



RESEARCH ARTICLE

STRATEGIES IN TEACHING ADAPTED PHYSICAL EDUCATION TOWARDS HEALTH AND WELLNESS OF STUDENTS WITH SPECIAL NEEDS

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ABSTRACT

This study aimed to determine the teaching strategies of Physical Education. It focused on teaching strategies, including safety, wellness integration, connection, participation, and promoting healthy lifestyle. The strategies, techniques, or other processes that a teacher uses when instructing a class are considered effective teaching instruction. Teachers use these strategies as a means of guiding their instruction to satisfy standards and address the learning requirements of their pupils. In this study, teaching strategies play an important role in classroom instruction, especially in dealing with students with special needs. Without the use of a strategy, teachers would be aimlessly projecting information that does not connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered. As students become familiar with the various strategies teachers use, some can even apply those strategies independently as they learn new material. The result implies that the observation and assessment of teachers and parents with regards to the teaching strategies of teachers in teaching Adapted Physical Education is actually the same. The findings suggest that the adapted physical education teachers employ some successful teaching techniques, such as building rapport and working with the faculty to support special needs students' efforts to lead healthy lifestyles and pursue general education, as well as including both regular students and students with special needs in a variety of activities.

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INTRODUCTION

There are different studies that emphasize the need to address issues and problems in terms of providing quality education and lifelong development for people with special needs. One of the concerns that need to address is the Physical Health Consciousness that should be developed in their home and school. This problem also encompasses the teaching strategies of parents and physical education teachers in helping the students to fully understand their condition and live their lives as an individual. Moreover, physical health is one of the factors to consider in addressing the issues on how the physical education teachers will handle and help different students with different special needs. This study evaluated the teaching strategies of Physical Education teachers towards physical health of students with special needs. Many benefits of Adapted Physical Education (APE) have been demonstrated. By adapting activities and games, it makes it easier for individuals who would find a conventional PE class challenging to accommodate students with special needs. APE promotes and places a strong emphasis on physical activity, sports, and motor skills. Lastly, this study evaluated teaching strategies of teachers to ensure the development of physical health that will improve self-confidence, physical fitness, social competence, self-esteem, hand-eye coordination and flexibility, muscle strength, endurance, and even cardiovascular efficiency and most importantly is the essence of living their lives on their own.

Background of the study: People with disabilities have been accepted and regarded as members of society throughout Chinese history because of Confucian beliefs. People with disabilities did not typically enjoy high social status in China throughout history because of their physical or mental limitations, which made it difficult for them to advance socially. The Chinese sympathized and felt sorry for the disabled rather than seeing the minorities as equals. Institutions for educating individuals with disabilities were not founded during the feudal dynasties that lasted more than 2,000 years, " despite the fact that there were many people who wanted to assist the crippled. According to Chinese law, people are considered disabled if they are affected abnormally by the loss of a particular organ or function, a change in their psychological or physiological makeup, or a change in their anatomical structure, and they are no longer able to perform certain tasks in a way that is generally accepted as normal. The term "disabled folk refers to people who have one or more of the following impairments: physical, mental, or cognitive impairments; vision, hearing, speech, or other sensory impairments. There are a few things parents with disabled children can do to create a positive and loving environment at home. Firstly, they can come up with simple tasks for their children to complete which will lead to a sense of achievement and pride. For these tasks, parents should always give clear, easily understandable instructions. Next, parents can also give descriptive praise to their children when they do well to boost self-esteem. It is also important for parents to have meaningful conversations with their children and provide a safe avenue for them to express their feelings.

Parents need to realize that they cannot rely on the school completely to teach their children. They have to do their part by teaching their children soft skills which build self-confidence. In addition, there are several ways teachers can help create a more conducive learning environment for children with disability. Teachers have to ensure that the classroom is organized and has as few distractions as possible. It is also important to schedule learning breaks throughout the day. Next, teachers can incorporate music and voice inflection when giving instructions. Students with SEN may respond better to varied voice inflection and tone. Teachers also need to get creative with their lesson plans and include multi-sensory cues such as visual cues, auditory cues and tactile cues when teaching SEN students something new. Last but not least, teachers must always motivate SEN students and give compliments and reassurance for small accomplishments.

