. Each type of disability has it own unique characteristics. For example autism in which each environment changes the way a person responds. Have to be aware of that and be able to deal with it appropriately. (p-9-m) *[TI]* {**BC**}

♦ Be aware of how to include and modify activities. They might start off participating but can get tired. So always be prepared to have other activities that

you can do or suggestion on how to modify to suit there skill level. (p-11-m) *[M, TI]* **{AB}**

♦ I will always focus on competence in lesson planning, activity modifications and progressions, and the application of basic movement education concepts. My reasoning behind this is that I will never leave anything to chance and provide the best possible education/service to those with disability. (p-12-m) *[M, TI]* **{AB}**

♦ I will always teach tasks progressively. It is important for anyone learning something to be taught the fundamentals before a complex skill. Skills must be broken down into smaller skills. It these smaller skills can't be done than the skill can't be done. This could be discouraging. (p-15-f) *[TI]* **{AB, BC}**

♦ I believe that ability to be creative and adapt activities is a key component and is important so that any program developed is individualized and is the best means to assist an individual with progressing through their tasks to reach success. (p-17-f) *[M, TI]* **{AB}**

♦ I will change the game and the environment so that everyone is comfortable and within everyones limits. I will not single out a specific person by modifying the game to them specifically. (p-18-f) *[M, TI]* **{AB}**

♦ I will organize games where everyone will have a skill they are good at, I want no one to feel they are less because they are not good at a specific game. (p-18-f) *[M, TI]* **{AB, TO/L}**

♦ Restrictions on time are inevitable. The amount of time put into a skill or progression is not the issue, it is whether or not the skill gets accomplished. There is no time put on to success! Time is given so use it wisely. (p-19-f) *[M, TI]* **{PA}**

♦ Must be understood that progression can be forgotten day to day by the child (identity also). You can't be discouraged if your forgotten (name) or you have to start at the beginning again. Every minute spent with a child, brightens their day. Therefore if you have to start tasks over again, think of it as more time with children, not as a negative aspect. (p-20-f) *[M, TI]* **{AB}**

♦ Healthy active lifestyle is for everyone. (p-22-f) *[M, TI]* **{BC, PC}**

♦ Use progressive tasks – always start the person out on the simplest skill there is to develop their weaknesses so they can move on to more difficult skills at their own pace. (p-23-f) *[M, TI]* **{AB}**

♦ Knowledge of various disabilities – you must be informed and have knowledge on every disability so you can be more aware of the programs you plan for them. (p-23-f) *[TI]* **{BC}**

♦ Do activities that improve the quality of life, if the activities don't have a purpose that is positive why bother doing them. (p-24-f) *[TI]* **{AB}**

♦ Teach for the future, not the moment – when I was in the gym program I realized how important it will be for the child to carry on with regular physical activity not only, when they are young but always. And their gym experience will impact on whether they enjoy staying active or not. (p-30-f) *[TI]* **{AB}**

♦ Knowledgeable of the disability so that I can empathize more than if I was not educated. It will also allow me to have a better understanding of why they cannot do certain things as well as others and it will allow me to use their strong points in activities. (p-34-f) *[TI]* {**AB**}

♦ I will ensure I have a structured guideline for each day we are together so that things run smoothly preventing chaos and allowing for more time with the children. (p-34-f) *[M, TI]* {**AB**}

♦ Promote healthy living – this is very important for anybody whether they have a disability or not, it's good for your body and its systems, and makes you feel better. (p-36-m) *[TI]* {**AB, BC**}

♦ Must have knowledge of disabilities in general and with the individual that you are supporting. Understand the anatomy, physiology, biomechanics, exercise physiology – have to know all of these to develop programs and have to know what they need individually when planning for someone for ADL (active daily life). (p-41-f) *[TI]* {**BC**}

♦ Breakdown complex tasks into simple steps. This allows the person with the disability to acquire the simple and easiest task first and then progress to the harder ones and link or combine them together. Allow them to lead up to the progression of a full task. (p-41-f) *[TI]* {**AB**}

♦ Improvement of physical activity – many people with disabilities loss muscle ton due to the nature of their disability and physical activity is necessary to make their life easier to live (as with anyone). (p-44-f) *[TI]* {**AB, BC**}

♦ When programming (not volunteering necessarily) ensure that you are knowledge of the disability you are programming for. Otherwise you won't be beneficial and could be detrimental. (p-45-f) *[TI]* {**AB**}

♦ Inpersonal – initiate a PAR-Q test, physical activity readiness questionnaire. This way can learn about individual, the severity of disability, nice to know what you have to work with and what injuries they might have previously had. (p-47-f) *[TI]* {**BC**}

♦ Progression – work in a progressive way so that they can come out of program knowing not only the final, but the parachute broken tasks it took to get them there. (p-47-f) *[TI]* {**AB**}

♦ Variety – don't limit experience by introducing each activity in one particular environment. I'd change environment to provide more possibilities to increase interest and motivation. You always want them to come back to you. (p-47-f) *[M, TI]* {**AB**}

♦ ADL (activities of daily life) – youth activities YWCA/YMCA. Hiking, active leisure, sports, games, activities, picnic, outings. (p-49-f) *[TI]* {**AB, PC**}

♦ Programming – task analysis (process of breaking down activities into behavioural components required for success). For sports, activities, games (range of motion and upper body strength which are both very important. (p-49-f) *[TI]* {**AB**}

♦ To learn. I have found that I have learned so much from working or just being with people who have special needs. (p-51-f) *[TI]* **{AB}**

♦ There is not one activity that cannot be adapted so that everyone can be included. With this idea, or thought, it will be easier to find ways to include people in the activity. (p-51-f) *[TI]* **{AB}**

♦ Get educated on the disability, because if you don't know the disability and its characteristics, you will not be able to provide a program that will cater to their specific needs. (p-52-m) *[TI]* **{AB}**

♦ Knowledge – want to know about the disability, about the person and their background. Its important to have a general knowledge about the individuals you'll be working with because than you can create a program that is to their needs. (p-54-f) *[M, TI]* **{AB}**

♦ Create a safe and consistent environment – safety first! Make little to no changes in the structure of the environment, and if you are going to make changes make them slowly. Transitions are slow and warn the children ahead of time. (p-56-f) *[M, TI]* **{AB}**

