

# PREVENTING BULLYING IN INCLUSIVE PHYSICAL EDUCATION

## Practical Strategies for Teachers

SEÁN HEALY

University of Virginia

### Abstract

Individuals with disabilities are more vulnerable to bullying than their peers without disabilities. Physical education may exacerbate or expose a number of characteristics, such as physical, social, or sensory impairments, that have shown to increase the likelihood of victimization. Research shows this to be true as students with disabilities repeatedly report incidents of bullying in physical education. This article presents a number of strategies that can be implemented by the physical education teacher to help create an environment free from bullying.

**Keywords:** *bullying; inclusion; physical education*

Bullying is a worldwide problem in schools (Wang & Ronald, 2012) affecting between 9% and 54% of youth internationally (Vanderbilt & Augustyn, 2010). Defined as a specific type of repeated aggression in which the behaviour is intended to harm or disturb and where there is an imbalance of power (Nansel, Overpeck, Pilla, Ruan, Simons-Morton & Scheidt, 2001), bullying has many devastating effects on the victim. Possible effects of bullying include lowered academic achievement and aspirations, increased anxiety, loss of self-esteem and confidence, depression, deterioration in physical health, self-harm, suicide, and feelings of alienation (Young, Ne'eman, & Gelsner, 2011).

Research shows students with disabilities are more vulnerable to, and disproportionately impacted by, bullying compared to their peers without disabilities (Young et al., 2011) with up to one in three students with disabilities being victimized in U.S. schools (Son, Parish, & Peterson, 2012). Various characteristics are reported to increase the likelihood of students with disabilities being victimised; for example, emotional and interpersonal problems (Reiter & Lapidot-Lefler, 2007) and poor social skills (Baker & Donnelly, 2001). In addition, students with disabilities generally have a smaller circle of friends and, therefore, lack the protective base typically provided by friends against victimization (Rose & Monda-Amaya, 2011). An abundance of research emphasizes the vulnerability of students with disabilities to bullying including students with autism (Humphrey & Symes, 2010), ADHD (Twyman, Saylor, Saia, Macias, Taylor, & Spratt, 2010), learning disabilities (Baumeister, Storch, & Geffken, 2008) and cerebral palsy (Nadeau & Tessier, 2006). Research also shows that victimization rates for

some children with disabilities are higher in integrated settings (Taylor, Saylor, ww & Macias, 2010).

Physical education is a highly social, sensory, and physically demanding environment. Such an environment can expose or exacerbate the effects of impairments that have been shown to increase the likelihood of victimization (Goodwin & Watkinson, 2007; Fittipaldi-Wert & Mowling, 2009). For example, poor motor skills are a risk factor for being bullied (Bejerot, Edgar, & Humble, 2011); a physical impairment of a student due to cerebral palsy might be highlighted when the class is asked to perform a running activity. Similarly, a lack of social skills has been associated with victims of bullying (Olweus, 1993), and a team activity in physical education could expose such deficits in a student with autism. Having a learning disability has also been associated with an increased risk of victimization (Kaukiainen et al., 2002); such an impairment can be exposed in physical education as new skills are learned and practiced. Indeed, student perspective-centered research on inclusive physical education gives testament to this as children with disabilities provide various accounts of bullying experienced in physical education, including teasing and name calling of students with physical disabilities and physical bullying of students with autism spectrum disorders (Goodwin & Watkinson, 2000; Healy, Msetfi, & Gallagher, 2013; Spencer-Cavaliere & Watkinson, 2010).

There is a severe dearth of empirically validated interventions for students with disabilities, which makes it difficult to determine the most effective preventive strategies for students with disabilities (Rose & Monda-Amaya, 2011); existing anti-bullying programs have largely ignored students with disabilities (Raskauskas & Modell, 2011). In the area of physical education, the prevention of bullying of students with disabilities is unexamined, and to the best knowledge of the author, no literature is available to aid teachers to protect students with disabilities from victimization in this environment.

The purpose of this article is to provide physical education teachers with strategies to prevent bullying and victimisation from occurring in the physical education class. While a number of bullying prevention programs are being implemented in schools and a plethora of strategies exist to deter and deal with bullying, the author believes that due to the unique environment of the gymnasium, some additional, specific strategies are beneficial for the PE teacher. In addition, as students with disabilities are more prone to victimization, specific strategies and practices, sensitive to the potential unique need of the student with a disability, are warranted.