Statement of the problem: This study aimed to determine the teaching strategies of Physical Education teachers teaching students with special needs toward physical health of students in selected Universities in Anhui Province, China during the School Year 2022–2023 as basis for the development of Teaching Strategic Plan in Adapted Physical Education. Specifically, the study sought answers to the following questions:

1. How many the teaching strategies of Physical Education teacher-respondents in Adapted Physical Education be assessed by themselves and by the parents?
2. Is there a significant relationship between the profile of the teacher-respondents and their teaching strategies in Adapted Physical Education?
3. Is there a significant difference between the assessments on the teaching strategies of Physical Education teacher-respondents in Adapted Physical Education as assessed by themselves and by the parents?

Significance of the study: This study will benefit the following people in various respects:

Adapted Physical Education Teachers: This study will serve as the basis for all Physical Education teachers who handle Adapted Physical Education courses on how to improve their teaching strategies toward the Physical Health of students with special needs.

Parents: Parents play a critical role in holistic development of their children, and the results of this study can help them in child-rearing.

Students with Special Needs: This study will be beneficial to all students with special needs in such a way that they can also help their teachers and parents to have collaborative work to ensure the normal functioning of their body.

School Administrators: This study will serve as the basis on how to improve the school's Faculty Development Program for their teachers.

Ministry of Education: The results of this study will serve as the basis for conducting assessment and evaluation in the performance of different teachers and their respective schools in relation with their teaching strategies in teaching Adapted Physical Education.

Future Researchers: Future researcher can use this study as their reference and basis to continue conducting research.

Scope and delimitation: This study aimed to determine the teaching strategies of Physical Education. It focused on the teaching strategies, including safety, wellness integration, connection, participation, and promoting healthy lifestyle.

It was conducted in the second semester of School Year 2022–2023 in selected colleges and universities in Anhui Province, China. The respondents of this study will be the selected teachers and parents via random sampling.

Theoretical framework: This study is anchored with Behaviorism Learning Theory by John B. Watson and B.F. Skinner (1904–1990) cited by (Parkay & Hass, 2000). Skinner is often credited as one of the founding fathers of behaviorism, though his research was preceded by important figures such as E.L. Thorndike, John B. Watson, and Ivan Pavlov. Behaviorism or the behavioral learning theory is a popular concept that focuses on how students learn. Behaviorism focuses on the idea that all behaviors are learned through interaction with the environment. This learning theory states that behaviors are learned from the environment, and says that innate or inherited factors have very little influence on behavior. The researcher used this theory to determine the impact or learning outcomes of the teaching strategies used by Physical Education teachers in teaching adapted physical education. Physical Education teachers are using different strategies to make sure that all students with special needs are learning depending on their behavior and abilities. The teachers will focus on the behavior of the students to identify the different strategies in the teaching and learning process.

METHODOLOGY

This chapter describes the research design, research locale, sampling methods, research instruments, data collection procedures, ethical considerations, and statistical processing to be used after data collection.

Research locale: This research study was conducted in selected colleges and universities in Anhui Province, China. The schools included in this study were Suzhou University, Bozhou University, Anhui Normal University, Chizhou University, Anhui Science and Technology University, and Hefei Normal University.

Sample and sampling technique: This study used a random sampling method to identify the total number of respondents or population

Data gathering procedure: The researcher followed the usual procedure of asking permission from the school heads of the colleges and universities before conducting the study. The researcher then constructed a self-made survey questionnaire validated by at least three experts of the same field of specialization. Upon approval, the validated questionnaires were distributed to the teacher-respondents and parents of the different colleges and universities in Anhui province in China through email. The researcher then sent the gathered data to a statistician to do the treatment of all data.

Statistical analysis: Microsoft Excel and Statistical Package for Social Sciences were used in treating the gathered data in this study. Frequency count and percentage were used to describe the profile of the teacher-respondents. Weighted mean was used to describe the teaching strategies of the teacher-respondents in Adapted Physical Education and the following Likert Scale was used:

Mean Range	Verbal Description	Verbal Interpretation
3.25 – 4.00	Always Practiced	The teaching strategy is always practiced by the teacher-respondents.
2.50 – 3.24	Oftentimes Practiced	The teaching strategy is oftentimes practiced by the teacher-respondents.
1.75 – 2.49	Sometimes Practiced	The teaching strategy is sometimes practiced by the teacher-respondents.
1.00 – 1.74	Not Practiced	The teaching strategy is not practiced by the teacher-respondents.

The t-test was used to determine if there is a significant difference between the assessments on the teaching strategies of the teacher-respondents in Adapted Physical Education as assessed by themselves and by the parent-respondents. Lastly, Spearman rho was used to determine if there is a significant relationship between the profile of the teacher-respondents and their teaching strategies in Adapted Physical Education.