♦ Use progressive tasks which are easy to hard activities and not the opposite. By doing so, it will not frustrate the child and it allows you as the educator to see which tasks the child can accomplish at a slow pace. (p-59-f) *[M, TI]* **{AB}**

♦ Knowledge of a variety of disabilities and not just one disability expands ones horizon. By knowing more than one disability you are able to compare and contrast disabilities which could help you in future situations. (p-59-f) *[TI]* **{BC}**

♦ Design activities that can offer and be played by children with varieties of skill level. Create many options to choose from, like easy target, medium targets, no targets, etc. (p-60-f) *[M, TI]* **{AB}**

♦ Have appropriate matching of content to student abilities. Being able to know what each disability is capable of is important for program planning. (p-62-f) *[M, TI]* **{BC}**

♦ Always teach, practice, etc. – left to right. (p-64-m) *[TI]* **{PC}**

6.6.5 Personal Traits (PT)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of personal traits are:

- Meritocracy *[M]*
- Technocentric Ideology *[TI]*
- Construction of Social Relations *[CSR]*

Concepts based on literature and culture (Third Level Analysis) found within the theme of personal traits are:

1. Ablism **{AB}**

    2. Pace {**PA**}
    3. Paradigm Citizen {**PC**}
    4. Private vs. Public {**PVP**}

Honesty

♦ Be truthful and real – never lead the student on. Not to make false promises or commitments. Stay committed or state that you can't commit and why. Be honest about all events and lessons and interaction and future plans. Treat them as I wish to be treated. (p-1-m) *[CSR]* {**AB**}

♦ Honesty – always be honest. To be dishonest with individuals with disabilities is the most terrible disservice one can perform. Honesty forms the only solid base upon which all growth can take place, you can teach what you are. (p-4-m) *[CSR]* {**AB**}

♦ Be honest with others and be honest with myself. If I do not enjoy working with a certain population don't, for if I do chances are it will not be a meaningful and enjoyable experience for either party involved. (p-7-m) *[CSR]* {**AB**}

♦ I will be honest and open in everything and commending good performance and providing constructive feedback when something is done incorrectly. (p-35-m) *[M, CSR]* {**AB**}

♦ Fairness is giving people what they need to succeed. (p-31-f) *[CSR]* {**AB**}

Patience

♦ First I am patient. I may not know my partner but they don't know me so we are new to each other and must figure each other out. It is important to give someone time to adapt to you and new surroundings. (p-2-m) *[M, CSR]* {**AB**}

♦ Patience is very important. This is very important to accommodate people with disabilities and give them their deserved time and attention. (p-3-m) *[M, CSR]* {**AB**}

♦ Patient – it is important that you don't make the person feel uncomfortable. Pay total attention to the child and his/her specific needs. (p-9-m) *[M, CSR]* {**AB**}

♦ Patience and understanding – you need to treat certain disabilities with necessary and adequate patience and understanding. Because these individuals are very smart and can tell you when you might be getting frustrated with them and this could discourage them from continuing doing a task or prevent them from trying a new one. (p-11-m) *[M, CSR]* {**AB**}

♦ Patience is very important – understand that they have a disability (don't remind them of it by rushing them through skills, tasks, etc). (p-13-f) *[M, CSR]* {**AB**}

♦ I will always be patient and try to not get frustrated. People with disabilities can tell when people are frustrated with them. This is discouraging. Patience is needed because the results one wants will not always happen. (p-15-f) *[M, CSR]* {**AB**}

- Patience is a virtue. Progression and success takes time and patience, this is important. (p-17-f) *[M, CSR]* **{AB}**
- I will have patience so that they do not get discouraged. (p-34-f) *[M, CSR]* **{AB}**
- Use patience and a positive attitude – if I am patient with my clients then they will eventually succeed. If I use a positive attitude it will encourage them to succeed. (p-36-m) *[M, CSR]* **{AB}**
- Another philosophy is that patience can be the biggest asset to have. In a fast world such as the one we live in, it was hard to slow myself down and think of ways to make an activity more simple. However, I quickly learned that most individuals will take time to both comprehend and execute the activity. I learned that time does not matter and that progress was the only thing that mattered. Therefore being patient had a positive effect on both myself and the individual I was working with. (p-39-m) *[M, CSR]* **{AB, PA}**
- Being patient – people with disabilities need extra time to understand and know what is going on, everyone is always in such a rush and with individuals who have a disability patience and doing things slower is required. (p-43-f) *[M, CSR]* **{AB, PA}**
- Last but not least always be patient understanding, flexible and have a sense of humour. Realize that everything is not controllable and I have to work with what I'm given. Realize that things don't always work out, but you still must go on. Nothing is impossible you just have to be open to ideas. (p-48-f) *[M, CSR]* **{AB}**
- Interpersonal skills – develop communication, patience, knowledge (read up on disability), good/active listener, open-minded, good personality and positive. (p-49-f) *[CSR]* **{AB}**
- Have patience – no matter what is going on in the world outside of my profession, I will always provide full attention to the individual I am working with. I will be patient in everything that I do and will not allow myself to become overly stressed or frustrated. I choose this because I believe patience is a virtue and necessary when working in this field. (p-50-f) *[M, CSR]* **{AB}**
- Patience. It is much more beneficial and fulfilling to teach an individual the skills so that they are able to perform tasks. Also patience to not step and do the task because it is faster if I do it. (p-51-f) *[TI, CSR]* **{AB}**
- Be patient, because if you get anxious or upset, your partner will too. (p-52-m) *[M, CSR]* **{AB}**
- Keep my temper, don't get angry with children. This can cause them to become aggressive or hostile. (p-25-f) *[M, CSR]* **{AB}**

Creativity

- I try to be creative. I want to give the people I'm working with new opportunities and different ways of doing things. (p-2-m) *[TI]* **{AB}**

♦ Creative – this is especially true for children who cannot walk independently. You have to be able to create activities for any sort of disability. (p-9-m) *[TI]* **{AB, PC}**

♦ Creative with activities – you want to be creative with the activities so the person will be more interested and have fun performing them. Not only should they enjoy them but you should to. (p-23-f) *[M, TI]* **{AB}**

♦ Always be able to adapt – I can be stubborn when it comes to somethings but when working with the kids you have to be flexible in your goals and plans for the day. This may depend on number of children, mood, physical development, etc. (p-30-f) *[TI]* **{AB}**

