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POSITIVES AND DIFFICULTIES STATUS OF VISUALLY IMPAIRED STUDENTS IN PHYSICAL EDUCATION CLASS SPECIAL HIGH SCHOOL HO CHI MINH CITY, VIETNAM

STATUS DE POSITIVIDADE E DIFICULDADES DOS ALUNOS COM DEFICIÊNCIA VISUAL NA CLASSE DE EDUCAÇÃO FÍSICA ESCOLA SECUNDÁRIA ESPECIAL HO CHI MINH CITY, VIETNÃ

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ABSTRACT

In this study, visually impaired pupils in special schools in Ho Chi Minh City, Vietnam, have their physical fitness state, reasons for exercising, and challenges in physical education (PE) courses examined. The study's findings were analyzed using interview techniques, sports measurement, and SPSS 20.0 software. 52 11–14-year-old adolescents who are visually challenged participated in the study. The study's findings demonstrate that Vietnamese kids of the same age who are typical in height and heart function are outperformed by handicapped pupils, but that their physical strength is weaker. The study also highlighted several good aspects, like the curiosity of the visually challenged children and their challenges in physical education classes.

Keywords: Visually impaired students, physical activity, student's perspectives, positives status.

RESUMO

Neste estudo, alunos deficientes visuais em escolas especiais na cidade de Ho Chi Minh, Vietnã, têm seu estado físico, razões para se exercitarem e desafios nos cursos de educação física (EP) examinados. Os resultados do estudo foram analisados utilizando técnicas de entrevista, medição esportiva e software SPSS 20.0. Participaram do estudo 52 adolescentes de 11-14 anos de idade que são visualmente desafiados. Os resultados do estudo demonstram que crianças vietnamitas da mesma idade que são típicas em altura e função cardíaca são superadas por alunos deficientes, mas que sua força física é mais fraca. O estudo também destacou vários aspectos positivos, como a curiosidade das crianças com deficiência visual e seus desafios nas aulas de educação física.

Palavras-chave: Alunos com deficiência visual, atividade física, perspectivas dos alunos, status positivo.

Introduction

It has been said that despite worldwide policy goals for inclusion, "a higgledy-piggledy approach" to inclusion has arisen in nations like Bulgaria, Turkey, and New Zealand. A "higgledy-piggledy approach" to inclusion is described as when governments declare their support for it yet mainstream professionals are unsure of what inclusive practice actually entails (Ravenscroft, et al. 2019). Professional perplexity results from (i) a lack of attention to solutions for mainstream classrooms, (ii) a lack of sharing and support for sustained inclusive practice, (iii) a failure to question established exclusionary practices, and (iv) a prevalence of itinerant specialized teachers/classes (Higgins, MacArthur, and Rietveld 2006). According to Ainscow, Farrell, and Tweddle (2000), inclusion has different meanings for different kids and may be characterized in a variety of ways.

Their view, which is in line with work in disability studies and Disability and Society, which analyzes the advantages and disadvantages of complex post-structural viewpoints on disability, is that inclusion encompasses variety (e.g. Corker and Shakespeare 2002; Meekiisha and Shuttleworth, 2009; McGrath, Rudman, Trentham et al. 2017).

The school is especially accommodating and helpful in its diversity of instruction and physical activities for kids with disabilities (for instance, "visually impaired pupils") if the school's goal is to transmit values and standards to the next generation. However, the authors have demonstrated that underlying anthropological presumptions (Giese, 2016b), doctrinal traditions (Giese, 2016a), and curriculum requirements (Ruin, 2014) explicitly articulate the requirements of social norms related to the body (Giese & Ruin, 2018), which has caused problems for students who are blind or visually impaired.

Also, actors who behave in schools, like instructors, have their own unique socialization ideals. For instance, physical education instructors display body-related criteria and performance results (Ruin & Meier, 2017). So, in contrast to efforts to identify diversity, social exclusion processes take place in PE, where awareness is increased by routinely seeing the visually impaired children. It is about

the "grammatical approach of exclusionary processes" in this way (Giese & Ruin, 2018, pp. 155).