It is essential that physical educators are aware of and implement prevention strategies to ensure their classes are a positive physical and social experience for all students.

## Preventive Strategies for Teachers

### Know Your Student

Through talking to and observing the student with a disability, the physical education teacher can gain important information that is essential to the prevention of bullying. For example, knowledge of the student's peer group would enable the physical education teacher to place the student with a disability in a group with some individuals whom the student is friendly with. They can act as a social support for the student, thus preventing bullying (Holmquist, 2011). The teacher should also be aware of aspects of physical education that cause anxiety for the student with a disability; with such knowledge, the physical education teacher can plan to avoid exposing the student to such anxiety-inducing situations. For example, loud noise can distress many students with autism; in a dance lesson, when playing music, it might be possible to avoid causing distress that might highlight the student's sensory impairments, by placing the student at a distance from the speakers. This would reduce the likelihood of victimization. Conversely, knowing the interests and strengths of a student with a disability would enable the teacher to create a setting where the student can be successful. This creates an image of ability and success, both of which would help to prevent victimization (Bejerot, Edgar, & Humble, 2011). Parents also are an essential source of information about the student and can aid the physical educator in preventing bullying by providing insights for the development of appropriate educational programs for the student and provide an essential contribution to IEP meetings and transition planning (Chaapel, Columna, Lytle, & Bailey, 2012). Parents should also be involved in the planning and development of bullying prevention programs, such as disability awareness sessions (Holmquist, 2011). This ensures sensitive and child-centered strategies are employed.

### Peer Involvement

Peers must play an integral role in the prevention of bullying (Holmquist, 2011). Bullying is not the fault of the student with the

disability, and teachers must focus on the whole peer group to deter bullying and victimization. If appropriate, and in accordance with the wishes of the student and parents, a disability awareness session can be a very effective means of preventing victimization of a student with a disability (Raskauskas & Modell, 2011). In physical education, the use of a disability awareness model such as the Paralympics Day (Mastro, 2012) can be used to create a positive perception of individuals with disabilities.

Peers also can take on a more proactive role in the prevention of bullying. Peer tutoring in physical education has shown to be a very effective natural support for students with disabilities (Klavina & Block, 2008), and so in many instances would also have a positive effect on rates of bullying. Peer tutoring can be implemented in a variety of forms, including single-student peer tutoring and whole-class peer tutoring (Ward & Ayvazo, 2010). The latter, due to the whole class involvement, would minimize the isolation of the student with the disability and might be more effective for the purpose of preventing bullying.

Creating an overall supportive environment will also be crucial in preventing bullying in physical education. Stressing the importance of fair play, teamwork, and cooperation is one way to help achieve this; ample opportunities should be provided for the development of these skills through various team-building activities. It is also important that the teacher notes and gives positive feedback when instances of this teamwork are demonstrated. Students can also be encouraged to self-assess their contributions to the overall social environment of the class.

The process of grouping students can provide a great opportunity for social interaction, but if implemented incorrectly can be a catalyst for victimization and exclusion. Various strategies can be used to avoid this. Firstly, an environment should be fostered that enables students to welcome and invite student with disabilities to cooperate and participate in group work. The use of some strategies above, such as student education regarding disabilities and peer tutoring, can help achieve this and thus prevent an instance whereby a student with a disability is excluded due to his impairment being perceived as a burden to the team. Devising teams randomly can



Research shows students with disabilities are more vulnerable to, and disproportionately impacted by, bullying compared to their peers without disabilities with up to one in three students with disabilities being victimized in U.S. schools

help avoid such a situation from occurring. Various strategies can be used to do this, including creating teams by numbers, colors, or birthdays.

Grouping can also be purposefully used to promote a positive social environment. Cooperative learning is an instructional structure in which students work together in small groups to master a skill or content area (Putnam, 1998). For example, in learning to throw, students can work as a group to move the ball the length of the gym, passing from one student to the other; for some students this will result in them practicing an overhand throw to a teammate; for others it may involve rolling the ball with a ramp. The key is the all students contribute to the goal (i.e., moving the ball the length of the gym) together. It has shown to benefit students in physical education due to its focus on social goals in addition to motor skills (Barret, 2005, Dyson, Griffin, & Hastie, 2004). Research by Andre, Deneuve, and Louvet (2011) revealed that such benefits transferred to those with learning disabilities in physical education; students with learning disabilities were better accepted by their peers in the cooperative learning structured classes than in the individual classes. These results would suggest that cooperative learning can help create more positive social environments in physical education and therefore be a deterrent to bullying.

