

Education Curricula And Teaching Methodologies For Children With Disabilities: Scoping Review

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Abstract : Background: The growing trend of children with disabilities being excluded from physical education classes due to a lack of inclusive education training for educators is concerning. This poses a significant health risk to disabled children worldwide, including those attending mainstream schools in South Africa. Unfortunately, disabled children often feel left out and uncomfortable in physical education classes. The current public school system faces challenges in providing quality physical education to disabled children, as classes need to be tailored to their specific needs. Although studies have pointed to the need for training, there is limited understanding of the teaching methods and curricula required for the inclusive education of children with disabilities. Objective: Given the lack of practical guidance, teaching methods, and resources, a scoping review was conducted to map and summarise the existing literature on teaching physical education to children with disabilities. The review aimed to identify the information regarding curricula used to teach children with disabilities, elaborate on the teaching methodologies, and report on the findings of relevant studies. Methods: The researchers searched the literature in the following electronic databases: Google Scholar; EBSCOhost; the Cochrane Library; PubMed; and Science Direct. The research team also conducted a reference list search to ensure that all relevant articles were included in the study. The researchers followed an initial screening process and two more screening levels to extract the data collaboratively, organize it into themes and sub-themes, summarise them, and report the results in a descriptive and narrative synthesis. Results and Conclusion: A scoping review of the past decade's research on inclusive physical education for students with disabilities revealed persistent exclusion and insufficient involvement. The challenges are due to inaccessible facilities and negative attitudes. To address these obstacles, structural changes, inclusive policies, accessible facilities, and comprehensive training for physical education instructors are crucial. However, challenges such as inadequate policies and guidelines, financial limitations, and a shortage of specialists and resources hinder the implementation of inclusive physical education. Overcoming these challenges requires a collaborative effort. Creating a supportive environment, providing customized activities, and adopting effective teaching methods are essential to promote inclusivity and enhance the learning experiences of students with disabilities.

Keywords : adapted physical activity, disability, physical education, schools

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