RESULTS AND ANALYSIS

This chapter presents the results of the study and their corresponding analyses. Table 1 shows the teaching strategies of the teacher-respondents in Adapted Physical Education in terms of wellness integration. According to Buecker et al., (2018), overall well-being enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves school satisfaction, and leads to flourishing of individuals, communities, and nations. Moreover, for several decades now, terms such as “well-being” or “subjective well-being” have been growing in popularity in many scientific disciplines, particularly in the health and social sciences (Ruggeri et al., 2020). Well-being is considered by many researchers to be the basis for creating and maintaining healthy, productive societies (Das et al., 2020).

There has been an increasing consideration of the concept in educational policies. There is a growing interest in how schools and universities support students' well-being and what factors affect this process (T. Cheng et al., 2021). All children with special needs can benefit from exercise, energy release, and pure enjoyment of playing sports. Children with special needs are sometimes not encouraged to exercise. Their parents or guardians may fear they'll get hurt. But physical activity is as important for children with special needs as it is for any child. Table 2 shows the teaching strategies of the teacher-respondents in Adapted Physical Education in terms of connection and collaboration. The result implies that there are some effective teaching strategies utilized by the Adapted Physical Education Teachers such as establishing a relationship and cooperating with school staff to assist special needs students with both their general education and their healthy lifestyle initiatives and engage regular students and students with special needs in various activities.

Table 1. Teaching Strategies of the Teacher-Respondents in Adapted Physical Education in Terms of Wellness Integration

Wellness Integration	Teacher-Respondents		Parent-Respondents	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1.I utilize the IEPs and how wellness activities can support the overall educational plan for each student.	3.09	Oftentimes Practiced	3.27	Always Practiced
2.I conduct wellness activities that can easily be integrated into their day that will not only support their health but also encourage and support learning.	3.10	Oftentimes Practiced	3.22	Oftentimes Practiced
3.I partner with parents of special needs students for the continuation of wellness awareness at home.	3.05	Oftentimes Practiced	3.19	Oftentimes Practiced
4. I use simple materials to enhance special needs students' knowledge on wellness.	3.06	Oftentimes Practiced	3.04	Oftentimes Practiced
5.I encourage peer participation on physical activities which promote wellness.	3.09	Oftentimes Practiced	3.03	Oftentimes Practiced
6. I use play to instill knowledge on physical wellness.	3.12	Oftentimes Practiced	3.00	Oftentimes Practiced
7.I encourage nutritional wellness by partnering parents on the food preparation of special needs students.	3.09	Oftentimes Practiced	3.01	Oftentimes Practiced
8.I encourage special needs students to eat healthy food during recess or lunch break.	3.08	Oftentimes Practiced	3.03	Oftentimes Practiced
9.I make sure that my special needs students wash their hands before eating meals.	3.07	Oftentimes Practiced	2.99	Oftentimes Practiced
10.I demonstrate proper grooming to my special needs students during our classroom activities.	3.09	Oftentimes Practiced	3.09	Oftentimes Practiced
Average Weighted Mean	3.08	Oftentimes Practiced	3.09	Oftentimes Practiced

Table 9. Teaching Strategies of the Teacher-Respondents in Adapted Physical Education in Terms of Connection and Collaboration

Connection and Collaboration	Teacher-Respondents		Parent-Respondents	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1.I connect and work with the other students to support the special needs students in their general education as well as the healthy lifestyle activities.	3.09	Oftentimes Practiced	2.99	Oftentimes Practiced
2.I connect and work with the school personnel to support the special needs students in their general education as well as the healthy lifestyle activities.	3.15	Oftentimes Practiced	3.01	Oftentimes Practiced
3.I connect and work with parents to support the special needs students in their general education as well as the healthy lifestyle activities.	3.09	Oftentimes Practiced	3.02	Oftentimes Practiced
4.I include both the special needs students and their peers in different activities.	3.12	Oftentimes Practiced	3.06	Oftentimes Practiced
5.I connect with the community for special activities which the special needs students can participate in.	3.08	Oftentimes Practiced	3.02	Oftentimes Practiced
6.I invite and connect with experts in the health and wellness field to get tips on the different ways to promote health and wellness among the special needs students.	3.12	Oftentimes Practiced	2.83	Oftentimes Practiced
7.I Connect with peer helpers to assist students who cannot do particular things like see, hear, or walk on their own by pushing their wheelchair, describing or reaching objects in the lunch line, using equipment, or demonstrating verbal directions.	3.12	Oftentimes Practiced	3.01	Oftentimes Practiced
8.I connect with students without disabilities and encourage them to invite students with disabilities to join in at lunchtime, on the playground, and in the local neighborhoods.	3.11	Oftentimes Practiced	2.75	Oftentimes Practiced
9.I talk to students with disabilities just as would to their classmates during and outside of school.	3.14	Oftentimes Practiced	2.99	Oftentimes Practiced
10.I encourage special needs students to connect with their peers, and the people around the school to communicate their needs.	3.14	Oftentimes Practiced	3.03	Oftentimes Practiced
Average Weighted Mean	3.11	Oftentimes Practiced	2.97	Oftentimes Practiced