♦ Individualize my instruction by making adaptations to different individuals and different disabilities. By teacher flexibility in assessing and implementing adaptation that may help individual students be more successful. (p-62-f) *[TI]* **{AB}**

Positive Attitude

♦ I try to stay positive. If I'm not positive the people I'm working with won't be and they won't want to participate. (p-2-m) *[M]* **{AB}**

♦ Have a positive attitude and don't bring personal problems with you while you work with these children, because they can read you and know when you don't want to be there which can affect their mood and attitude, as well it's important to have an positive encouraging attitude. Provide them with the encouragement that they can do anything. (p-11-m) *[M]* **{AB}**

♦ Keep a positive perspective, if I'm not positive then others around me won't be either. (p-24-f) *[M]* **{AB}**

♦ Maintain a positive attitude – positive attitudes are contagious, if they see that I am enthusiastic and positive they will be too. (p-28-f) *[M]* **{AB}**

♦ I will always try and be positive and enthusiastic in hope that it will reflect on those that I'm working with. (p-35-m) *[M]* **{AB}**

♦ Be positive – whether giving praise or criticisms, I will always be positive. I believe constructive criticisms are necessary when working with an individual with a disability who may already have low self- esteem. (p-50-f) *[M]* **{AB}**

♦ Always be positive and energetic whatever you do. (p-60-f) *[M]* **{AB}**

♦ You must want to be there and helping them, with a positive attitude, have patience because things take time just like with typical people, have an open-mind, good/active listener, advocate (recognizing that they have rights just like everyone else). If you don't do this, they will be able to tell you don't want to be there so they are not going to cooperate and help you with the task at hand. (p-41-f) *[M]* **{AB}**

♦ Have confidence – a lot of times it is easy to lose faith in an individual's improvement or recovery. I will always try my hardest to be optimistic when it

comes to helping one improve their physical or mental states. I have faith in my programming and its outcomes. (p-50-f) *[M]* **{AB}**

Understanding

♦ I try to be understanding. I empathize with individuals and try to understand why they may do certain things. I try to be understanding of what they do and how they react to me. (p-2-m) *[TI]* **{AB}**

♦ Understand the limitations of myself, I learned through my experience that I am better suited for people that are highly interactive. I should know what I'm better at and not force myself to do things I can't do well. (p-24-f) *[TI]* **{AB}**

Confidentiality

♦ When working with persons with disabilities I will keep my professional life out of my personal life. Being confidential is important. It is no ones business of what happens between me and the people I work with. Problems that people might have is their business and no one elses. (p-3-m) *[TI, CSR]* **{PVP, PC}**

♦ I will keep my professional life out of my personal. Being confidential is important. It's no one's business of what goes on between me and the people I work with. (p-15-f) *[TI, CSR]* **{PVP, PC}**

♦ Keep personal and professional lives separate – no matter what is going on in my personal life, I will NEVER let it interfere with my work. Letting the 2 lives interfere with each other will only frustrate my patients. I believe this is a part of professionalism and should be followed. (p-50-f) *[TI, CSR]* **{PVP, PC}**

Attentive/Listener

♦ Attentive/attuned observer – I will be an observer. Only a person with a disability can tell you what is possible for them. (p-4-m) *[CSR]* **{AB}**

♦ Always make time to listen to what they have to say, and appreciate. Make value of their feedback/input. (p-6-m) *[CSR]* **{AB}**

Dedicated

♦ Dedicated – you have to be one hundred percent committed. People who have disabilities rely on your support and do not deal with the problem of your not showing up when expected (SNAP). (p-9-m) *[TI, CSR]* **{AB}**

♦ To take a personal interest in every individual in my programs – every person is special and deserves individual attention in all they do, no one should ever feel like they are just a number or unnoticed. (p-26-f) *[TI, CSR]* **{AB}**

♦ You need to want to be there working with them – can't pretend you want to be there because they will know that you don't really. If you aren't patient with them, they will get frustrated and so will you. (p-32-f) *[M, TI, CSR]* {**AB**}

♦ I will always try and be punctual and on time so that the subject knows that I truly want to help them. (p-35-m) *[TI, CSR]* {**AB**}

Knowing One's limitations

♦ When I made mistakes, I will apologize, correct the problem, learn from it, and move on. My reasoning behind this is that although I will make mistakes, I will use them as learning experiences to better my abilities to serve persons with disabilities better. (p-12-m) *[TI]* {**AB, PC**}

♦ Know personal limits – know what I am comfortable with and what I may not be or have not yet worked with. At this level I am very comfortable with children but do not have experience working with the elderly. Therefore I may find things that I do not know I feel comfortable with. (p-30-f) *[TI]* {**AB, PC**}

♦ Be practical – I always want to remind myself what the capabilities are for each person so I don't create too high of expectation for them and myself. (p-54-f) *[M, TI]* {**AB, PC**}

Building Meaningful Relationships

♦ I will be as personal as possible. I will use their name often and truly care and shoe respect. (p-27-f) *[M, CSR]* {**PVP**}

♦ I will become close to all of those that I work with in an attempt to provide the best possible facilitation for each unique individual. (p-35-m) *[M, CSR]* {**PVP**}

♦ I will always ask a person "what can I do to help" so that there is no confusion as to what their needs are and how I can assist them. (p-40-m) *[M, CSR]* {**PVP**}

♦ Reward often for good behaviour – let the child know when you are pleased with them so they understand the proper way to behave. Encourage all good behaviours. (p-25-f) *[M, CSR]* {**PVP**}

Safety First

♦ One step at a time – this will be considered as taking our/their time when progressing. There is no hurry and I want them to work at their own rate. (p-36-m) *[M, TI]* {**AB**}

♦ I will always ask permission to touch or go near someone just in case they are tactile defensive. (p-40-m) *[TI]* {**AB**}

♦ I won't leave a person unsupervised or give them any responsibilities that may be unsafe, because they may not be able to handle a task that I would have no problem doing. eg - Parking a car. (p-40-m) *[M, TI]* {**AB**}

6.6.6 Dignity (D)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of dignity are:

- Meritocracy [*M*]
- Technocentric Ideology [*TI*]
- Construction of Social Relations [*CSR*]

Concepts based on literature and culture (Third Level Analysis) found within the theme of dignity are:

1. "The Other"/Labels {**TO/L**}
2. Paradigm Citizen {**PC**}
3. Ablism {**AB**}
4. Pace {**PA**}
5. Biomedical Construction {**BC**}
6. Power {**PO**}

