

## **Physical Educators' experiences of teaching PE to D/deaf pupils in mainstream settings.**

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### **Abstract**

D/deaf pupils' inclusion within mainstream PE is a neglected research topic with studies limited geographically to the US and Brazil. Research indicates that despite attempts to achieve inclusion in PE, efforts are insufficient, resulting in the isolation of D/deaf pupils (Ridsdale & Thompson, 2002). To comprehend why such issues persist, PE teachers' perspectives and experiences must be gained. This research aimed to discover mainstream Physical Educators' attitudes, feelings and experiences educating D/deaf pupils in England, whilst identifying barriers and opportunities for their inclusion. A qualitative study was undertaken involving semi-structured interviews with three PE teachers who educate D/deaf pupils in mainstream secondary schools. Results indicate PE teachers have positive attitudes towards the inclusion of D/deaf pupils. However, phonocentrism and insufficient training were identified as barriers to educating D/deaf pupils within mainstream PE. PE teachers identified that D/deaf pupils' inclusion in PE could be enhanced through improvements in training, technology, Teaching Assistant and signer support.

**Keywords:** D/deaf, inclusion, phonocentrism, mainstream and Physical Education.