Table 3. Teaching Strategies of the Teacher-Respondents in Adapted Physical Education in Terms of Participation

Participation	Teacher-Respondents		Parent-Respondents	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1.I focus on abilities versus disabilities and consider how the student can participate at the highest level possible to learn developmentally appropriate content.	3.09	Oftentimes Practiced	3.02	Oftentimes Practiced
2.I encourage students without disabilities to invite students with disabilities to join in at lunchtime, on the playground, and in the local neighborhoods.	3.13	Oftentimes Practiced	3.02	Oftentimes Practiced
3.I talk with students about how to include all students in activities being undertaken.	3.06	Oftentimes Practiced	3.04	Oftentimes Practiced
4. I ask students with disabilities (if they are comfortable sharing) to share what changes or modifications will be helpful to them.	3.11	Oftentimes Practiced	3.02	Oftentimes Practiced
5.I prepare all participants about what to expect once an activity begins.	3.23	Oftentimes Practiced	3.02	Oftentimes Practiced
6.I assign peer helpers to assist students who cannot do particular things like see, hear, or walk on their own by pushing their wheelchair, describing or reaching objects in the lunch line, using equipment, or demonstrating verbal directions.	3.15	Oftentimes Practiced	3.04	Oftentimes Practiced
7.I provide rule adjustments that increase incentives to include every team member or provide extra opportunities for less-skilled students to allow for greater participation.	3.19	Oftentimes Practiced	3.00	Oftentimes Practiced
8.I ensure that participation should provide choice and decision-making opportunities for the special needs student and a sense of participating with other students.	3.14	Oftentimes Practiced	3.19	Oftentimes Practiced
9.I encourage playing non-competitive games provides which action and skill practice and involvement of everyone.	3.16	Oftentimes Practiced	3.03	Oftentimes Practiced
10.I provide encouragement to students with disabilities by offering "good job" or "thumbs up" when they try hard, make a good effort or succeed.	3.19	Oftentimes Practiced	3.04	Oftentimes Practiced
Average Weighted Mean	3.15	Oftentimes Practiced	3.04	Oftentimes Practiced

Table 4. Teaching Strategies of the Teacher-Respondents in Adapted Physical Education in Terms of Promoting Healthy Lifestyle

Promoting Healthy Lifestyle	Teacher-Respondents		Parent-Respondents	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1.I instill messages about healthy lifestyles in classroom activities.	3.18	Oftentimes Practiced	3.11	Oftentimes Practiced
2.I assist students to increase capacity for making positive choices even when physical skills may be limited.	3.19	Oftentimes Practiced	3.10	Oftentimes Practiced
3.I partner with parents to monitor healthy sleeping patterns and provide students with special needs with sufficient rest, as it is one of the factors promoting a healthy lifestyle.	3.10	Oftentimes Practiced	3.10	Oftentimes Practiced
4. I provide daily activities related to living a healthy lifestyle.	3.15	Oftentimes Practiced	2.97	Oftentimes Practiced
5.I give emphasis on healthy lifestyle behaviors as an important characteristic in health promotion and to prevent diseases.	3.11	Oftentimes Practiced	2.98	Oftentimes Practiced
6.Whether at school or at home, I encourage students to engage in scientific physical exercise based on their disability situation.	3.13	Oftentimes Practiced	2.99	Oftentimes Practiced
7.I encourage parent participation in positive relationships which can help in reinforcing a healthy mental state among special needs students.	3.12	Oftentimes Practiced	3.02	Oftentimes Practiced
8.I emphasize the harm of excessive drinking and smoking to human health, and educate students with special needs not to develop such unhealthy lifestyles.	3.16	Oftentimes Practiced	3.00	Oftentimes Practiced
9.I include good relationship with peers in my daily classroom activities by providing interactive and fun games.	3.14	Oftentimes Practiced	2.98	Oftentimes Practiced
10.I allow sun exposure and adequate water intake in my activities.	3.13	Oftentimes Practiced	2.89	Oftentimes Practiced
Average Weighted Mean	3.14	Oftentimes Practiced	3.01	Oftentimes Practiced

