

Digest

Kinesiology Students' Experiences Working With Children With Disabilities

For four decades, institutions of higher education throughout the United States have been employing service-learning (SL) pedagogy to connect discipline-specific theory to practice while addressing community needs. Specifically, SL programs utilized within the area of adapted physical education/physical activity (APE/APA) have become increasingly popular in departments of kinesiology across the country. However, although an increase of APE/APA courses in kinesiology using an SL methodology has occurred, over the past decade, a limited amount of research has been reported within these settings. The purpose of this study was to understand kinesiology students' experiences when participating in an SL project for children with disabilities. Five themes emerged from an analysis of the reflective data: (a) contact and prior experience, (b) personal growth and academic learning, (c) future career aspirations, (d) biased language, and (e) recommendations for APE/APA SL. The findings of this study may be of interest to *Adapted Physical Activity Quarterly* readers as it offers further insight on issues related to the design, structure, and implementation of effective SL experiences in APE/APA for kinesiology students working with children with disabilities.

Santiago, J.A., Kim, M., Pasquini, E., & Roper, E.A. (2020). Kinesiology students' experiences in a service-learning project for children with disabilities. *The Physical Educator*, 77(2), 183–207. Retrieved from <https://doi-org.proxy.lib.ul.ie/10.18666/TPE-2020-V77-I2-9829>

Activity Levels of Chinese Youth With Visual Impairments

Physical activity is a key component of a healthy lifestyle for youths with visual impairments (VI). However, aside from the many benefits of physical activity for persons with VI, these individuals are susceptible to increased bouts of sedentary behavior, which may lead to health issues later in life. To date, research on the physical activity and sedentary behaviors of youth with VI from a Chinese perspective has been limited at best. Given this, the purpose of this study was to examine the habitual physical activity and sedentary time of Chinese children, and adolescents with VI and to determine whether age, gender, and body

composition significantly influenced their behavior. Findings suggest that children with VI in elementary school engaged in more habitual physical activity, and less sedentary time, than did students in middle and high schools with differences in gender and body composition identified as insignificant. The conclusions presented in this article may be of interest to *Adapted Physical Activity Quarterly* readers as it offers information to those tasked with planning for these individuals as a means to better facilitate active habitual physical activity participation.

Qi, J., Xu, W.H., Wang, L.J., & Li, Q.D. (2020). Accelerometer-assessed habitual physical activity and sedentary time of Chinese children and adolescents with visual impairments. *Journal of Visual Impairment & Blindness*, 114(5), 421–431.

Physical Activity and Adults With Autism Spectrum Disorder

The health benefits of and factors affecting participation in physical activity (PA) have been examined for children with autism spectrum disorder (ASD) but are less explored in adults with ASD. Thirty adults with ASD (18–27 years) completed a survey on their attitudes toward, levels of, perceived behavioral control, social normative beliefs, and barriers to PA. Compared with a control group of 30 adults without ASD participating for credit in an undergraduate psychology course and matched on age and sex, participants with ASD reported lower levels of moderate to vigorous PA, less favorable attitudes, more barriers to participation, and lower perceived behavioral control and intentions for PA. No differences were found on social normative beliefs. Results were discussed within the context of the theory of planned behavior and indicate for adults with ASD that comparable levels of social normative beliefs do not counterbalance lower perceived behavioral control in impacting PA levels. Results suggest that PA promotion programs for adults with ASD focus on overcoming barriers as a way to increase perceived behavioral control to increase PA levels.

Hillier, A., Buckingham, A., & Schena, D. (2020). Physical activity among adults with autism: Participation, attitudes, and barriers. *Perceptual and Motor Skills*, 152(5), 874–890. Retrieved from <https://doi.org/10.1177/0031512520927560>

Least Restrictive Environment in Adapted Physical Education

Many discussions on the use of least restrictive environment (LRE) in physical education (PE) have occurred since LRE's education placements were mandated in federal law. A national sample of 48 adapted physical education (APE) teachers and a state-wide sample of 30 PE teachers from Virginia, where the state licensure in PE grants the ability to teach APE as well, were surveyed on their knowledge of and their beliefs in their role in determining LRE for their students and the factors that affect LRE placements. Results indicated that although both groups perceived themselves to have a good understanding of the LRE laws, both groups demonstrated low actual knowledge of the provisions of the law. The APE teachers