### Appropriate Challenges

Many physical education activities, both individual and group, demand a level of fitness, coordination, balance, and strength. Failure to meet these demands can result in the characteristics of a student with a disability being exposed. For individual activities, differentiated instruction can be used to prevent this: it involves all students learning the same content, but the strategy for successfully achieving the common outcome/goal is dependent on individual student learning styles and developmental levels (Lieberman

& Houston-Wilson, 2009). The content, learning activities, outcomes, and environment are all modified to meet the needs of all diverse learners (Ellis, Lieberman, & LeRous, 2009); the focus on catering for the diversity within the entire class ensures the student with a disability is not isolated and is therefore less likely to be victimized. Examples of this differentiation include offering students a range of bikes from which to choose (e.g., two-wheelers, three-wheelers, tandem bikes) when teaching students to cycle (Ellis, Lieberman, & LeRous, 2009) or while teaching the overhand throw, the students are allowed to choose from various sized balls to throw at targets from varying distances. Making these choices available to all students ensures maximum success in the physical education class and decreases the likelihood of victimization.

In group activities, the risk of victimization increases. The competition experienced in physical education provides students with a valuable lifelong lesson—a lesson they must learn in order to compete in sport outside the physical education class. However, as competitiveness increases, members of a team who contribute less than others might be identified and singled out, stimulating potential victimization in the physical education class. For some students with disabilities, this might be particularly true as their physical or cognitive impairments affect their performance in an activity. Competitions need not be avoided when including a student with a disability. However, in cases in which teams are competing with each other, a teacher should avoid creating an instance where the student with a disability can negatively affect the team's performance. Activities should be adapted to allow all students to be successful. Block (2007) suggests numerous ways team games can be adapted for the inclusion of individuals with disabilities. Game factors, such as number of players, movement demands, equipment used, organization (e.g., boundaries, player positions), and rules can all be adapted to allow for inclusion. For example, a

relay race in which a student with a visual impairment is competing could have a rule modification; at one stage of the relay, students must be blindfolded. A game of soccer that includes a student with cerebral palsy can have an organization modification; a certain zone is created where students must move at a slower pace. Such modifications maintain the competitiveness that students enjoy and learn from while avoiding putting the student with a disability in a situation where he is perceived as a burden to the team. Such changes should be decided on after consultation with the student with the disability and the classmates without disabilities (Block, 2007). This will help all participants accept the modifications and help avoid ill feelings toward the student for whom the modifications are made.

## Giving Instructions

Differentiation of instruction is essential for many students with disabilities to reach their full potential in physical education; this is particularly true for students with intellectual disabilities, ADHD, and autism spectrum disorder. Yet, providing individualized instruction to one student might highlight their ability differences and potentially isolate the student. To prevent this from occurring, it is important to utilize various instructional strategies stressing the whole class benefit of them. For example, when teaching a class with a student with autism who requires visual aids, offer such material to all students. These strategies can be used for the whole class benefit; the students with autism will receive the instructional method they require and will not be singled out from the other classmates. Other more individualised instructional methods can be provided to the student with a disability before the class or may be subtly used during the class. For example, social stories, individualised short stories that instruct a student with autism on the significant components of a particular social situation (Silla & Burba, 2008), can be presented to the student before the class or can be made available to the student during the class while the other students are transitioning from one activity to another; the objective is to give the student the necessary supports while not affecting his status amongst peers. Similarly, when instructing a class with a student with a visual or hearing impairment, instead of requesting the student to move nearer to the teacher, the teacher should move toward the child. The focus should be on adapting instruction to suit the learner's needs while ensuring it is as natural as possible.