However, the result also indicates that teachers in Adapted Physical Education should focus on linkage with the community for special events in which kids with special needs can take part and Establish a connection with kids who are not disabled and motivate them to extend an invitation to other students who are disabled to participate during lunch, on the playground, and in the surrounding communities. From experience, when including activities that accommodate collaboration within the classroom setting, it is evident that it improves students' communication skills and serves as a motivating agent that drives their self-esteem and students appear to be more willing to take risks as they have the support of their peers.

Table 3 shows the teaching strategies of the teacher-respondents in Adapted Physical Education in terms of participation. The result of this study implies that there are teaching strategies that are effective in terms of participation such as make changes to the rules so that there are more incentives to involve all team members or so that less skilled students have additional opportunities to participate, Giving "good job" or "thumbs up" to students with disabilities when they achieve, try hard, or put up a decent effort will motivate them., and Make sure the special needs student has the opportunity to choose and make decisions, as well as a sense of community with other students, through participation.

Table 5. Teaching Strategies of the Teacher-Respondents in Adapted Physical Education in Terms of Physical and Mental Health

Physical and Mental Health	Teacher-Respondents		Parent-Respondents	
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1.I see improvements in my special needs students specially in their hand-eye coordination and flexibility.	3.10	Oftentimes Practiced	3.00	Oftentimes Practiced
2.My special needs students have gained a healthy emotional experience due to regular sports activities.	3.11	Oftentimes Practiced	2.97	Oftentimes Practiced
3.I see improvements in self-esteem, social awareness, and self-confidence which all essential for empowering the lives my special needs student.	3.09	Oftentimes Practiced	2.98	Oftentimes Practiced
4.There is better weight control and cardiopulmonary function for my special need students due to our regular physical activities.	3.02	Oftentimes Practiced	2.99	Oftentimes Practiced
5.Physical activities in class helps improve balance and endurance of special needs students.	3.13	Oftentimes Practiced	3.00	Oftentimes Practiced
6.Regular physical activities done by my special needs students in class help support activities of daily living and provide them greater independence.	3.05	Oftentimes Practiced	2.97	Oftentimes Practiced
7.There is improvement in the muscle strength and endurance of my special needs students.	3.03	Oftentimes Practiced	2.97	Oftentimes Practiced
8.My special needs students have established harmonious interpersonal relationships due to regular sports activities.	3.09	Oftentimes Practiced	2.96	Oftentimes Practiced
9.Due to regular physical activities, the self-confidence and self-esteem of my special needs students are improved.	3.08	Oftentimes Practiced	2.98	Oftentimes Practiced
10.My special needs students are more aware of healthy diet, adequate sleep and hydration after learning in them in class.	3.13	Oftentimes Practiced	3.01	Oftentimes Practiced
Average Weighted Mean	3.08	Oftentimes Practiced	2.98	Oftentimes Practiced

Table 6. Summary of the Teaching Strategies of the Teacher-Respondents in Adapted Physical Education

Teaching Strategies in Adapted Physical Education	Teacher-Respondents		Parent-Respondents	
	Average Weighted Mean	Verbal Description	Average Weighted Mean	Verbal Description
Safety	3.04	Oftentimes Practiced	3.03	Oftentimes Practiced
Wellness Integration	3.08	Oftentimes Practiced	3.09	Oftentimes Practiced
Connection and Collaboration	3.11	Oftentimes Practiced	2.97	Oftentimes Practiced
Participation	3.15	Oftentimes Practiced	3.04	Oftentimes Practiced
Promoting Healthy Lifestyle	3.14	Oftentimes Practiced	3.01	Oftentimes Practiced
Physical and Mental Health	3.08	Oftentimes Practiced	2.98	Oftentimes Practiced
Grand Weighted Mean	3.10	Oftentimes Practiced	3.02	Oftentimes Practiced

Table 7. Result of the Test of Difference Between the Assessments on the Teaching Strategies of the Teacher-Respondents in Adapted Physical Education as Assessed by Themselves and by the Parent-Respondents

Teaching Strategies in Adapted Physical Education	Average Weighted Means		Computed t-Value	Critical Value at $\alpha = 0.05$	p-value
	Teachers	Parents			
Safety	3.04	3.03	0.130	1.965	0.896
Wellness Integration	3.08	3.09	0.083	1.965	0.934
Connection and Collaboration	3.11	2.97	2.506	1.965	0.013*
Participation	3.15	3.04	1.680	1.965	0.094
Promoting Healthy Lifestyle	3.14	3.01	2.048	1.965	0.041*
Physical and Mental Health	3.08	2.98	1.608	1.965	0.108

Legend:* - There is a significant difference.

