

ABSTRACT

Inclusion depends on the way how children without disabilities react towards the inclusion of mates with disabilities. Based on the Contact Theory we believe that attitudes can be improved. Therefore our aim is to check up if the contact between these children will give rise to a change on behalf of the attitudes of those who don't have disability. To do so, we have applied a questionnaire (Children's Attitudes towards Integrated Physical Education – Revised (CAIPE-R), of Block (1995), translated by Campos & Ferreira (2008), to a sample of one hundred twenty-six (N=126) children of the secondary school of Montemor-o-Velho, of which seventy-seven (N=77) are female and the remaining forty-nine (N=49) are male. This application undertook two moments, a pretest and post test. Concerning the sample we can also say that all the individual's age range from fourteen to sixteen years old, including (M=15,35; SD=0,570).

The statistic treatment of the data drove us to the conclusion that the female children do not show significant differences in the first moment of the application (pretest), which changes in the post test, showing global attitudes in the physical education classes and attitudes towards the change of rules, which are significantly superior to the male children. Another variable, which also showed significant differences, was the existence of relatives or friends with disabilities, giving rise to significant differences concerning the specific attitudes in the physical education classes. When we compared the experimental group with the control group, in the pre test we noticed that there were significant differences on behalf of the first concerning all the attitudes. After the intervention, we could notice that those differences disappeared due to a favorable increasing of the attitudes in the experimental group, suggesting that the activity had positive influences.

Key words: Attitudes – Children - Disability-Physical Education - Inclusion