## Paraeducators

Paraeducators are a crucial support for many students with disabilities, being the prevalent support model in special education today (Giangreco, Cloninher, & Iverson, 2011). This support must be utilised in physical education, not only to reinforce instruction and increase practice opportunities (Lieberman & Conroy, 2013), but also to increase social opportunities for the students with a disability. There are various methods by which this can, and should, be done. First, the paraeducator can act as a bridge between the student with a disability and his or her peers; the paraeducator can invite peers to work, play, or socialise with the student with a disability (Causton-Theoharis & Malmgren, 2005). The paraeducator can also serve to educate other students about the student with a disability (after consultation with the student and parent) and point out similarities between students with and without disabilities (Causton-Theoharis & Malmgren, 2005). Finally, the paraeducator can work directly with the student with a disability to help increase their socialization skills and therefore decrease their likelihood of being isolated or victimized by peers; one way to do this may be through teaching the student the skills and rules of socialization (Causton-Theoharis & Malmgren, 2005); this may

be particularly important and necessary for some students with autism and can be done through the use of social stories (Silla & Burba, 2008). In addition to these roles, the paraeducator must avoid a number of pitfalls that could potentially be counterproductive to their attempts to help the student with a disability develop social skills. For example, paraeducators must be careful that they do not separate students from classmates (Causton-Theoharis & Malmgren, 2005); paraeducators must not replace or become an obstacle to peer interaction, but rather facilitate and support the student in participating with classmates.

## Assessment

Assessment has multiple benefits for the physical education student; it acts to motivate the student to learn, aids the student to become an autonomous learner, provides valuable information about future learning, determines strengths and weaknesses of the learner, evaluates instruction and programs, and predicts future success (Gibbons & Kankkonen, 2011; Winnick, 2010). Such benefits enhance the teaching-learning process for diverse learners in physical education (Hodge & Tannehill, 1997). However, in certain instances, assessment can potentially highlight an impairment that affects a student's performance. This can be particularly true when norm-referenced assessment is used in class. Norm-referenced assessment allows comparisons of one student's performance against the performance of others from a particular peer group (Winnick, 2010). Such a testing approach is generally standardized, whereby the test procedures and protocols are clearly defined and replicated for each test. While such an assessment has certain uses and benefits, it can also potentially highlight students who score lower than average on the test, making them vulnerable to isolation and victimization. Students with disabilities are especially at risk of getting lower scores as such tests are standardized with the student population without disabilities in mind. Teachers must be careful not to indiscriminately use this approach with students with unique physical, cognitive and behavioural characteristics (Winnick, 2010). When such an assessment is used, teachers should ensure that the results are used and discussed sensitively. Alternatively to the norm-referenced assessment approach is the criterion-referencing approach; this involves a comparison of one's performance to predetermined criteria (Winnick, 2010). This may be more appropriate for use with a diverse class as it allows for assessment to be individualised (i.e., the predetermined criteria for one student may be different from that of another) and the focus can be put on personal improvement and development.

Assessment can also be used to help deter bullying by incorporating assessment of the social behaviour of the entire class. This will encourage each student to display positive social behaviours, creating a supportive environment. This may be done in a variety of ways, including self-assessment, using a rubric that includes characteristics such as "displays sportsmanship to others" and "uses positive interactions with peers" or by using a portfolio that includes a section on social behaviours or fair play in which the student will document examples of their positive social behaviours and present this to the class.

## Conclusion

Every child receiving special education has the right to a free, appropriate public education; bullying can sometimes become an obstacle to receiving that education (Holmquist, 2011). Research on the perspectives of students with disabilities has revealed that this is a frequent problem in physical education. Repeatedly it has been revealed that the physical education environment, which has potential to be an ideal setting for the student to experience positive social interaction, might actually result in isolation and victim-

ization for the student with a disability. It is essential, therefore, that physical educators are aware of and implement a number of prevention strategies to ensure their classes are a positive physical and social experience for all students.