However, there are some strategies that need improvement such as discussing with the class the best ways to involve each and every student in the activities being done and Make changes to the rules so that there are more incentives to involve all team members or so that less skilled students have additional opportunities to participate.

Moreover, participation is a significant strategy to use for students with special needs. An increase in class participation will develop self-confidence and a sense of belongingness. The key objective of inclusive education is to provide learners with special educational needs with an environment that fosters a sense of belonging.

They lose the sense of belonging when they feel being separated from the rest of society. Segregation is, however, a logically necessary method and means of the pursuit of inclusion. Table 4 shows the teaching strategies of the teacher-respondents in Adapted Physical Education in terms of promoting a healthy lifestyle. The result study implies that there are some effective strategies utilized by teachers such as supporting children in developing the ability to make wise decisions even in situations where their physical abilities may be restricted and include lessons in the classroom that promote healthy living. However, there are some strategies that need improvement, including cooperation with parents to keep an eye on sound sleep habits and make sure special needs students get enough sleep, as this is one of the things that support a healthy lifestyle and give everyday exercises that are associated with leading a healthy lifestyle. In addition to generic healthy behaviours, participants regarded certain specific Chinese lifestyle practices as important to prevent disease. Wang et al. (2020) emphasize that Adopting healthy habits early in life is essential to leading a healthy lifestyle, as bad lifestyles throughout childhood are significantly associated with ill behaviors in maturity. Early health-related behaviors have an impact on later-life lifestyle-related disease risks. Even though it can be challenging to break bad habits that people have carried since they were young, if these behaviors are recognized and altered early on, many of the effects of health risk factors in adults can be prevented. Consequently, it's critical to encourage young people to adopt healthier lifestyles. Table 5 shows the teaching strategies of the teacher-respondents in Adapted Physical Education in terms of safety. Children of all ages can benefit greatly from exercise at every stage of their development. Thus, it stands to reason that consistent engagement in physical education lessons would additionally foster favorable progress in students with special needs. Studies have indicated that physical education programs can significantly enhance the quality of life for kids with special needs. These programs can help children become more proficient in gross motor skills, manage obesity, boost self-confidence and social skills, promote an active lifestyle, and sustain motivation across multiple domains.

Healthy Children.org, (2023) discussed that Physical activity has countless benefits for everyone, including children with disabilities. Experts recommend that ALL kids and teens between 6 to 17 years old get at least 60 minutes of moderate to vigorous physical activity every day. They should also aim to do activities that strengthen their bones and muscles at least 3 days a week. That frequency, intensity, and amount of exercise can be adjusted to your child's specific needs. Table 6 shows the teaching strategies of the teacher-respondents in Adapted Physical Education. The strategies, techniques, or other processes that a teacher use when instructing a class are considered effective teaching instruction. Teachers use these strategies as a means of guiding their instruction to satisfy standards and address the learning requirements of their pupils. Teachers must be well knowledgeable about a wide range of teaching techniques and possess an abundance of these techniques at their disposal. This aids teachers in involving their students and maintaining classroom participation in the learning process. Strategies help learners participate, connect, and add excitement to the content being delivered. As students become familiar with the various strategies teachers use, some can even apply those strategies independently as they learn new material. Table 7 shows the result of the test of difference between the assessments on the teaching strategies of the teacher-respondents in Adapted Physical Education. Overall, there was a limited difference between the assessments on the teaching strategies in Adapted Physical Education of the teacher-respondents as assessed by themselves and by the parent-respondents. Thus, the null hypothesis "There is no significant difference between the assessments on the teaching strategies of the teacher-respondents in Adapted Physical Education as assessed by themselves and by the parent-respondents" was not rejected. It implies that the assessments on the teaching strategies of the teacher-respondents in Adapted Physical Education as assessed by themselves and by the parent-respondents in general did not significantly differ. The result implies that the observation and assessment of teachers and parents with regard to the teaching strategies of teachers in teaching Adapted Physical Education is actually the same.

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