

## Evidence Based Research on Inclusive Physical Activity for School Age Children

**Aija Klavina<sup>1,2</sup>**

<sup>1</sup>LASE (Latvia); <sup>2</sup>President of the European Federation of Adapted Physical Activity

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Physical activity participation is widely recognized as a critical component of health and development for children with and without disabilities. Lifelong participation in physical activity is a vital part of healthy lifestyle and also contributes development of physical skill competences for all children (Ortega, Ruiz, Castillo, & Sjostrom, 2008). During childhood significant physiological and anatomical changes take place due to growth and maturation, thereby influencing different health aspects. Physical fitness can be considered as an integrated measure of multiple body functions involved in the performance of daily physical activity and physical exercise. These body functions include aerobic exercise capacity, body composition, muscular strength, power, speed, balance, flexibility, and hand-eye coordination (Lee, & Arslanian, 2007). Many children with disabilities have a reduced physical fitness capacity. While research has significantly increased knowledge in

the area of physical activity for children with disability during last decade, there are still unknown and unexplored mechanisms of risk factors related to reduced physical activity in relation to secondary health issues (Raz-Silbiger et al., 2015; Rimmer, Chen & Hsieh, 2011). Most frequently components of physical activity in children with disabilities have been explored following the biomedical model according the type and/ or severity of disability. However, inclusive approach in education and sport services requires physical education teachers, sport instructors and adapted physical activity professionals work with heterogeneous groups of children presenting different types and severity of disability (Klavina et al., 2017). This presentation will include overview of evidence based inclusive physical activity outcomes of school age children with and without disabilities.