Students who are blind or visually challenged and their sport have various relationships. An oddity in education is that the separation of "those with disabilities" and "Non-disabilities" externally results in a type of subtle differentiation between school-impaired pupils and persons who are visually impaired (Ruin S., et al, 2020).

Body standard is a toxic process for constructing meaning and identity (Shilling, 2012, p6) as physical activities gain importance in our culture (Giese & Ruin, 2018). Individuals who have physical disabilities (such as blindness) are less likely to thrive in life "by human standards" (Overboe, 1999, p. 24). The needs of disabled people are frequently disregarded and overlooked (Ruin & Giese, 2018). They have difficulty in physical activities and physical education (PE) compared to other subjects in school (Haegele & Zhu, 2017).

Hence, it is important for society to encourage children with disabilities in their whole physical development so they may work in jobs that are meaningful and vital. It's important to analyze physical activity effectively in order to choose the best workouts for improving physical fitness. It makes teaching visually impaired pupils physical education through physical activities and physical education programs a crucial and urgent task.

If properly cared for and educated in a setting that suits the individual's cognitive talents and traits, visually impaired pupils can develop like normal students. One of the aspects that need attention is the growth of physical education and raising the standard of physical education hours (Phong, 2022). When forced to follow the same curriculum as other students, visually impaired kids still face numerous challenges in learning and physical training, and there is a dearth of research on PE for this population of students.

Therefore, a scientific and accurate understanding of the "Positives and difficulties status of visually impaired students in physical education class special high school Ho Chi Minh City, Vietnam" is required to assist schools in improving the

quality and effectiveness of physical education for disabled children, contributing to their integration into life and society.

Materials and methods

In this work, documents, interviews, educational observation techniques, pedagogical testing, and statistical math are analyzed and synthesized. Microsoft Excel and SPSS 20.0 were utilized in the study's analysis.

The research, which involved 52 visually impaired adolescents aged 11 to 14, including students in grades 6, 7, 8, and 9, was done with the parent's permission and included 30 males and 22 girls from specialized high schools in Ho Chi Minh City.

Interviews with specialists included 15 managers, 9 PE instructors, and 9 PE experts.

Results.

The actual situation of positivity in physical education class of visually impaired students at Nguyen Dinh Chieu Special High School in Ho Chi Minh City, Vietnam

Assessing the current status of positivity in physical education lessons of visually impaired students in Nguyen Dinh Chieu Special School, Ho Chi Minh City through quantitative assessment criteria.

Determine quantitative evaluation criteria: follow the following 3 steps:

Step 1: Synthesize the criteria for physical assessment for students with disabilities from documents and research works of domestic and foreign authors.

Step 2: Interview experts, specialists, teachers

Step 3: Check Reliability and Announcement

The results obtained are shown in the following tables:

Table 1. Reliability coefficients of physical assessment criteria for visually impaired students in Nguyen Dinh Chieu Special School in Ho Chi Minh City

	Tests	1st time		2nd time		Reliability factor (r)	
		M	SD	M	SD	r	P
Females (n = 22)	Body Flexibility (cm)	0.02	2.82	0.05	2.83	0.99	<0.01
	Long jump (cm)	93.55	13.37	94.14	13.94	0.97	<0.01
	Forehand grip (KG)	19.18	2.06	18.97	1.97	0.92	<0.01
	Run 10m (seconds)	3.80	0.40	3.76	0.34	0.96	<0.01
	Clap 10 seconds (times)	12.41	1.44	12.64	1.29	0.94	<0.01
	Throw the ball on target (points)	10.64	1.47	10.77	1.48	0.90	<0.01
Males (n = 30)	Body Flexibility (cm)	3.23	4.17	3.33	4.10	0.99	<0.01
	Long jump (cm)	135.40	15.85	135.60	15.46	0.97	<0.01
	Forehand grip (KG)	27.80	4.23	27.55	4.22	0.96	<0.01
	Run 10m (seconds)	3.11	0.32	3.12	0.30	0.96	<0.01
	Clap 10 seconds (times)	13.53	1.76	13.50	1.81	0.96	<0.01
	Throw the ball on target (points)	10.27	1.66	10.27	1.48	0.88	<0.01