Words with Dignity

♦ When working with persons with disabilities I will use appropriate terminology to describe anyone with any type of disability. Any other language may be offending and hurt the individual with the disability. People with disabilities are human and also have feelings. (p-3-m) *[CSR]* {**TO/L, PC**}

♦ You should not give labels to those with disabilities. Often, referring to someone as retard and other hurtful names can hurt that individual's self-esteem. (p-5-m) *[CSR]* {**TO/L, PC**}

♦ I will always use appropriate terminology to describe a person with a disability. People with disabilities shouldn't be labelled as something. They are people dealing with something. (p-15-f) *[CSR]* {**TO/L, PC**}

♦ Use person first terminology – the last thing you want to do is insult the person with the disability. So we should be familiar with the proper terms used. "Words with dignity". Lame – person who has a mobility impairment. (p-23-f) *[CSR]* {**TO/L, PC**}

♦ Always use proper terminology – when referring to an individual with a disability, all my staff will always use proper terminology. Otherwise, some may be hurt or offended. (p-50-f) *[CSR]* {**TO/L, PC**}

♦ Be aware of your vocabulary, because individuals with disabilities are first human beings and they have feelings, so use words with dignity. (p-52-m) *[CSR]* {**TO/L, PC**}

♦ Use first person terminology – say individuals with disabilities not disabled persons because it recognizes that a disability is only part of a persons

constellation of strengths and weaknesses. Good teaching avoids language that creates individuals with their conditions. (p-59-f) *[CSR]* **{TO/L, PC}**

Maintaining Dignity

♦ I will allow children to take their aggression out on something that can't be hurt. It is important to let them vent it, but let them know where it is appropriate. Example – punching bag or high jump mat. (p-25-f) *[M, CSR]* **{AB}**

♦ The speed in which an individual performs a task is not important as long as they are as accurate as able to be. (p-27-f) *[M, TI]* **{PA, PC}**

♦ The skill level is not important as long as they work hard and enjoy their efforts. (p-27-f) *[M]* **{PA, PC}**

♦ Do not push them to do things they can't do – work with what they have. You cannot fix their disability, but you may be able to improve their quality of life. (p-32-f) *[M, TI]* **{BC}**

♦ Make them feel like what they doing is a worth well experience – give them a sense of being and purpose. (p-38-m) *[M, TI]* **{AB}**

♦ A third philosophy or guideline was to strengthen the capabilities that the individual has to work with. Since these are the capabilities that they will likely use the most and in some cases only these will be used because individuals with such disabilities as CP cannot be improved, it is best to improve these to improve the quality of life that the individual will lead. (p-39-m) *[M]* **{AB}**

♦ If punishment is needed it should be done in a certain way where the child understands what was done wrong but make sure they are not embarrassed or centered out. (p-43-f) *[TI]* **{PO, AB}**

♦ My goal would not be to fix but to program including disability – you don't want to program around because then you're showing that all you see is the disability or difference – when you should instead see them for who they are. (p-47-f) *[M, TI]* **{AB, BC}**

♦ Want to make a better way of life for them by giving them opportunities to participate and work along side other people that they normally wouldn't have had the opportunity to work with. Also its important for everyone, whether you have a disability or not to have one or two activities that you enjoy doing and feel good about doing. (p-54-f) *[M, TI]* **{PC, AB}**

♦ Encourage people with disabilities to help one another as well as get help from abled body people. (p-60-f) *[TI]* **{AB, TO/L}**

♦ High rates of on-task behaviours. Allow children with disabilities have hands on types of activities. Stimuli is the best thing for most disabilities. (p-62-f) *[M]* **{AB}**

♦ If a person with a disability doesn't succeed at something it does not make them lesser of a person than anyone else. Everybody fails at different things in life. You learn from mistakes and you can adapt. (p-63-m) *[TI]* **{AB, PC}**

♦ I will stress teamwork and working together because to get through life we must be able to rely on others for help and encouragement. (p-18-f) *[TI]* **{AB}**

6.6.7 Integration/Inclusion (II)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of integration/inclusion are:

- Meritocracy *[M]*
- Technocentric Ideology *[TI]*
- Construction of Social Relations *[CSR]*

Concepts based on literature and culture (Third Level Analysis) found within the theme of integration/inclusion are:

1. Ablism {AB}
2. Private vs. Public {PVP}
3. "The Other"/Labels {TO/L}

♦ When working with people with disabilities, my end goal will always be to integrate the people I'm working with and not exclude anyone. It is important to adapt an activity so everyone can participate and no one is left out for any reason. (p-3-m) *[TI]* **{AB, PVP}**

♦ Make sure special needs children are apart if an inclusive and LRE settings to ensure the best environment to make the students feel as comfortable as possible. (p-8-m) *[TI]* **{AB, PVP}**

♦ My end goal will always to integrate the people I'm working with and not keep them segregated. It is important to adapt activities so everyone can play. This is also important for social reasons. (p-15-f) *[TI, CSR]* **{PVP}**

♦ I will try to include everyone into all of the activities so that they will know that just because they may be different they can still have a role or part in every activity. (p-16-f) *[TI, CSR]* **{AB}**

♦ Have an inclusive atmosphere – will make the individual want to participate. (p-28-f) *[M, TI]* **{AB, PVP}**

♦ Promote an inclusive environment that does breed segregation – make them feel like their a part of something – friendship. (p-38-m) *[TI, CSR]* **{AB, PVP}**

♦ Make it safe – so nobody get hurt and they all have a great time. (p-38-m) *[M]* **{AB}**

♦ Integrate others with the person who has the disability will be done, this not only benefits the individual with the disability but also the peers. Educate peers on the situation presented will help everyone in the long run. Kids are mean but this perhaps is due to lack of knowledge, keeping an eye out for the kids who are rude

will occur because that behaviour is not acceptable. (p-43-f) *[TI, CSR]* {**PVP, TO/L**}

♦ Socialization – interaction between the typical population and the disabled population is an excellent way to integrate societies. (p-44-f) *[TI, CSR]* {**AB, PVP**}

♦ LRE – to insure that the majority of the individuals environment is fully accessible to them and does not inhibit them from doing anything in anyway. (p-44-f) *[TI, CSR]* {**AB**}

