Taking Steps to Inclusion: An examination of an inclusive physical education teaching resource.

Students with disabilities (SWD) engage in less physical activity (PA) than their typically developing peers. There is a need for interventions to enhance PA among SWD. Physical Education (PE) is considered an avenue to increase PA among SWD. Teachers play an important role in the successful implementation of inclusive PE and student experiences that facilitate PA. However, it has been well documented that teachers feel insufficiently prepared to implement PE classes that are inclusive of SWD. Evidence based programs and resources are needed to support teachers in creating inclusive PE environments. Steps to Inclusion (SI) is a resource created to support teachers in achieving inclusion, while supplementing, enhancing, and enriching teachers’ understanding and perceptions related to SWD. There is no empirical research regarding the content or impact of SI on teachers’ intentions to implement inclusive PE. There has been a call for teacher training research to move beyond “best practice” to practices rooted in theoretical evidence. Grounded within the Theoretical Domains Framework, the purpose of this research program was to, 1) examine the content contained within SI, 2) identify theoretical predictors of teachers’ intentions to implement inclusive PE, 3) examine the impact of SI on theoretical predictors of teachers’ intentions related to the implementation of inclusive PE and 4) evaluate factors that affect teachers’ adoption and use of SI as well as teachers’ current informational needs. Taken together, this research plays an important role in providing insights into how SI may be positively impacting teachers’ intentions to implement inclusive PE as well as highlight some of the incongruences that exist between SI and teachers’ pragmatic needs. Moreover, this research begins to lay the foundational work to inform best practices and guidelines for future development of optimally effective inclusive PE support resources.