The data in Table 1 show that, all physical assessment criteria have the reliability coefficient $r > 0.8$ and $P < 0.01$. So the above criteria are reliable enough to assess the physicality of the study subjects.

Table 2. Physical fitness status of visually impaired students at Nguyen Dinh Chieu Special School in Ho Chi Minh City

	Parameters	M	SD	Cv	ε
	Tests				
Males (n = 30)	Height (cm)	160.93	6.15	3.82	0.01
	Cardiac Function (HW)	13.96	1.52	10.88	0.04
	Vital lung capacity (ml)	2.53	0.40	15.93	0.05
	Body Flexibility (cm)	3.23	2.10	64.95	0.24
	Long jump (cm)	135.40	15.58	11.51	0.04
	Forehand grip (KG)	27.80	4.15	14.95	0.05
	Run 10m (seconds)	3.11	0.31	9.96	0.04
	Clap 10 seconds (times)	13.53	1.73	12.76	0.05
	Throw the ball on target (points)	10.27	1.63	15.89	0.05
Females (n = 22)	Height (cm)	150.68	6.45	4.28	0.02
	Cardiac Function (HW)	13.55	0.88	6.53	0.03
	Vital lung capacity (ml)	1.98	0.34	17.38	0.08
	Body Flexibility (cm)	0.02	0.82	3608.00	16.00
	Long jump (cm)	93.55	13.37	14.30	0.05
	Forehand grip (KG)	12.41	1.44	11.57	0.05
	Run 10m (seconds)	3.80	0.40	10.64	0.05
	Clap 10 seconds (times)	10.64	1.47	13.78	0.05
	Throw the ball on target (points)	13.02	1.47	11.29	0.05

Table 3. Comparison of the average values of the physical fitness assessment criteria for male students with visual impairments in the Central High School Nguyen Dinh Chieu in Ho Chi Minh City with the average physical fitness of Vietnamese male students aged 11-14 years old.

Tests	M	SD	M ₁	M ₂	M ₃	M ₄	t ₁	t ₂	t ₃	t ₄	P ₁	P ₂	P ₃	P ₄
Height (cm)	160.93	6.15	137.6	143.27	149.77	155.67	20.78	15.73	9.94	4.68	<0.01	<0.01	<0.01	<0.01
Cardiac Function (HW)	13.96	1.55	13.02	13.25	12.73	12.65	6.22	13.43	14.17	10.11	<0.01	<0.01	<0.01	<0.01
Vital lung capacity (ml)	2.53	0.40	-	-	-	-	-	-	-	-	-	-	-	-
Body Flexibility (cm)	3.23	2.10	6	6	7	8	7.22	7.22	9.83	12.44	<0.01	<0.01	<0.01	<0.01
Long jump (cm)	135.40	15.58	161	172	183	193	9.00	12.87	16.73	20.25	<0.01	<0.01	<0.01	<0.01
Forehand grip (KG)	27.80	4.15	19.3	22.3	26.87	31.52	11.22	7.26	1.23	4.91	<0.01	<0.01	>0.05	<0.01
Run 10m (seconds)	3.11	0.31	-	-	-	-	-	-	-	-	-	-	-	-
Clap 10 seconds (times)	13.53	1.73	-	-	-	-	-	-	-	-	-	-	-	-
Throw the ball on target (points)	10.27	1.63	-	-	-	-	-	-	-	-	-	-	-	-

Df = n - 1 = 29, t05 = 2,045, t01 = 2.756

Note: M-Mean; SD-Standard deviation: M1,2,3,4 average value of physical fitness assessment criteria of Vietnamese male 11, 12, 13 and 14 years old

Through the above table, it is shown that male students of Nguyen Dinh Chieu Special High School are better than male average physical fitness of Vietnamese 11-14 years old in terms of form and hand strength (11, 12 years old); equivalent in arm strength (13 years) and inferior in cardiac function, flexibility, leg strength and arm strength (14 years).