♦ Maximal integration – I feel that everyone can learn from each other, so by allowing integration everyone can learn something that maybe they didn't know before or had a stereotype about. (p-54-f) *[TI, CSR]* {**AB, TO/L**}

♦ Make available to different abled individuals conditions as close as possible to that of the group norm (average). Should be applied to all students in the class not those with a disability. Creates a warm positive classroom climate, which can teach students that adapting is fun, good and beneficial to all. (p-58-f) *[M, TI, CSR]* {**AB, TO/L**}

6.6.8 Varying Roles (VR)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of varying roles are:

- Meritocracy *[M]*
- Construction of Social Relations *[CSR]*

Concepts based on literature and culture (Third Level Analysis) found within the theme of varying roles are:

1. Power {**PO**}

♦ Be their friend/mentor/leadership figure. (p-6-m) *[M, CSR]* {**PO**}

♦ Role model (someone they can look up too). (p-9-m) *[CSR]* {**PO**}

♦ Should stay away from authoritative patterns. Collaborative decision making potential outcomes are richer and lead more directly to self-actualization of individual's who care about each other and know how to work together. (p-14-f) *[M, CSR]* {**PO**}

♦ Shouldn't use authoritarian patterns. Collaborative decision making outcomes are richer and lead more directly to self-actualizing individuals who care about each other and how to work together. (p-58-f) *[M, CSR]* {**PO**}

♦ Delegate authority – allow them to learn responsibility of independence – boost self-esteem. (p-64-m) *[M, CSR]* {**PO**}

6.6.9 Fun/Enjoyable Environment (F/EE)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of fun/enjoyable environment are:

- Meritocracy [*M*]
- Technocentric Ideology [*TI*]

Concepts based on literature and culture (Third Level Analysis) found within the theme of fun/enjoyable environment are:

1. Ablism {**AB**}

♦ Find a way to make physical education fun for all individuals so that they will have a positive experience and want to live an active lifestyle. (p-7-m) *[M]* {**AB**}

♦ Maintain a warm positive learning climate with lots of feedback (verbal and non-verbal). (p-8-m) *[M]* {**AB**}

♦ Should make available to different abled individuals conditions as close as possible to that of the group "norm". should be applied to all students in the class, not just those with disabilities. Part of creating a warm positive environment is that it teaches students that adapting is fun, good and beneficial to all. (p-14-f) *[M]* {**AB**}

♦ I believe that fun is the main goal. I want children in my class to have equal participation and always leave smiling. (p-18-f) *[M]* {**AB**}

♦ Don't force the child to do anything they don't want to do. Gradually create a safe situation for them showing and reinforcing that they are safe and try to ensure personal mastery but having peers perform it 1st. (p-25-f) *[M]* {**AB**}

♦ Try and create positive social interactions and environment for children so they feel confident, boost their self-esteem. Children can be very discouraged if they feel they don't fit in or can't perform like others, creating a positive environment helps boost their confidence so they feel better. (p-25-f) *[M]* {**AB**}

♦ You need a positive environment that is free of irrelevant stimulus – leads to distraction. (p-38-m) *[M, TI]* {**AB**}

♦ Another guideline was to incorporate a high degree of enjoyment in learning activities. By doing whatever the individual enjoys they are more likely to receive it and take it in. one individual I worked with enjoyed dinosaurs so everything he learned related to dinosaurs and therefore he learned more. He could begin pronouncing sounds based on hearing what I called a dinosaur. (p-39-m) *[M]* {**AB**}

♦ Try to do things and teach things in a playful and fun environment that way the child may not even realize they are learning or may decide that they like to learn because it is fun. (p-43-f) *[M]* {**AB**}

♦ Create a warm environment by letting the children know that I care for them and that I want to work with them. There are so many people who are in the disability

stream just because then may not have what is needed for the job. The kids will be able to pick this up on that right away. (p-54-f) *[M]* {**AB**}

♦ Create a fun and exciting atmosphere – use a variety of teaching strategies and styles. A variety of activities as well. If children are having fun they will want to learn and improve. (p-56-f) *[M, TI]* {**AB**}

♦ Organizing a different activity each time, therefore they will not get bored. (p-57-f) *[M]* {**AB**}

♦ Creativity plays an important role in establishing well organized programs. By being creative, you make it more fun for the individual and you are able to entertain not just one, but many. Always ensure to maintain an environment that is least restrictive, adaptable and accepting of an individual, regardless of their ability or disability. (p-59-f) *[M]* {**AB**}

6.6.10 Communication (methods and modes) (C)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of communication (methods and modes) are:

- Meritocracy *[M]*
- Technocentric Ideology *[TI]*
- Construction of Social Relations *[CSR]*

Concepts based on literature and culture (Third Level Analysis) found within the theme of communication (methods and modes) are:

1. Ablism {**AB**}
2. Paradigm Citizen {**PC**}

♦ Communicate clearly, concisely, and completely whenever possible, do this by getting on the same spatial level, making eye contact and using the form of communication the individual with the disability understands. This way they will always understand what you are asking of them. (p-7-m) *[CSR]* {**AB, PC**}

♦ Provide clear and simple instructions – simple instruction that they can follow, do not overwhelm them with instruction that they do not need. Talk in a monotone voice and provide instruction progressively as you go, if needed one at a time. (p-11-m) *[TI]* {**AB, PC**}

♦ Learn to communicate effectively is important, therefore one must be aware of many of the modes of communication, like sign language to be able to understand students and build good relationships. (p-17-f) *[CSR]* {**AB, PC**}

♦ Talk to them as if they can understand everything that you say – even if they can't speak or may not understand everything you say, they are people too and deserve to be treated like one. (p-32-f) *[TI, CSR]* {**AB, PC**}

♦ Have an open understanding of what they want and what you want. Have a positive communication system with a person with a disability and make them an active participant in a conversation. (p-41-f) *[CSR]* **{AB, PC}**

♦ Make sure positive feedback is given. This will encourage the individual to try again if they didn't do it right or give them confidence to try other things. Sense of happiness and accomplishment will occur if positive motivation is given. (p-43-f) *[M, CSR]* **{AB, PC}**

♦ When provided feedback, make sure it is constructive and positive. Sandwich approach – point out a positive, make correction, supply encouragement. (p-45-f) *[TI, CSR]* **{AB, PC}**

♦ Communication – sign language, gestures, brail and councelling. (p-49-f) *[TI]* **{AB, PC}**

