
ABSTRACT

The students' attitudes study towards the integration of students with disabilities in Physical Education classes is an interesting area of investigation in a way that these classes could be an essential factor in the improvement and integration of these students in ordinary classes.

The inclusive philosophy synthesizes one of the most pressing matters of concern in the actual education system, concerning all those that in a way or another are linked to the education phenomena, having as major goal answering in an effective way to the educational needs of a growing number of students with several features, that represent a big challenge to the schools that receive them.

The main goal of this study was to check the students' attitudes towards the integration of handicapped students in Physical Education classes through a collateral investigation, on which were analyzed the variables able to influence the students' behavior such as "gender", "age", "people with disability in the family/friends/neighbours", " people in the class, in the Physical Education class", "competitivity performance level" and a "sportive intervention of inclusive nature".

The used tool in the data collection to measure the students' attitudes towards integration was the *Children's Attitudes Towards Integrated Physical Education-revised (CAIPE-R)* questionnaire, Block, (1995), translated and abridged by Campos & Ferreira (2008) – the first exploring study in Portugal. The sample was composed by N=193 individuals, from which 104 are boys and 89 are girls, from the 8th grade. Their ages are between 12 – 17 years old (M= 13,40; SD=0,885).

Through the final results we can conclude that students' attitudes towards handicapped students integration are reasonable favorable. There are statistically meaningful differences that lead us to the following conclusion: students that have handicapped classmates in Physical Education classes have more favorable attitudes towards integration.

Concerning their attitudes towards the rules changing, there is also some statistically meaningful differences. So, we can conclude that having a handicapped student in Physical Education influences meaningfully the students' integration as well as their attitude towards changing rules. In what concerns the pre-test and post-test comparison, the dependent variables, specific attitude towards Physical Education a week before the integration and after the integration week, we test out that there are statistically meaningful differences, being the results of their attitudes after the study higher than those of the pre-test. That kind of results leads us to the following: the post-test attitudes are higher than those of the pre-test, concerning the specific attitude towards Physical Education.

Thus, the importance of investing in a specialized intervention, on technical formation level or on practice formation, it is also essential that all students ensure the respect towards difference. By this way it would be easier to contribute for the implementation success of inclusive politics in regular schools of our country trough sportive activities of inclusive nature.