Table 4. Comparison of the average values of physical fitness assessment criteria for female students with visual impairments in Nguyen Dinh Chieu Special School in Ho Chi Minh City with the average physical fitness of Vietnamese female students aged 11-14 years old.

Tests	M	SD	M ₁	M ₂	M ₃	M ₄	t ₁	t ₂	t ₃	t ₄	P ₁	P ₂	P ₃	P ₄
Height (cm)	150.68	6.45	139.4	144.69	148.82	151.28	8.20	4.36	1.35	0.44	<0.01	<0.01	>0.05	>0.05
Cardiac Function (HW)	13.55	0.88	13.82	14.4	14.63	14.76	1.44	4.53	5.76	6.45	>0.05	<0.01	<0.01	<0.01
Vital lung capacity (ml)	1.98	0.34	-	-	-	-	-	-	-	-	-	-	-	-
Body Flexibility (cm)	0.02	0.82	6	7	8	8	34.21	39.93	45.65	45.65	<0.01	<0.01	<0.01	<0.01
Long jump (cm)	93.55	13.37	150	153	157	159	19.80	20.86	22.26	22.96	<0.01	<0.01	<0.01	<0.01
Forehand grip (KG)	19.18	2.06	18.8	21.25	23.49	25.79	0.87	4.71	9.81	15.15	>0.05	<0.01	<0.01	<0.01
Run 10m (seconds)	3.8	0.4	-	-	-	-	-	-	-	-	-	-	-	-
Clap 10 seconds (times)	12.41	1.44	-	-	-	-	-	-	-	-	-	-	-	-
Throw the ball on target (points)	10.64	1.47	-	-	-	-	-	-	-	-	-	-	-	-

Df = n - 1 = 21, t05 = 2.079, t01 = 2.831

Note: M-Mean; SD-Standard deviation: M1,2,3,4 average value of physical fitness assessment criteria of Vietnamese female 11, 12, 13 and 14 years old

Through the above analysis, Nguyen Dinh Chieu Special High School female is better than Vietnamese female in physical fitness 11-14 years old in terms of standing height (cm) (11 years old, 12 years old), function (12 years old, 13 years old, 14 years old); equivalent to standing height (cm) (13 years old, 14 years old), hand grip strength (KG) (11 years old) and less physical fitness.

Assessing the current status of positivity in physical education classes of visually impaired students in Nguyen Dinh Chieu Special School, Ho Chi Minh City through qualitative assessment criteria.

Determine the qualitative evaluation criteria: follow the following 3 steps:

Step 1: Draft preliminary questionnaire form

Preliminary construction of a preliminary questionnaire, consulting experts, managers, and experts. In order to review the structure, form, content, and purpose of the interview form to contribute and supplement ideas for testing the scale of the actual state of positivity in physical education class for students with visual impairments in the general public. Nguyen Dinh Chieu Special School, Ho Chi Minh City through the questionnaires about survey results.

Step 2: Adjust the sample of the questionnaire and determine the form of the answer: according to the 5-level Likert scale to conduct a survey on 52 visually impaired students with contents related to the actual situation of activeness in class. Physical education lessons for students with disabilities in the Nguyen Dinh Chieu Special School, Ho Chi Minh City.