♦ Be clear in your instructions and make sure your environment suits the disability, because different disabilities react differently in certain situations. So be aware of environment for safety and learning reasons. (p-52-m) *[TI]* **{AB, PC}**

♦ Create a positive environment – give positive feedback to ensure the child's self-esteem and competence. (p-56-f) *[M, TI]* **{AB}**

♦ Make sure I develop a warm, positive atmosphere. Have more positive then negative or corrective feedback, more skill than behaviour oriented games, and more specific then general in nature type of activities. Children with disabilities need positive feedback just as much as able bodied children. A positive attitude lifts the spirits of people. (p-62-f) *[M, TI]* **{AB, PC}**

♦ Feedback is needed all of the time. The use of lots of "positive" feedback helps these children learn. Respond to students words and actions. (p-62-f) *[TI]* **{AB, PC}**

♦ Provide clear, concise, specific feedback and encourage their feedback – open lines of communication – honest. (p-64-m) *[TI]* **{AB, PC}**

6.6.11 Developing Mind and Body (DMB)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of developing mind and body are:

- Technocentric Ideology (**TI**)
- Construction of Social Relations (**CSR**)

Concepts based on literature and culture (Third Level Analysis) found within the theme of developing mind and body are:

1. Control Over Body **{COB}**
2. Paradigm Citizen **{PC}**

♦ Treat the whole individual not just their physical attributes. Provide them with physical activities that will help them develop socially, emotionally, and cognitively as well. Chances are because of the way society is they will need help in these areas too. (p-7-m) *[TI, CSR]* **{COB, PC}**

♦ Instead of just focusing on physical development, should also focus on cognitive development – understanding game formations, etc. This is related to game performance, understanding and to social interactions with peers as well as to perceive efficacy in motor skills. (p-14-f) *[TI, CSR]* **{COB, PC}**

♦ Focus on cognitive development rather than just physical development. Should focus on understanding game formations which is related to game performance and to social interactions with peers as well as to perceived understanding in motor skills. (p-58-f) *[TI, CSR]* **{COB, PC}**
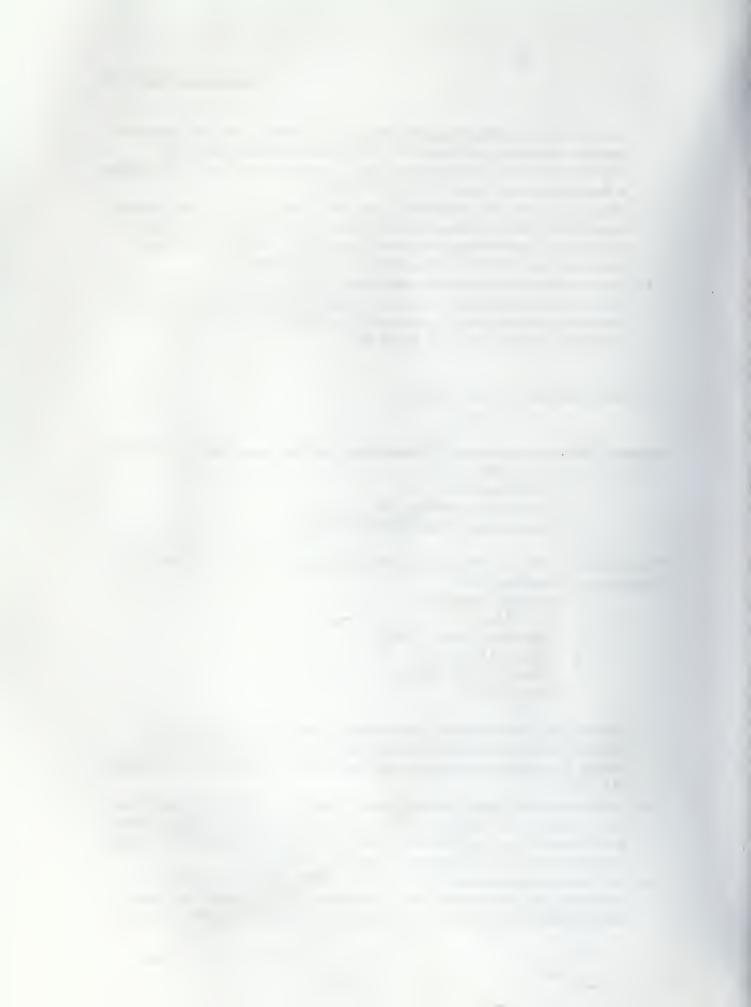
6.6.12 Recognition of Uniqueness (RU)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of recognition of uniqueness are:

- Meritocracy *[M]*
- Technocentric Ideology *[TI]*
- Construction of Social Relations *[CSR]*

Concepts based on literature and culture (Third Level Analysis) found within the theme of recognition of uniqueness are:

1. Paradigm Citizen **{PC}**
2. Pace **{PA}**
3. "The Other"/Labels **{TO/L}**
4. Ablism **{AB}**
5. Private vs. Public **{PVP}**
6. Power **{PO}**

♦ Adapt teaching styles to meet individual needs and main goal should be to progressively increase the student's responsibility for him or her learning by moving from command and practice styles to learner initiated. (p-8-m) *[TI, CSR]* **{PA, PC}**

♦ It is important not to label or group people. Every individual with a disability or not, is unique in their own way. Labelling people as "disabled", puts them into a group, instead of viewing them as individuals. Individuals with disability should be viewed as individuals first. (p-10-m) *[CSR]* **{TO/L, PC}**

♦ I will remember that people with disabilities, like all people, are experts on themselves. My reasoning for this is that persons with disabilities know what they like and don't like, and what they can and cannot do. Basically, I'm saying

that I will try to think of things from other people point of view. (p-12-m) *[CSR]* **{AB}**

♦ Do not force them to do anything that they are unable to do – work with their disability and make adaptations to the skill in order to make it ability appropriate. (p-13-f) *[CSR]* **{AB}**

♦ Think about strengths and weaknesses of each individual in the environment: shouldn't place constraints/limitations on the interaction between persons and environments. Should facilitate goal achievement. This increases self-concept, self-confidence, etc. (p-14-f) *[CSR]* **{AB}**

♦ I will help them realize all of their amazing qualities that not everyone has and help them to feel lucky to be who they are because without them life would not be the same. (p-16-f) *[CSR]* **{AB, PC}**

