

# Programs of Inclusive Education in Leisure time Institutions

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**Abstract:** *Recalling the principles proclaimed in the UN Convention on the Rights of Persons with Disabilities inclusive education relates also to leisure time facilities that are supposed to create adequate conditions for the participation of disabled children in leisure time activities. Since the attention of specialists has been in the long term concentrated on didactic questions of inclusive education within the teaching – learning process, elaboration of the issue in the leisure time education isn't sufficient at present, at least in the region of Central Europe. The study clarifies some of the possibilities of the support of inclusive education of disabled children in one of the types of leisure time facilities, specifically, in a school club. Two types of programs were pilot-verified in selected facilities in SR, which demonstrated stimulating findings. The programs were carried out by experiential form through games, which enabled the intact pupils to realize particularities and limitations that emerge from a specific disability. A considerable change in attitudes toward inclusion of pupils with disability in leisure time facilities was noted in a preparation program carried out with the intact pupils solely; a less considerable change was noted in a supportive program carried out in an integrated environment. After the completion of the program some of the participants presented a negative, possibly ambiguous attitude toward their physically disabled classmate. Despite this finding the implementation of the above mentioned programs into practice may be one of the ways of the support of inclusion of disabled children in leisure time facilities.*

**Keywords:** *inclusion, children with disability, leisure time activities, leisure time institutions*

## 1 Introduction

Participation in leisure time activities, games and recreation is an inseparable part of the life of every child. Recalling the principles proclaimed in the UN Convention on the Rights of Persons with Disabilities (2006) disabled children and pupils have the right to carry out these activities in an inclusive environment. Article 30 of the Convention states, apart from other issues that disabled children should have the same access to participation in games, recreation, sport activities and utilization of leisure time as other children and they should be provided with the access to cultural facilities, national monuments and sights, leisure time institutions, sport facilities, etc. Disabled persons should be enabled to have opportunities for development and utilization of their creativity, artistic and intellectual potential and not only for their own benefit, but also for the enrichment of society (cf. UN Convention, 2006). Considering the fact that the attention of specialists has been in the long term concentrated on didactic questions of inclusive education within teaching-learning process, the issue of application of principles of inclusion in leisure time education has been little discussed and insufficiently elaborated in specialized literature. However, the practice indicates (cf. Lechta 2012) that inclusion starts outside the classroom, i. e. in leisure time of the pupils. The authors of the study *Issues of access: what matters to people with disabilities as they seek leisure experiences* (N. Stumbo, J. Wang, S. Pegg, 2011) certify that creation of inclusive environment in leisure time facilities is a complicated and long-term process as they claim that employees of leisure time and recreational facilities need to improve the quality of their programs in case they want to reach a complete and full participation of disabled persons. Commenting on the above mentioned statement it's needed to add that in the USA and Australia, where the cited authors work, the inclusion in leisure time facilities has been taking place for many years and since the 1990s several publications concerning the issue have been published (e. g. R. Smith et al. 1996; S. Schleien, M. Tipton Ray, F. Green, 1997).

Out of several leisure time facilities the submitted study concentrates on school clubs, which are the most attended facilities in SR (cf. The Institute of Information and Prognoses of Education SR, 2011). The time frame that a child can spend in such a facility is among its strongpoints. For example, if a pupil spends 2 hours of leisure time activity in a leisure time centre or a school centre, the time spent in a school club in the afternoon participation, which usually takes from 1 p. m. till 5 p. m. Monday to Friday, is decuple. This fact encourages some of the specialists (e. g. B. Hájek, B. Hofbauer, J. Pávková, 2008) to attribute social function to the school club, too, while according to some of the parents it is the sole function of a school club.

At present, school clubs have been undergoing a content change in Slovakia; by the Act No. 245/2008 Coll. they should execute the educational activity according to educational program that includes educational standards, educational curricu-

lum, educational plan and other matters. Thus, school clubs should provide not only recreational and leisure activities as well as preparation for education, but also they should lead children to development of personal, social, communicative, cultural, working and other competences. Current research findings on implementation of educational programs in school clubs were published by J. Gubricová and A. Chlpatá (2011).