## Selected References

- Andre, A., Deneuve, P., & Louvet, B. (2011). Cooperative learning in physical education and acceptance of students with learning disabilities. *Journal of Applied Sport Psychology, 23*(1), 474–485. doi: 10.1080/10413200.2011.58082
- Baker, K., & Donnelly, M. (2001). The social experiences of children with disability and the influence of environment: A framework for intervention. *Disability & Society, 16*(1), 71–85. doi: 10.1080/713662029
- Barrett, T. (2005). Effects of cooperative learning on the performance of sixth-grade physical education students. *Journal of Teaching in Physical Education, 24*(1), 88–102. doi: 10.1177/1356336X10382972
- Baumeister, A. L., Storch, E. A., & Geffken, G. R. (2008). Peer victimization in children with learning disabilities. *Child and Adolescent Social Work Journal, 25*(1), 11–23. doi: 10.1007/s10560-007-0109-6
- Bejerot, S., Edgar, J., & Humble, M. B. (2011). Poor performance in physical education: A risk factor for bully victimization. A case-control study. *Acta Paediatrica, 100*(3), 413–419. doi: 10.1111/j.1651-2227.2010.02016.xPMid:21039827
- Block, M. E. (2007). *A teachers' guide to including children with disabilities into general physical education* (3rd ed.). Baltimore: Paul H. Brookes.
- Blubaugh, N., & Kohlmann, J. (2006). TEACCH Model and Children with Autism. *Teaching Elementary Physical Education, 17*(6), 16–19.
- Carter, S. (2009). Bullying of Students with Asperger Syndrome. *Issues in Comprehensive Pediatric Nursing, 32*(3), 145–145. doi: 10.1080/01460860903062782
- Causton-Theoharis, J., & Malgrem, K. (2005). Building bridges: Strategies to help paraprofessionals promote peer interaction. *Teaching Exceptional Children, 37*(6), 18–24.
- Chaapel, H., Columna, L., Lytle, R., & Bailey, J. (2012). Parental expectations about adapted physical education services. *Journal of Special Education, 47*(3), 186–196. doi: 10.1177/0022466912447661
- Davis, S., Howell, P., & Cooke, F. (2002). Sociodynamic relationships between children who stutter and their non-stuttering classmates. *Journal of Child Psychology and Psychiatry, 43*(7), 939–947. doi: 10.1111/1469-7610.00093
- Dyson, B., Griffin, L., & Hastie, P. (2004). Sport education, tactical games, and cooperative learning: *Theoretical and pedagogical considerations. Quest, 56*(2), 226–240. doi: 10.1080/00336297.2004.10491823
- Ellis, K., Lierberman, L., & LeRoux, D. (2009). Using Differentiated Instruction in Physical Education. *Palaestra, 24*(4), 19–23.
- Fittipaldi-Wert, J., & Mowling, C. M. (2009). Using Visual Supports for Students with Autism in Physical Education. *Journal of Physical Education, Recreation & Dance (JOPERD), 80*(2), 39–43. doi: 10.1080/07303084.2009.10598281
- Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011). *Choosing outcome and accommodations for children (COACH): A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Paul H. Brookes.
- Gibbons, S. L., & Kankkonen, B. (2011). Assessment as learning in physical education: Making assessment meaningful for secondary school students. *Physical & Health Education Journal, 76*(4), 6–12.
- Goodwin, D. L., & Watkinson, E. J. (2000). Inclusive physical education from the perspective of students with physical disabilities. *Adapted Physical Activity Quarterly, 17*(2), 144–160.
- Grenier, M., & Kearns, C. (2012). The benefits of implementing disability sports in physical education: a model for success. *The Journal of Physical Education, Recreation & Dance, 83*(4), 23–28. doi: 10.1080/07303084.2012.10598758
- Healy, S., Msetfi, R., & Gallagher, S. (2013). “Happy and a bit nervous”: The experiences of children with autism in physical education. *British Journal of Learning Disabilities, 41*(3), 222–228. doi: 10.1111/blld.12053
- Hodge, S. R., & Tannehill, D. (1997). Assessment strategies for Ohio's physical education practitioners. *Future Focus, 18*(1), 11–15.
- Holmquist, J. (2011). Use positive strategies to protect your child with a disability from bullying. *Exceptional Parent, 41*(12), 32–34.
- Humphrey, J. L., Storch, E. A., & Geffken, G. R. (2007). Peer victimization in children with attention-deficit hyperactivity disorder. *Journal of Child Health Care, 11*(3), 248–260. doi: 10.1177/1367493507079571
- Humphrey, N., & Symes, W. (2010). Responses to bullying and use of social support among pupils with autism spectrum disorders (ASDs) in mainstream schools: a qualitative study. *Journal of Research in Special Educational Needs, 10*(2), 82–90. doi: 10.1111/j.1471-3802.2010.01146.x