♦ My programs will be specific to the needs of each person. Each individual is different and needs to be prescribed appropriate tools and activities that will assist them the best. (p-17-f) *[TI, CSR]* **{AB, PC}**

♦ I will promote uniqueness. As I believe that one persons strength may be another persons weakness and vice-versa. I believe that it is each persons unique qualities that enhances fun, excitement, and that being unique is good and it makes you interesting. (p-18-f) *[M, CSR]* **{AB, PC}**

♦ Individuality is not a problem but a gift. For every person in this world there is a uniqueness to them which makes them special. Instead of looking at a disability look at it as a gift, a gift that makes you who you are and not just another individual. (p-19-f) *[CSR]* **{AB}**

♦ Each individual with a disability is different. They have their own uniqueness. Reasoning is that these people are not just labels, everyone has different needs. (p-21-f) *[CSR]* **{AB, TO/L}**

♦ Focus on abilities not disabilities, all people enjoy doing the things their good at. (p-24-f) *[M]* **{AB, PC}**

♦ Create unique programs that are individualized – each person is totally unique and so carbon copy programming won't work for anyone either with a disability or not. (p-26-f) *[CSR]* **{AB, PC}**

♦ Match the task/activity to their level of ability – this ensures some success for the participant. (p-28-f) *[M]* **{AB}**

♦ Ensure that the persons needs are met and know what they are not the same for everyone – makes the individual feel good about themselves, builds self-esteem. (p-28-f) *[M, TI]* **{AB, PC}**

♦ Remember that each person who is disabled is different, they are a totally unique person. This allows me to treat each person different and not like all individuals with a disability are the same. (p-29-f) *[CSR]* **{AB, TO/L, PC}**

♦ I work with people with a personality, who happen to have a disability. (p-31-f) *[CSR]* **{AB, PC}**

♦ They are children before they have a disability – try to look through their disability. Just because they have a disability doesn't mean they aren't a child

just like everyone else. All children are different no matter what. (p-32-f) *[CSR]* {**AB, PC**}

♦ Stimulate the knowledge already present: individuals with disabilities can be very knowledgeable we just need to get them to use that knowledge instead of trying to teach tem new stuff. After all, individuals with learning disabilities actually have a normal to high IQ they just can't present it sometimes. (p-33-f) *[CSR]* {**AB, PC**}

♦ Encourage rather than feel sorry: if we start to feel sorry for individuals with disabilities they are not going to get anywhere. We need to treat them equally and encourage them as we would want to be encourage when trying to reach our goals. (p-33-f) *[TI, CSR]* {**AB**}

♦ Remember that each disabled individual I work with is not defined by their disability, but they are still their own individual unique person. They are people first, not disabled, and therefore I would treat them with the same respect I would anyone of my other friends. Too often you hear ablist people referring to disabled individuals as derogatory names for their (ablist) convenience. By putting myself in their position (literally) they have the same feelings as me and suffer the same pain I do! (p-37-m) *[M, CSR]* {**AB, TO/L, PC**}

♦ I would remember that only those with disabilities can tell or show me what they are capable of. Too often ablists attempt to "make things better" for a disabled individual without consulting them and finding out what their ideas or views are. It makes more sense, they are the ones with the unique lifestyle so why should I go and assume or presume what they would feel is best. (p-37-m) *[CSR]* {**AB, TO/L, PC**}

♦ Most important thing is that they are kids first. Look beyond their disability to realize that they are just like typical children, just with something special added. (p-41-f) *[CSR]* {**AB, PC**}

♦ Teach with their learning style, not yours. Everybody learns differently. Just because I am primarily a visual learner doesn't mean that everyone is. (p-45-f) *[TI]* {**PC**}

♦ Interpersonal – get to know individual on personal, unique basis. This way you can program around interests or challenges that they wish to overcome, be positive – don't limit experience based on disability. (p-47-f) *[M, TI]* {**AB, PVP**}

♦ Treat every individual with respect – concentrate on the person first, disability second. Know the person for their values, beliefs, ideas, and goals. (p-48-f) *[CSR]* {**AB**}

♦ Treat everyone as an individual. Refrain from labelling or making cookie cutter solutions to problems and issues. Asses each individual for their strengths, weakness, their abilities and needs and work with that to set and reach individual goals. (p-48-f) *[TI, CSR]* {**TO/L, PC**}

♦ Stress the abilities of an individual has, work to find an area each individual can excel in to their satisfaction to build self-concept and self-esteem. (p-48-f) *[CSR]* {**AB**}

♦ Each person is unique. Despite all the characteristics that tie people with the same disability, they are all individuals, and have their own likes/dislikes, as well as their own abilities, gifts and talents. (p-51-f) *[CSR]* {**AB, PC**}

♦ Remember that each person who is disabled is different and they're a totally unique person – just because one child with ADD acts a certain way doesn't mean they every child with ADD will act the same. (p-53-f) *[TI, CSR]* {**TO/L**}

♦ Each person who is disabled is different and no matter what their disability is they are still unique individually. Reason: all have different needs and wants, remember that persons with disabilities are persons first and disabled individuals second. (p-55-f) *[CSR]* {**TO/L, PC**}

♦ Activities appropriate for skill level – modify the activity to fit the child, not the child to fit the activity. It has to be developmentally appropriate. Have a balance between skill and challenge, so that the child will always be improving. (p-56-f) *[TI]* {**AB**}

♦ Avoid focusing on what the child cannot do and focus on what the child can do. (p-60-f) *[TI]* {**AB**}

♦ The speed at which a person does a skill or anything else should always be accepted and have available time for. Everyone does different tasks at different speeds, some faster, some slower. Have to be patient. (p-63-m) *[TI, CSR]* {**PA, PC**}

♦ Remember that just because two people have the same disability doesn't mean that they are the same. Everyone is different in different ways. Must treat each individual as their own person, not part of a type of society. (p-63-m) *[CSR]* {**AB, PC**}

♦ Treat each person as a new case – each person has own individualism which makes them unique. Never assume. (p-64-m) *[TI, CSR]* {**TO/L, PC**}

♦ Remember that each person who is disabled is different. Meaning they are their own unique individual and no generalization would occur. (p-65-m) *[TI, CSR]* {**TO/L**}

♦ I will have a interpersonal relationship with them so that they know I care and see them as an equal. (p-34-f) *[CSR]* {**PVP**}