Regular attendance of a school club can be for a disabled pupil first of all a source of social interactions, but also a space for the development of the above mentioned competences. However, if the inclusive opportunities are not created in a concrete facility, the experiences of a disabled pupil from a school club attendance might be negative or even traumatic.

## **2 Social barriers of inclusion**

According to several research studies one of the most identified barriers of inclusive education are non-adequate attitudes toward inclusion, which can be manifested by educators, intact pupils, but also disabled pupils. Negative, indifferent or ambiguous attitudes to inclusive education are in the specialized literature known as social barriers of inclusion (T. Pery, A. Conner, D. Shelar, 2008). The attitudes of intact pupils to disabled classmates and attitudes of educators to inclusion of disabled pupils, in particular, have been researched during the last decades.

According to research results presented by W. Smith et al. (2011) the employees of recreational facilities consider the attitude component being the most important part of the competences when working with disabled persons. J. Herbert (2000), for instance, found out that the implementers of therapeutic experiential programs perceived the disabled participants and intact participants without any difference; however, they preferred activities with the intact participants to the disabled participants. Similarly, S. Schleien et al. found out, already in 1996, that employees of recreational facilities consider the absencing skills of the personnel (484 providers of recreational agencies/facilities took part in the research) being the biggest barrier in inclusive recreation, apart from the insufficient financial means; there were also other representative researches conducted in the USA that pointed to shortages in personal field. In connection, D. Sugerman (2001) pays attention to the attitudes of the personnel to inclusion as one of the first modules within the suggested model of inclusive facilitation. As she notes, taking into consideration the fact that society used to isolate disabled persons from ordinary life for a long time, many employees do not have any experience with interaction with disabled persons and thus they do not know how to communicate with them and how to behave to them. Prejudices and refusing attitudes do emerge from it.

The attitudes of intact pupils to inclusion and inclusive recreation are not less important. E. Tsai et al. (2005) discovered that respondents with hearing disability participating in sport leisure time activities in inclusive environment stated that the biggest limitation is an “uneasy feeling” from the attitudes of society toward disabled persons and lack of information, while factors like physical uneasiness, lack of physical coordination and lack in activity adaptation were perceived as less important. Similar findings were brought by the research conducted by J. Pivik, J. McComas, M. Laflamme (2002), where pupils with physical disability (aged 9–15) and their parents were questioned. According to the research findings the biggest barriers in school environment for these pupils were narrow corridors and space limitations, further on improper attitudes of classmates and teachers and physical limits. The attitude barriers were divided into two groups by the authors: intentional and non-intentional. The intentional attitude barriers include social isolation, physical or emotional bullying. Isolation stands for intentional ignoring and difficulties with establishing friendships and the physical bullying stands for non-requested manipulation with a wheelchair. However, the most frequent were the demonstrations of emotional bullying in the form of name-calling, finger-pointing, ridiculing, ripping and unequal treatment from the side of classmates. These demonstrations were perceived as the most traumatizing by the respondents. The non-intentional attitude barriers were related to the lack of knowledge about disabilities and they were noticed on the side of educators and specialized workers. The respondents most often claimed that educators assigned inappropriate tasks to them and instead of adjusting the conditions of the environment for their complete participation in the activities together with the rest of the pupils, for instance, during the PE classes, they were excluded in advance or their possibilities and limits weren't assessed correctly.

K. Allenby (2009) in her research into attitudes of intact pupils toward diversity found out that pupils who were involved in leisure time activities in clubs and in peer programs together with their disabled classmates proved higher level of acceptance than intact classmates who didn't participate in these activities, but they were classmates of disabled pupils. The research findings suggest that apart from quality variables it is also the frequency of a direct contact with disabled classmates that determines pro-inclusive attitudes significantly and lessens the occurrence of stereotypes and prejudices.

L. Bedini (2000) introduced a sample of 15 adult respondents with different kinds of disability and examined the way these respondents coped with negative attitudes of others in the field of leisure time activities. The author identified three following strategies of coping: a. resignation with a feeling of infirmity, b. resistance against stigma, c. acceptance of the disability and coping with real possibilities of implementation of leisure time activities. There are various researches identifying negative attitudes to disabled persons that indicate comparable findings.

