

The attitudes of physical education teachers who work with children and youth with disabilities in the school system in Israel

Teaching is becoming an unnerving experience. Teachers are unsure of themselves and uncertain of their roles. Many are dreadfully disoriented ..take recourse in caricaturing the forces of change, defying the bricks through the window, growing steadily more unhappy. Others despair or take recourse in abdication of responsibility, deluding themselves with the thought that they are heeding the popular message and contributing, somehow, to an education that by some mysterious means will be "better" .Physical education as a school subject has been under-going a long-deserved curricular reform. A "new physical education" which emphasizes the development of a healthy, physically active lifestyle rather than the study of traditional team sports has emerged as a curriculum model in many schools [1] thus, it is important to strengthen school physical education programs to better educate our children about physical activity and its health benefits.

Scientists have over time sought to better understand and explain human development .A portion of the array of studies which has collected information on various aspects, has related to people considered unequal from a biophysical viewpoint. People with disabilities are the first and foremost human beings who deserve to live with real opportunities. Notwithstanding the requirements of these people, they are often considered as different from their peers and therefore worthy of something more than that which is usually offered at home, at school or in the community. Therefore, the prospects of caring for and developing them can best be approached from an ecological and complex perspective, in which it is conceived that individuals develop in a dynamic relationship as an inseparable part of the scenarios within which they function throughout their lives[2].

This ecological perspective conceives of all people as dynamic and involved in a development process, which has moved them progressively towards the stage in which they currently are. Adopting this approach requires us, as professionals and as human beings, to look beyond the relationship between causes and instructional strategies. Rather , the ecological perspective emphasizes recognizing the complexity of the issues faced by individuals who experience some functional diversity in relation to their peers .when considering transactions between the person and their developmental environment , it is possible to recognize how inadequate the results of the former approach may have been in an initial diagnosis .for example, if you determine that a child or adolescent has a disability: parents or teachers may reduce expectations for the individual at school, both in daily activities and those that occur in the learning /teaching process[3].

Physical activity is not only important for children to develop into healthy adolescents and adults ,but also to reduce the risk of premature death ,heart disease , high blood pressure, colon cancer,

and of developing Non-Insulin –Dependent Diabetes Mellitus (NIDDM). According to United States Of Health[4] ,in youth ,adequate physical activity can favorably influence cardiovascular disease risk factors ,improve muscular strength and endurance, build and maintain healthy bones and joints , and decrease feelings of depression and anxiety.

Physical education as a school subject has been undergoing a long –deserved curricular reform a "new physical education", which emphasizes the development of a healthy, physically active lifestyle rather than the study of traditional team sports that emerged as a curriculum model in many schools. Persons with disabilities, like other persons have various needs, desires and goals, among which is a need to engage in sport. The United Nations convention on the rights of persons with disabilities is very significant international legislation aimed at ensuring equal of persons with disabilities.

One of the important barriers that children with disabilities face is the attitudes and the rejection that they received from many factors. According to Ajzen & Fishbein , an attitude can be defined as a generalized positive or negative evaluation people may have towards any object (e.g individuals or groups of people ,events, activities ,and ideas),which predicts behaviours towards these objects[5]. Accommodating students with disabilities in a general physical education (GPE) setting can be challenging for physical educators. As indicated before, one major reason why students with disabilities do not always experience success in GPE is because physical educators do not feel prepared or self- confident enough to make the good accommodations so it is important to prepare future physical education teachers engages with disabilities in general physical education settings. In-order to prepare these teachers in –training we must be able to measure and to understand their attitudes towards inclusion. The guidelines of the theory of reasoned action, which postulates that behaviors begin in peoples' belief systems with behaviors begin achieved under their own volition and reason .because people make decisions about their actual behavior based on beliefs (e.g., desires, favorable outcomes), they can be taught to reason about different beliefs and to act in different ways .the theory of reasoned action attempts to explain the determinants of behavior and predict plausible outcomes.

However, as pointed by researchers, success does not simply come about just as a result of understanding new concepts, rather it involves a shared conviction within society amongst the educational community and the school principals who work with and manage teachers in general. It is at this level where all of the general knowledge , skills, values and culture of collaborative work are needed [6].Also, within the family where commitment and dedication to the education of their children needs to be expressed, by including them in the tasks of daily life.

Everything needs to be based on a coherent approach to education for diversity and equity within a consistent framework for understanding human development, in order to provide an alternative way to deliver education to all students who may be in a group, class or in a general institution.

According to Granata (2001), the present approach to training in education for diversity and equity, requires a new conceptualization which requires incorporating skills as socially significant knowledge. In addition, teachers should be trained in diversity and equity from a social educational perspective in order to better respond to the reality of human beings who are different to them [7]. Another researcher has identified that one of the most important underpinnings necessary to progress the inclusion process, lies in the recognition by teachers that the educational response to diversity and equity is perhaps the most important and difficult challenge they currently face at schools. This situation requires radical change, if it is intended that all students, without any discrimination, will achieve the greatest possible development of their personal, social and intellectual capabilities [8].

The above reasoning emphasizes the need for our current society to be able to count on teachers trained within a paradigm of diversity, equity, human development and complexity, as well as the design of models for inclusion in a special education models for inclusion in a special education mode to be fully consistent and accurately aligned.

Another researcher has claimed that current teacher training is disconnected from the reality necessary to support an education system that meets the demands of today and tomorrow [9]. Therefore, as stated by Marinez, without a sound foundation based upon a sophisticated understanding of human life, both the means and the end of education for peace would not be possible. In order to be able to deal with daily social imbalances and inconsistencies, it is absolutely necessary to incorporate into research programs knowledge based around understanding what it is to be human .At the heart of ethical teaching, needs to be a focus on the human condition which involves the individual, the society and the species [10].

In education for disability, the human condition should be at the endpoint as it should for all social learning. It is by retaining this perspective that Israeli education can add value to life, in everything it provides for these students and others. The teacher should keep that value in mind in their every process, product and service in order to serve their students with “otherness” and detachment and contribute to meeting their needs as individuals. Therefore it is very important to identify the attitudes of physical education (PE) teachers who work with children and young people with disabilities in schools, has the potential to energize educational institutions from within by stimulating reflection around the processes of inclusion.

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