The purpose of the review is to critically analyze English-written research articles pertaining to inclusion of students with disabilities in physical education published in professional journals both within and outside of the United States from 1995–2005. Each study included in this review had to meet seven a priori criteria. Findings of the 38 selected studies were divided into six focus areas: (a) support, (b) affects on peers without disabilities, (c) attitudes and intentions of children without disabilities, (d) social interactions, (e) ALT-PE of students with disabilities, and (f) training and attitudes of GPE teachers. Recommendations for future practice and research are embedded throughout the article.

*Martin E. Block is with the Kinesiology Program at the University of Virginia in Charlottesville. E-mail: meb7@virginia.edu. Iva Obrusnikova is with Health, Nutrition, & Exercise Sciences at the University of Delaware in Newark.
and teacher in-service training. Adapted Physical Activity Quarterly, 12(3), 262–274.


programmes identify at list 5 strategies that form part of the Lancet Global Health 21 and analyze English-written research articles pertaining to inclusion of students with disabilities in physical education both within and outside of the United States from 1995-2005. Each study included in the review was evaluated against seven a priori criteria. Findings of the 38 selected studies were divided into six focus areas: (a) support, (b) attitudes and intentions of children without disabilities, (c) social interactions, (d) ALT-PE of students with disabilities in physical education in Z"