### 3 Programs of inclusive education in a school club

The change in attitudes toward disabled pupils in leisure time facilities is possible to be reached through systematic support. The Consortium of Inclusive Recreation of Delaware County, Pennsylvania points to the necessity of pro-inclusive attitudes as to one of the key factors of the inclusion successfulness. The representatives of the consortium draw the attention to false concepts of some of the providers of recreational services who hold that mere adjustment of the environment and conditions of the realization of activities ensures the inclusion. There's a considerable difference between a physical presence of a disabled child in a room and a social integration, i. e. active participation in the group activity, while the attitudes, possibly their change, might be instrumental in the achievement of inclusion.

#### *Preparation program*

Children in a school club represent a group and their collective behavior toward a disabled child can be either accepting or refusing. Considering the fact that lots of children do not have any experience with social interaction with their disabled contemporaries, they can have a priori refusing or ambiguous attitudes toward a disabled child, which can be caused, apart from other matters, by the lack of information. On the basis of our initiative a program aimed at formation of positive attitudes of intact pupils toward inclusion in a school club was elaborated and pilot-verified (see Javorská 2012). The goal of the program, which lasted for 2 months with the periodicity of 2 meetings per week (approximately 60 min per one meeting), was to prepare children, through experiential activities, for a potential inclusion of a pupil with visual or hearing impairment into a school club. These impairments were selected on purpose, since to aim our effort at all impairments at once in such a short period of time would be, from our point of view, ineffective. The activities were carried out on a regular basis within the framework of leisure and recreational activities. The way they were designed enabled the pupils to realize particularities and limitations arising from specific disability through collective activities in an experiential form. For example, the pupils were asked to perform a fine art activity without a visual contact, they were asked to invite a classmate to play without the usage of words, they were asked to overcome obstacles without the help of their sight while using an assistant, etc. Evaluation that consisted of reflection on the experienced activity was a part of each activity. For better illustration we present a sample of two activities and their reflection being part of a preparation program aimed at visual and hearing impairment (Javorská, 2012).

**Title:** Come and play

**Classification:** recreational activity

**Objective:** to empathize with a deaf child

**Duration:** 10–15 minutes

**Aids:** ear studs

### **Methodology**

**Motivation:** Imagine that we have a deaf classmate among us, who is sad and no one plays with him/her. He/she would like to play, but he/she doesn't have any friends. A task for one of you is as follows: through a pantomime offer the deaf classmate to join a collective game. Who would like to try this out?

**Realization:** A child is chosen out of all pupils; this child plugs the ear studs into his/her ears. The task of his/her friend is to ask this child to join and play through pantomime – gestures, non-verbal communication, movements.

**Reflection:** Did you know what you were asked to do, what kind of game you were offered by the friend? What was difficult about it? How can a child who is really deaf and without friends feel? According to you, what needs to be done in case such a classmate comes to your class, school club?

**Observation:** How did children conduct the given task? How did they empathize? What was its contribution?

*Sandra and Peter.<sup>1</sup> were the ones who joined the task voluntarily. Peter plugged the ear studs into his ears and Sandra's task was to ask him to play; the game was a competitive running among skittles. Peter empathized with his role very quickly, with Sandra it was more complicated. It was obvious that it was really hard for her to think of a way how to invite Peter to a collective activity. After a while she started pointing to Peter using various gestures, imitating a run, crossing a finishing line and being a winner. It didn't take a long time and Peter joined the game, however he maybe didn't understand his task completely. During the Reflection Peter claimed that he somehow worked out that it was supposed to be a competition, but he wasn't sure what kind of a competition it was. It was difficult for him to understand some of Sandra's gestures. He realized himself that these children are having hard times and after a conversation with all the children we reached a conclusion that it would be beneficial if both participants understood the meaning of the gestures. In such a case they would understand each other better and would know exactly what the other is indicating. Jane added that "a better eye contact and lip-reading would be surely helpful; the same holds for the previous activities".*

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<sup>1</sup> Names of the participants were changed in order of personality protection.