♦ Don't talk to them like they are stupid. Just because someone has a disability, it doesn't mean they can't understand what you are saying, and it's demeaning to talk to someone like that. (p-40-m) *[CSR]* {**PC, PO**}

♦ One should always think of specific problems, not disability. We should always recognize the importance of identifying specific problems that interfere with achievement of physical education goals, and good teaching creates a balance between attention given to weaknesses and strengths. It also contributes to good self-concept. (p-59-f) *[TI, CSR]* {**PC**}

6.6.13 Clichés (CL)

Concepts of "the hidden curriculum" (Second Level Analysis) found within the theme of recognition of uniqueness are:

- Meritocracy [*M*]
- Technocentric Ideology [*TI*]
- Construction of Social Relations [*CSR*]

Concepts based on literature and culture (Third Level Analysis) found within the theme of clichés are:

1. Ablism {**AB**}
2. Paradigm Citizen {**PC**}
3. Control Over Body {**COB**}
4. Independence {**IND**}
5. "The Other"/Labels {**TO/L**}
6. Private vs. Public {**PVP**}

- Give a smile receive a smile. If the individual sees that you are happy to be with them (smile/enthusiastic) then they will return with the same emotions or thoughts. (p-19-f) *[M, CSR]* {**AB, PC**}
- Results = efforts. You only get good successful results when you put forth a string and positive effort. Someone that puts in 50% will not get out the same results as those who put in 100% effort. 110% effort should be the amount of effort put into each time/visit/program planned. (p-19-f) *[M, TI]* {**COB, PC**}
- Never say you can't. (p-22-f) *[M, TI]* {**AB, PC**}
- One step at a time. (p-22-f) *[M, TI]* {**AB**}
- It's a challenge but you can do it. (p-22-f) *[M, TI]* {**IND, PC**}
- Don't treat those with a disability as though they are a victim of it. They don't need a constant reminder that they have a disability. (p-29-f) *[TI, CSR]* {**TO/L, PC**}
- Great minds have goals, I help people achieve them. (p-31-f) *[TI, CSR]* {**AB**}
- Make it fun – if it's fun then they will want to keep doing it. (p-38-m) *[M]* {**AB**}
- The sky's the limit! – they can do everything that a so called able bodied person can. (p-42-f) *[TI]* {**PC**}
- Reach for the sky! – achieve all you can, anything is possible. (p-42-f) *[TI]* {**AB, PC**}
- Every dreams attainable – every dream worth dreaming is worth accomplishing, you can do anything you put your mind to. (p-42-f) *[TI]* {**AB, PC**}
- Stay fit and have fun – keep active and have a good time while you do meet people. (p-42-f) *[M, TI]* {**AB, COB**}
- Go for it! – if there is something you want in life then it can be yours as long as you try. (p-42-f) *[TI]* {**AB**}

- Reach for the stars. Set a goal, even if it is out of reach, because with time, it gets closer and closer. If goals are not made, there is nothing to work towards. Setting goals makes most people determined to achieve them in order to prove their abilities/competence. (p-46-f) *[TI]* {**AB, PC**}

- Be all you can be. Giving ones personal best allows for the most rewarding results. (p-46-f) *[TI]* {**PC**}

- Don't forget to laugh/smile/cry. Laughter is natures most affective remedy for nearly everything. Smiling at someone will always brighten their day. A good cry due to sadness/happiness always makes you feel better. (p-46-f) *[M]* {**AB, PVP**}

- Never give up! Always be in control. If you give up, you've let the disability take control. (p-46-f) *[TI, CSR]* {**AB, COB, PC**}

- Don't treat those with disabilities as though they will fall a victim to it. Encourage the individual to never give up and treat them as an equal not a problem case. (p-53-f) *[TI, CSR]* {**AB**}

- Always smile when you first see them, so they are happy too. (p-57-f) *[M]* {**AB**}

- Make every activity you do sound exciting, because they will want to get involved. (p-57-f) *[M]* {**AB**}

- Always talk to them and make sure they are having a good time, because it makes you feel good inside that you can make them want to be there. (p-57-f) *[M]* {**AB**}

- Remember to never refer to individuals with disability as if they are a victims. The individual doesn't need reminders. (p-65-m) *[CSR]* {**TO/L, PC**}

6.7 Direct Contact Grading Template

PHED 2P92 Direct Contact Evaluation Template

Value: 25%
Legend: Y = yes; N = no; e = excellent; g = good; a = adequate; c = concerns; sc = serious concerns

Section 1:
- ◆ 8 session field placement
          or
- ◆ 20 hour combination
- ◆ verification from program supervisor

8 sessions:
- ◆ Details of where and when.
- ◆ What happened each session and with whom.
- ◆ Who you related to in the organization.

20 hours:
- ◆ Details on where and when.
- ◆ What the event was.
- ◆ What you did.
- ◆ Who you related to.

Section 2:
- ◆ Reflection on:
  - ▪ What you learned.
  - ▪ What you enjoyed most.
  - ▪ What you found most fulfilling.
  - ▪ What you enjoyed least
  - ▪ What you found most distressing.
- ◆ Recommendations on:
  - ▪ What you would differently.
  - ▪ What could be improved overall.

Section 3:
- ◆ Sentence structure (ss)
- ◆ Word choice (w/c)
- ◆ Spelling (s)
- ◆ Grammar (g)
- ◆ Focused
- ◆ Well-organized
- ◆ Other

6.8 Task Analysis Grading Template

PHED 2P92 Task Analysis Grading Template

Section 1:
- ◆ Disability or chronic condition chosen.
    - ▪ Described with sufficient detail.
    - ▪ Details on the actual person included.

Section 2:
- ◆ Specific skill or movement pattern chosen:
    - ▪ Relevant to the disability?
- ◆ Deep Description:
    - ▪ Phases
    - ▪ Sub-phases
    - ▪ Movement grid:
        - • Body awareness
        - • Space awareness
        - • Effort qualities
        - • Relationships
- ◆ Most challenging aspect and reasoning.

Section 3:
- ◆ 4-5 progressive tasks:
    - ▪ Relevant to the skill or movement.
    - ▪ Are progressive.
    - ▪ Relate to disability.

Section 4:
- ◆ Appearance/format.
- ◆ Organized logically.
- ◆ Coherent sentences and/or points.