

CHILDREN'S ATTITUDES TOWARD INTEGRATED PHYSICAL EDUCATION–REVISED

Part I: General inclusion	Yes	Probably yes	Probably no	No
1. It would be okay having Mike in my physical education class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Because Mike cannot play sports very well, he would slow the game down for everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If we were playing a team sport such as basketball, it would be okay having Mike on my team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Physical education would be fun if Mike were in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If Mike were in my physical education class, I would talk to him and be his friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If Mike were in my physical education class, I would like to help him practice and play the games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. During practice, it would be okay to allow Mike to use special equipment such as a lower basket in basketball or a batting tee in softball.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part II: Sport-specific modifications	Yes	Probably yes	Probably no	No
What rule changes during physical education do you think would be okay if a child like Mike were playing softball?				
1. Mike could hit a ball placed on a batting tee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Someone could tell Mike where to run when he hits the ball.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The distance between home and first base could be shorter for Mike.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Someone could help Mike when he plays in the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If the ball were hit to Mike, the batter could run only as far as second base.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 10.7 Children's Attitudes toward Integrated Physical Education–Revised (CAIPE-R) inventory.

From Horvat, M., Kelly, L.E., Block, M.E., and Croce, R., *Developmental and adapted physical activity assessment*, 2nd ed. (Champaign, IL: Human Kinetics, 2019). Adapted, by permission, from M.E. Block, 1995, "Development and validation of the children's attitudes towards integrated physical education-revised (CAIPE-R)," *Adapted Physical Activity Quarterly* 12: 60-77.