**Title:** Auto portrait

**Classification:** leisure time activity

**Objective:** to accept the differences in others, to demonstrate an appropriate trust in one's own abilities in games and activities and gradually, to perceive and accept feelings of the speaker while listening

**Duration:** 20–30 minutes

**Aids:** paper, colors, scarf

### **Methodology**

**Motivation:** According to you what are the features people that people have in common and what are the features that differentiate them? When you look around, you can see different colors of hair, eyes, and shapes of head...

How can children who were not that lucky like you and can't see distinguish these things? Let's try it, compare it and experience what these children feel.

**Realization:** The eyes of the children will be muffled with the scarf. They can sit at their desks or freely round the classroom on the carpet. Their task is to draw an auto portrait. They are provided with a paper and color pencils. After finishing the drawing their eyes will be untied and they will compare their creations. Afterwards, the pictures can be pinned to a board in order to remind themselves even later how difficult it all is for a sightless child.

**Reflection:** How did you feel while drawing? Were you afraid that your picture will be the ugliest one or on the contrary? Did you believe that you can draw yourself? Do you know what could help you with the drawing?

**Observation:** How did children conduct the given task? How did they empathize? What was its contribution?

*Children were freely concentrated around the classroom and tied the scarves for each other. While drawing the auto portrait the children were well-behaved. Sandra, who was sitting at the first desk, noted loudly, "I'm afraid to look at it at all, it'll be so ugly, probably the ugliest piece of all." After finishing the drawing and putting down the scarves the children immediately looked at the picture of their neighbors. They amused themselves and commented on these creations in a humorous way. There were no barriers noted and the activity was treated rather in a funny way. The children agreed univocally that the thing that would help them by drawing would be sight. Together we reached a conclusion, just like with the rest of the activities, that a huge help would be their sighted assistant. (Javorská, 2012).*

An integral part of the pilot program is its verification. Interview is the key method in the preparation program. Selected participants were interviewed in the field of general information on disabled people and attitudes toward inclusion before and after the implementation of the program. The answers from the input interview from the preparation program of V. Javorska (2012) demonstrate that majority of pupils have

at least some information about disabled persons; they realize that they need help, they have met them at least once in the street or other places (in a family, at school) and they have already discussed the issue of disabled persons (at home or at school). The participants are also aware of the fact that disabled pupils need special aids and also some facilitation during the classes. If a disabled child attended their school, classroom, 7 out of 10 respondents would consider it being something normal. According to the participants of the program, disabled children have their interests, too and can attend leisure time clubs. Even though the input data suggest clearly that two thirds of the participants had positive attitudes toward disabled children, the comparison of answers from the input interview and output interview shows that under the influence of the program the pupils with a less decided or partly refusing attitude changed their attitudes at least in the cognitive level. For better illustration some of the findings are presented as follows (Javorská, 2012).

### Chart No. 1:

Interview question:

*Do you think that blind and deaf children could attend your school, class?*

| Answers of the respondents before implementation of the program     | Answers of the respondents after implementation of the program   |
|---|--|
| R 1: Perhaps yes, they could.                                       | R 1: Certainly yes.  |
| R 2: Well, yes, they could, but would need someone there with them. | R 2: Yes, they could and I think that all children could attend it, maybe with a kind of an assistant, but certainly, all of them could. |
| R 3: I guess they could, but only those on a wheelchair.            | R 3: Yes, they could, and now I know that not only those on a wheelchair, but blind and deaf kids, too.                                  |
| R 4: It would be hard for them, but they could.                     | R 4: Yes, they could, but we would need to help them.  |
| R 5: Yes, they could.   | R 5: Yes, they could.  |
| R 6: Probably no, they couldn't.                                    | R 6: Yes, they could, now I know, they could.  |
| R 7: Yes, they could.   | R 7: Yes, they could.  |
| R 8: No, they couldn't.   | R 8: I guess I put down before that no, they couldn't, but now I know that they could.   |
| R 9: Yes, they could.   | R 9: Yes, certainly yes.   |
| R 10: According to me, no, they couldn't.                           | R 10: Well, after what we discussed and the games we played, they probably could.  |