Through the survey results and additional opinions of experts, the author adjusted the questions to suit the original questionnaire and collected data, and processed it with SPSS 20.0 software. Sample questionnaire to assess the reality of positivity in physical education class for students with disabilities in Nguyen Dinh Chieu Special School, Ho Chi Minh City (including 3 contents with 19 questions).

Step 3: Test the reliability of the questionnaire using Cronbach's Alpha Index

In order to accurately assess the reliability of the content survey questionnaire, the thesis conducts a test through the reliability coefficient Cronbach's Alpha. Scale to assess the actual situation of positivity in physical education lessons for students with disabilities in Nguyen Dinh Chieu Special School, Ho Chi Minh City (including 3 contents with 19 questions).

Through the steps of Drafting a preliminary questionnaire sample, adjusting the scale questionnaire form and determining the answer form, and testing the reliability of the questionnaire by Cronbach's Alpha index, the results have identified 17/19 items. Assessing the reality of positivity in physical education

lessons for students with disabilities in Nguyen Dinh Chieu Special School, Ho Chi Minh City.

Table 5: Intellectual positivity in physical education class for students with visual impairments at Nguyen Dinh Chieu special high school in Ho Chi Minh City

Question item	Scale average if the variable type	Scale variance if the variable type	Total variable correlation	Cronbach's Alpha if the variable type
Students voluntarily participate in answering the teacher's questions, supplement their answers and enjoy speaking and debating.	13.29	3.190	.441	.665
Students memorize and re-execute movements and exercises well.	13.21	3.150	.412	.675
Students know how to think, ask questions, and require detailed explanations of issues (exercises, movements) that are not clear.	13.25	2.623	.651	.572
Students can think associatively, compare problems related to the lesson.	13.00	2.706	.382	.709
Students actively and flexibly apply their existing knowledge and motor skills to new problems (exercises).	13.17	3.087	.477	.651
Cronbach's Alpha = .704		N of Items = 5		

Table 6: Cognitive positivity in physical education class for visually impaired students in Nguyen Dinh Chieu special high school in Ho Chi Minh City

Question item	Scale average if the variable type	Scale variance if the variable type	Total variable correlation	Cronbach's Alpha if the variable type
Physical education helps students improve their health.	12.04	2.391	.659	.702
Physical education helps students perfect motor skills.	12.46	2.097	.609	.720
Physical education helps students practice the habit of regular exercise and physical activity.	12.48	2.255	.588	.724
Physical education directs students to healthy activities, away from social evils.	12.12	2.810	.417	.776
Physical education is a means for students to communicate in the community and society.	12.13	2.707	.520	.749
Cronbach's Alpha = .777		N of Items = 5		

Table 7: Active learning in physical education classes for visually impaired students at Nguyen Dinh Chieu special high school in Ho Chi Minh City

Question item	Scale average if the variable type	Scale variance if the variable type	Total variable correlation	Cronbach's Alpha if the variable type
Students actively, and attentively listen to lectures during class.	19.40	2.834	.366	.507
Students enthusiastically participate in all forms of learning activities (expressing opinions, taking notes, participating in group games...).	19.44	2.644	.566	.446
Students are determined to overcome difficulties and complete assigned tasks and assignments.	19.52	1.745	.547	.394
Students understand the lesson, memorize well and repeat the exercises and movements they have learned.	19.42	2.837	.463	.486
Students are self-disciplined and actively practice outside of school hours.	19.15	4.054	-.360	.732
Students attend school fully and on time.	19.27	2.710	.413	.488
Students are serious about tests and exams.	19.37	2.903	.341	.517
Cronbach's Alpha = .659	N of Items = 7			

Table 8: Survey results of visually impaired students to assess the reality of positivity in PE class at Nguyen Dinh Chieu special high school in Ho Chi Minh City.