- Kaukiainen, A., Salmivalli, C., Lagerspetz, K., Tamminen, M., Vauras, M., Mäki, H., & Poskiparta, E. (2002). Learning difficulties, social intelligence, and self-concept: Connections to bully-victim problems. *Scandinavian Journal of Psychology, 43*(3), 269–278. doi: 10.1111/1467-9450.00295
- Klavina, A., & Block, A. (2008). The effect of peer tutoring on interaction behaviours in inclusive physical education. *Adapted Physical Activity Quarterly, 25*(2), 132–58. doi: 18493089
- Lieberman, L. J., & Conroy, P. (2013). Training of Paraeducators for Physical Education for Children with Visual Impairments. *Journal of Visual Impairments & Blindness, 107*(1), 17–28.
- Lieberman, L. J., & Houston-Wilson, C. (2009). *Strategies for inclusion; A handbook for physical educators*. Champaign, IL: Human Kinetics.
- Mastro, J. (2012). Using role models to help celebrate Paralympic sport. (Implementing Paralympic Sports in the General Physical Education Curriculum, Part 2). *Journal of Physical Education, Recreation & Dance, 83*(4), 28–30. doi: 10.1080/07303084.2012.10598759
- Nadeau, L., & Tessier, R. (2006). Social adjustment of children with cerebral palsy in mainstream classes: Peer perception. *Developmental Medicine and Child Neurology, 48*(5), 331–336. doi: 10.1017/S0012162206000739
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying Behaviors Among U.S. Youth: Prevalence and Association With Psychosocial Adjustment. *JAMA: The Journal of the American Medical Association, 285*(16), 2094–2100. doi: 10.1001/jama.285.16.2094
- Olweus, D. (1993). *Bullying at School: What we know and what we can do*. Oxford: Blackwell.
- Putnam, J. W. (1998). *Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom*. Baltimore: Brookes.
- Raskauskas, J., & Modell, S. (2011). Modifying Anti-Bullying Programs to Include Students with Disabilities. *Teaching Exceptional Children, 44*(1), 60–67.
- Reiter, S., & Lapidot-Lefler, N. (2007). Bullying among special education students with intellectual disabilities: differences in social adjustment and social skills. *Intellectual and developmental disabilities, 45*(3), 174–181. doi: 10.1352/1934-9556(2007)45[174:BASESW]2.o.CO;2
- Rose, C. A., & Monda-Amaya, L. E. (2011). Bullying and Victimization Among Students With Disabilities: Effective Strategies for Classroom Teachers. *Intervention in School and Clinic, 49*(2), 99–107.
- Silla, V., & Burba, B. (2008). Using Visual Supports to Decrease Functional Exclusion for Students with Autism. *Journal of Health, Physical Education, Recreation & Dance, 78*(2), 37.
- Son, E., Parish, S. L., & Peterson, N. A. (2012). National prevalence of peer victimization among young children with disabilities in the United States. *Children & Youth Services Review, 34*(8), 1540–1545. doi: 10.1016/j.childyouth.2012.04.014
- Spencer-Cavaliere, N., & Watkinson, E. J. (2010). Inclusion understood from the perspectives of children with disability. *Adapted Physical Activity Quarterly, 27*(1), 275–293. doi:1020956835
- Taylor, L. A., Saylor, C., Twyman, C., & Macias, M. (2010). Adding Insult to Injury: Bullying Experiences of Youth With Attention Deficit Hyperactivity Disorder. *Children's Health Care, 39*(1), 59–72.
- Twyman, K. A., Saylor, C. F., Saia, D., Macias, M. M., Taylor, L. A., & Spratt, E. (2010) Bullying and Ostracism Experiences in Children With Special Health Care Needs. *Journal of Developmental and Behavioural Pediatrics, 31*, 1–8. doi: 10.1097/DBP.obo13e3181c828c8
- Vanderbilt, D., & Augustyn, M. (2010). The effects of bullying. *Paediatrics and Child Health, 20*, 315–320. doi: 10.1016/j.paed.2010.03.008
- Wang, J., & Ronald, I. (2012). Bullying among U.S. adolescents. *Prevention Researcher, 19*(3), 3–6.
- Ward, P., & Ayvazo, S. (2010). Classwide Peer Tutoring in Physical Education: Assessing It's Effect with Kindergartners with Autism. *Palaestra, 25*(1), 5–7.
- Young, J., Ne'eman, A., & Gelsner, S. (2011). Bullying students with disabilities: A briefing paper from the national council on disability. Retrieved from <http://www.ncd.gov/publications/2011/March92011>

**Seán Healy** is a doctoral student with an emphasis in adapted physical education in the Kinesiology Department at the University of Virginia. Sean's research interests focus on improving physical education programming for students with autism. Sean also is the student representative for the International Federation of Adapted Physical Activity (IFAPA).