Source: V. Javorská (2012)

More than a half of the respondents expressed an approving attitude to inclusion of a disabled child into their classroom already before the implementation of the program. Only three respondents out of ten expressed themselves negatively before the program (R6, 8, 10) and one expressed an objection – only pupils with a physical disability. After the implementation of the program all of the pupils answered



the question positively, i. e. they expressed a positive attitude. The comparison of their answers clearly suggests that after projection of these answers into statement levels of Likert scale majority of the pupils experienced a one level shift in the value of their attitude. In another question the pupils were asked whether a disabled child could attend the school club or any other leisure time facility. A surprising finding occurred when all of the interviewed children stated a positive answer even before the program: I suppose, there's a difference in the pupils' perception of a disabled child's placement in an ordinary class and in the department of a school club, i. e. a leisure time facility. The following chart illustrates the ways the pupils would help their classmates with a visual or hearing impairment.

## Chart No. 2:

Interview question:

*Do you know how you could help disabled persons  
(having visual and hearing impairment)?*

| Answers of the respondents before implementation of the program      | Answers of the respondents after implementation of the program  |
|--|---|
| R 1: I don't know.   | R 1: I do now, to help them with the barriers, to navigate them.  |
| R 2: When they're crossing a barrier to alert them, hold their hand. | R 2: To help them when they're in danger, when they're recognizing the space around, reading or talking, too. |
| R 3: When they cross a street.                                       | R 3: There are various ways, I could also talk using gestures, help them with a barrier.                      |
| R 4: The easiest way is to smile, show something to the deaf person. | R 4: To take them somewhere, advice them.   |
| R 5: I don't know.   | R 5: Especially with the barriers, in a classroom and the whole school.                                       |
| R 6: Not really.   | R 6: I do, e. g. while drawing to tell them how to draw, when they do not hear well to articulate better.     |
| R 7: To open the door, for example.                                  | R 7: To take care of them in a classroom, while learning.   |
| R 8: To take them for a walk.  | R 8: When playing to support them, navigate them.   |
| R 9: No, I don't.  | R 9: Yes, I do, there are many ways.  |
| R 10: No, I don't.   | R 10: Yes, I do, I would hold their hand, advice them, speak more slowly.                                     |

Source: V. Javorská (2012)

Half of the respondents could not state any form of help to visual or hearing impaired persons before the implementation of the program. After completing the program these pupils stated at least one area where they could help, e. g. R5, "*Especially with the barriers, in a classroom and the whole school.*"; R6, "*I do, e. g. while drawing to tell them how to draw, when they do not hear well to articulate better.*" The impact of the

program was present also with those pupils who stated a specific example of help in the input interview. In the output interview they stated higher number of possibilities, some of the respondents being able to generalize, e. g. R2 (before), *“When they’re crossing a barrier to alert them, hold their hand.”* – (after) *“To help them when they’re in danger, when they’re recognizing the space around, reading or talking, too.”*; R7, (before) *“To open the door, for example.”* – (after) *“To take care of them in a classroom, while learning.”* Similar changes in opinions, attitudes or knowledge were recorded mainly within every question. Inspiring answers were obtained in a question that inquired into participants’ opinion on preparation for collective spending of leisure time.

**Chart No. 3:**

Interview question:

*Do you think that you or a visual or hearing impaired child would need to prepare in order to spend leisure time together?*

| Answers of the respondents before implementation of the program       | Answers of the respondents after implementation of the program  |
|---|---|
| R 1: No, I don't.   | R 1: Well, after these activities, yes, it helped me, because I would probably know how to treat them.  |
| R 2: It would be probably sufficient if parents prepared us.          | R 2: Yes, I do, both them and us healthy.   |
| R 3: Yes, they would probably need to.                                | R 3: Yes, I do. These activities were sufficient for me and I knew how to help them in many ways.   |
| R 4: Yes, but probably not me.  | R 4: Yes, I do, both sides, definitely.   |
| R 5: Yes, I do.   | R 5: Yes, I do.   |
| R 6: Not really.  | R 6: I don't know now if they do, but me, certainly. I found out that it's difficult, but I guess for them, too.  |
| R 7: Yes, I do.   | R 7: Yes, I do  |
| R 8: Yes, but don't know what way.                                    | R 8: Yes, I do, both me and them. Maybe it would be sufficient to play with them the way we used to play.   |
| R 9: Yes.   | R 9: Yes.   |
| R 10: Well, to prepare, if they lead them by the hand and explain it. | R 10: Yes, I do, but it would not be probably sufficient only to talk about it with them, because during our meeting and playing it could be completely different. So it's better like this, through games so that we can try it out. |

