

Indicators and Components of the Curriculum of Physical Education of Students with Special Needs in Exceptional Schools: Metacombination based on Erwin's Model

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Abstract

The aim of the current research is to identify the components and indicators of the physical education curriculum of exceptional schools. The approach of the present research is qualitative and its meta-combination method is based on the model of Erwin et al.'s (2011). The research community consists of 256 scientific-research articles published in reputable scientific journals in 2009 in the field of physical education curriculum for students with special needs and providing role models in this field. The research sample included 32 studies that were purposefully selected based on thematic data monitoring. The research data were collected from the qualitative analysis of the selected documents. Based on the analysis, the dimensions and components of the physical education curriculum of students with special needs were classified into seven dimensions and 27 axes. These dimensions included individual dimensions, trainer characteristics, goals, content characteristics, educational approach, evaluation and environment. By considering these axes, educational policy-makers can provide the basis for improving and designing the native model of physical education for students with special needs.

Keywords: model, physical education, learners with special needs, exceptional schools

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