The positive self-awareness	M	SD
Intellectual awareness	3.30	
Students voluntarily participate in answering the teacher's questions, supplement their answers and enjoy speaking and debating.	3.19	.525
Students memorize and re-execute movements and exercises well.	3.27	.564
Students know how to think, ask questions, and require detailed explanations of issues (exercises, movements) that are not clear.	3.23	.614
Students can think associatively, compare problems related to the lesson.	3.48	.779
Students actively and flexibly apply their existing knowledge and motor skills to new problems (exercises).	3.31	.544
Positive perceptions	3.16	
Physical education helps students improve their health.	3.40	.569
Physical education helps students perfect motor skills.	3.46	.503
Physical education helps students practice the habit of regular exercise and physical activity.	3.27	.490
Physical education directs students to healthy activities, away from social evils.	2.85	.638
Physical education is a means for students to communicate in the community and society.	2.83	.585
Actively learning	3.23	
Students actively, and attentively listen to lectures during class.	3.19	.445
Students enthusiastically participate in all forms of learning activities (expressing opinions, taking notes, participating in group games...).	3.15	.415
Students are determined to overcome difficulties and complete assigned tasks and assignments.	3.08	.813

Students understand the lesson, memorize well and repeat the exercises and movements they have learned.	3.17	.382
Students are self-disciplined and actively practice outside of school hours.	3.44	.502
Students attend school fully and on time.	3.33	.474
Students are serious about tests and exams.	3.23	.425

Intellectual positivity is a fundamental component, helping them approach situations confidently and proactively in life, learning, and training. The above results show that the students are aware of the effects of the subject, and their awareness and interest in the subject is not high. The interaction between students and teachers is still limited, and more attention should be paid to the role of the teacher.

Cognitive positivity is formed and implemented in the cognitive process of the subject, in which motivation is a factor that directly affects learning and self-study activities. The results show that students with visual impairments are aware of the role, meaning, and importance of physical education.

Learning positivity is individual positivity that is differentiated and directed at solving learning problems and tasks to achieve learning goals. The results show that students with visual impairments are very responsible and make great efforts in their studies, but still have many obstacles to completing assigned tasks and assignments, and are limited in general activities.

Discussion

When it comes to visually impaired kids only, PE is one-sided, and not adhering to body norms (or omitting to mention these concerns in PE class) can be dangerous for their growth. According to the findings of Yessick and Haegele (2019), visually impaired adults who are blind or have low vision view physical education as a missed opportunity to develop their appreciation for physical fitness. They also highlight how visually impaired adults were less active due to prior negative

experiences. The results reported by interviewees are equally impressive and match those of Haegele, Zhu, and Holland (2019). The results run counter to the hypothesis regarding the benefits of physical education for athletes with impairments (Coates, 2011).

At this stage, further research is required to examine the relationships between the experiences of kids who appear to have impairments and societal norms and standards. To determine whether there is such a thing as collective exclusion experience, similar research projects would also need to be carried out with various lines of disability. These findings would then be taken into consideration in the development of inclusive sports education for all.

The findings also highlight the need for curriculum and textbook requirements that take into account how children with impairments interact with the surrounding structures and other social norms (Phong, 2022). in the sense of an inclusive or inclusive education.

Conclusions

The physical fitness condition of male and female visually impaired students at Nguyen Dinh Chieu special high school in Ho Chi Minh City, Vietnam is not much different in terms of body shape, but much worse in terms of physical qualities such as flexibility, hand strength, legs compared to the average physical fitness of Vietnamese people of the same age. The positive status of visually impaired students at Nguyen Dinh Chieu Special High School in Ho Chi Minh City is at a normal level. Students with visual impairments are aware of the effects of the subject. Be aware of the role, meaning, and importance of the subject of physical education. The children are responsible and make great efforts with the subject of general education. Limited not actively participating in physical education and community activities

Thereby, it shows that teachers need to create more interaction with children, need to improve the method of physical education in a positive direction, increase the interest of children when practicing, and need a suitable and flexible method. , paying special attention to the game method and competition method, and

always cheering, encouraging, and motivating the children to have more motivation in studying and practicing.

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