Source: V. Javorská (2012)

The comparison of interview questions and observations of the course of activities certify the efficiency and utility of the preparation program. However, as I indicated, changes in the pupils’ attitudes can be assessed only in the cognitive, possibly affective

area. In case of a real situation it can't be said whether an attitude change would be demonstrated also in the area of performance and whether the pupils who expressed positive attitudes would exercise them in practice. Thus, supporting programs of inclusion after placement of a disabled child should take place in school clubs.

### ***Supporting program***

Departments attended by disabled pupils where no preparation programs were realized before are focused on during the pilot – verification of supporting programs, since both types of programs have been taking place simultaneously since 2011. A supporting program is based on the same principles as a preparation program the difference being its aim, which is to support, strengthen or increase social position of a child in a classroom. The program, through an experiential form, approaches the disadvantagedness of a disabled child while performing basic activities and praising qualities of their personality. Thus, some of the activities approach type of disability some enable a child to excel in those activities which they are skillful at. The crucial factor which influences the efficiency of supporting program is the disabled child's personality. Researches into social position of disabled children in regular classes suggest that it's not the disability itself that is the cause of exclusion of a child from the contacts with their contemporaries (Leonhardt, 2011, Balážová, 2011). A research of the Greek author E. Avramidis (2010) conducted in regular schools in Great Britain demonstrated that disabled pupils, in a percentage comparison with intact pupils, gained comparable scores in sociometric measurements and they were equally refused, excluded or praised. This fact was also proved during implementation of our supporting program, where it was discovered that a pupil with physical disability (cerebral palsy) who attends the department of a school club has a good social position within the collective of classmates (Hermanová, 2012). In order to find out about social position the pupils were asked 3 sociometric questions which they were supposed to attribute 5 votes (*Who would you like to play with in a school club? Who would you like to meet after the classes? Who would you like to play puzzle with?*). In the sociometric measuring the disabled pupil gained 17 votes out of the maximum 23, 9 of them were mutual. In the output measurements the disabled girl gained the highest number of votes (22) together with two other boys. Choices of this girl were the same in both of the measurements. A certain proof of the above mentioned statement about positive influence of a disabled child's characteristic features on their position in a collective of classmates might be the following: in the examined group of pupils there were three participants who gained the minimal number of votes: a girl (3 votes in both measurements), a boy (6 votes in both measurements) and a boy (6 votes before the measurement and 7 after). A contrary example, when a disabled child was an outsider in the department of a school club on the basis of its behavior, was noted during the implementation of a social skills development program (Vyšlanová, 2012). The program was primarily not based on inclusion, but

its individual themes were related to the support of inclusion, e.g. awareness of the needs of disabled pupils and intact pupils, naming one's own feelings, development of effective cooperation and solving of simple conflicts. A pupil with Down syndrome, who attends the department of a school club, didn't gain a single vote either in input or output measuring and didn't choose anyone as her choice. During the time of the program she was absent for majority of the meetings and when she was present, she usually didn't take part in the activities, created her own ones; in case she took part in an activity, it was already in the course of the activity. Although the pupil didn't have to refuse the activities always on purpose, due to her disability, the unwillingness to cooperate was one of the causes of her outsider position.

An interview, which is carried out with the intact pupils and the disabled child, is a part of the program verification. Although majority of pupils expressed positive attitudes toward the disabled pupil in the input interview of the above presented supporting program of M. Hermanova (2012), some of the pupils weren't identified with this attitude, e.g. in an input interview question *Do you have a friend with a disability?* some of the classmates of the disabled pupil answered negatively, but in the output interview positively, stating her name, too *"Now I do, it's Silvia"*. One of the pupils answered the input interview question *Do you try to help people like this? In what way?* "No." but in the output interview he answered *"Now I do, I understood how hard it's all for them"*. An input interview question *What do you like about Silvia?* was answered *"Nothing"* but in the output interview *"She tries to do all the things like us"*. There was no change in the input and output interview concerning the feelings a disabled child evokes, majority of the pupils labeled them as *"sad"*, *"unhappy"*, there was only one pupil who stated a positive feeling *"happy, when they're happy"*. However, a surprising finding was noted; some of the pupils didn't change their attitude toward the disabled girl after completion of the program and they didn't agree with her presence in the school club: before the program three out of eight interviewed pupils stated a clearly negative attitude to inclusion of the disabled classmate to the school club and after completing the program only one of them changed his attitude expressing *"Perhaps yes."*, another pupil expressed his *"I don't know."* and the third one went on disagreeing. The input and output interview was carried out with the disabled pupil, too. The disabled girl answered the input interview question *Do you try to help each other with the classmates in the school club?* *"Yes, when I drop something, my classmate picks it up or when we're having lunch, she helps to carry my plate"*. After completing the program her answer was *"Now I have found out, also through playing, my classmates try to help me"*. Relationships among the pupils got better by means of the program; it can be proved by the answer to the question *Are you friends with the classmates also outside the school?* where the pupil stated one name in the input interview, but after the program she noted *"After these games I'll have more of them"*. A stimulating answer was stated by the girl to the question *What do you like the most*

*about your friends?* (before the program): “*They like me the way I am.*” and also after the program: “*They often help me and take me as I am.*”. The sole negative aspect, so to speak, was noted in her answer if she would like other disabled pupils to attend the school club; in both of the interviews her reply was negative “*No, because I feel better like this, they help me*” (Hermanová, 2012).

## 4 Conclusion

Removal of social barriers is an inevitable condition for successful inclusion of disabled children in leisure time facilities. Presented findings from a preparation program indicate that systematic preparation of a collective of children for inclusive education can be an appropriate way of minimization of social barriers, however, the implementation of the program itself doesn't ensure successfulness of inclusive education, since the intact individuals may demonstrate unwanted behavior in real situations in everyday contact with disabled children and thus revise their originally positive attitudes toward inclusion of disabled pupils. This may be proved by the findings from our supporting program to a certain extent, which demonstrated that the implementation of the program didn't influence the attitude change in all of the participants. On the other hand, comparable findings were brought by other researches, too. M. Devine, M. O'Brien (2007) found out that disabled respondents and respondents without disability, who attended a one-week residential camp labeled their experiences as “good for me” but at the same time “strange” and “frustrating”. M. Devine discovered in another research already in 2004 that disabled pupils who completed inclusive programs in leisure time facilities perceived the intact participants as a. connectors, who minimized social barriers, b. distancers, who accentuated the difference and c. neutralizers, who were ambivalent toward inclusion. The necessity of preparation and inclusion support was pointed to by the research of R. Sable (1995), who compared attitudes of intact participants to disabled children in a residential camp, where the disabled children were integrated only physically; then in a camp where the participants were acquainted with particularities of disabilities and in an inclusive experiential program. The research findings demonstrated that physical integration didn't influence the attitudes of intact participants to disabled participants significantly, on the other hand, the rest of the programs had a statistically significant impact on the change of attitudes to inclusion of disabled children, while a statistically significant difference between them was not noted. Similar findings were also presented by Ch. Bojd et al. (2008), through the program STAR, which was carried out in an inclusive environment in summer day camps. Observations of interactions among disabled and intact pupils suggested that preparation of intact pupils for inclusion had a distinct influence on the frequency of interpersonal social interactions.

The outcomes of cited researches as well as our findings indicated that implementation of preparation and supporting programs can have a key importance for the successfulness of inclusion. Thus, from the perspective of practice the implementation of such programs is necessary to be carried out possibly in all leisure time facilities, since from the prospective point of view disabled children and youth will attend not only regular schools but also available leisure time facilities more frequently.

Translation: Marína Trnková

## 5 Literature

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