

Especially sports!

A study on sports and tolerance towards mentally disabled people



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Master Thesis Leisure Studies

15-8-2013

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A study on sports and tolerance towards mentally disabled people

Master thesis
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Date: 15-08-2013

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Preface

Hereby I would like to present my Master Thesis; my final research in order to become a Master in leisure studies. I have had a lot of pleasure while conducting this research, not in the last place because of all the enthusiasm I received from a lot of people. The subject of my research really interested me because of the interesting population and my personal interests in sports. Therefore I really hope that the results that came out of it will be used for further purposes. I could not have written this research without the help of some people, whom I would like to thank now. First of all I would like to thank Marco van Leeuwen, my supervisor during this master thesis process. He has been enthusiastic throughout the entire process and provided me with valuable insights. Next, my appreciation goes to the Mulier Instituut, in special Caroline van Lindert, who helped me with framing my subject, finding important theories and checking parts of my research. Next to that, their library was always open for me as a place to study and to find literature. Thirdly I would like to thank my second assessor Bertine Bargeman and methodological assessor Verena Schmittmann for their contributing comments which improved my overall research. Special thanks go to primary school St. Jacobus and special school De Groote Aard, who were kindly willing to open their doors for me and this research. In particular I would like to thank Frank Bullens, Freek Bijnen and Lianne Fransen for their interest and enthusiasm for my research and their willingness to contact other people who were necessary to make the sports day a success. Next to that, the children and teachers of both classes were very open and cooperative, which made it a lot easier to ask them questions. A special thanks goes to Koen Wouters and Joël Prat, who organized the entire sports day and made sure that my observational research could be possible, they were very enthusiastic throughout the entire process. Last but not least I would like to thank friends and family who inspired me and provided me with new insights during this master thesis process. You all have been very supportive!

Dear reader, I hope you will enjoy reading my research as much as I did conducting it!

Kind regards,

Sandrine Paridaans

Abstract

Before providing the entire research, in this part an abstract is provided with all the important features of the research. It passes the entire research process, but only deals with the greater concerns, so for more details it is advisable to look in the concerning section of this research.

Introduction

In the introduction some background information was given on the subject, what eventually led to the focus of this research. An example of this information were the benefits of sports. Sports could be beneficial for both physical and social goals. Coalter, Allison and Taylor (2000) argued about this that sports could be beneficial for social inclusion and community development. This social inclusion was also recognized by some governments such as The council of the European Union (2010) and the Dutch Ministry of Health, Welfare and Sports [HWS] (2005). It was also argued that sports were especially important in combination with education (Ministry of ECS, 2008). Besides this background on sports it was also explained why tolerance towards mentally disabled people was so important. Schuurman (2012), Bijma (2009), Vos & Andriessen (2010) argued that mentally disabled people could be of more importance for society, for instance by filling in jobs that require little education. Patterson and Pegg (2009) argued furthermore that mentally disabled people are still perceived as dependent and of low value. All these variable insights led eventually to the following research question:

What are the underlying factors contributing to tolerance from 'regular children' towards children with a cluster 3 mental disability in a school environment, to what extent does tolerance exist and to what extent can sports contribute to this tolerance?

A child with a cluster 3 indication is a child with a mental and, or physical limitation. Since in this research a ZMLK school is included, which is a school for children with a very low intelligence level, cluster 3 is kept throughout the research as the term for children with mental disabilities.

The aim of this research was to provide schools, governments and other organizations such as sports associations with knowledge on the factors that could influence the level of tolerance from 'regular children' towards cluster 3 children and explain to what extent this tolerance existed. This information might be used in programs that aim to increase tolerance towards (mentally) disabled people. Besides this, it was also aimed to provide more knowledge on the ability of sports to influence the factors contributing to tolerance.

Besides a general goal, this research also had some social and scientific relevance. Socially seen the theories of Schuurman (2012), Bijma (2009), Vos and Andriessen (2010) could be used again, stating that mentally disabled people could fill jobs that require little education. Kooiker (2006) argued that, when it comes to mentally disabled children there are less and less special facilities, which will probably lead to integrated education. This research might facilitate in some tools to make this integration easier. Other social relevance was to create more familiarity and understanding with disabled children among the 'regular children' and stimulate the cluster 3 children to sport more outside the school environment. Scientifically seen there was a low amount of evidence on the tolerance concept and how it could be measured. Next to that there have been some projects implemented in the past years, with the focus on sports as a tool, but also for sports little evidence was there that supported the contributions of sports.

Theoretical foundation

The next part in the research considered the theoretical foundation of the entire research. The most important theories when it comes to tolerance were the ones from Vogt (1997), Oberdiek (2001), Kozloski (2010), Cook and Semmel (1999) and Crick and Casas (1997). These theories led to a way in which measuring tolerance was possible. It was found that tolerance consisted of two parts, namely attitudes and behaviour. It was said that when the behaviour of the children was found to be positive or neutral, the attitudes of the children could be anything, but they would still be considered tolerant. When on the contrary their behaviour would be negative, their attitudes would probably also be negative and the children were considered to be intolerant. Oberdiek (2001) and Kozloski (2010) argued that tolerance was found between intolerance and complete acceptance, so also this latter concept was taken into account. To obtain this status the children needed to behave positive and have a positive attitude. To actually measure behaviour and attitudes Vogt (1997), Cook and Semmel (1999) and Crick and Casas (1997) provided examples of attitudes and behaviour. Besides this knowledge on how to measure tolerance it was also explained how it could be increased. One of the authors, Horton (1996), argued that misplaced feelings of refusal should be eliminated. Chong (1994) also related to this theory and stated that fear and anxieties should be reduced. Phillips-Hersey and Ridley (1996) also provided their theory which stated that group work was very important for tolerance development. This could again be linked to the use of sports.

In this part of the research it was also made clear for the first time that groups might have an influence on the level of tolerance of the children. Especially Roberts and Smith (2010) and Mummendey and Wenzel (1999) underscored this importance here.

With regards to the theoretical foundation of sports it was argued that cluster 3 children have a lower participation rate in sports than 'regular children'. But the theories of the socializing function of sports were the most important. Beutler (2008), Collins (in Kelly, 2011), Coalter (2007), Elling and De Knop (in Elling, De Knop & Knoppers, 2001) and Phillips-Hersey and Ridley (1996) provided interesting theories on the abilities of sports. It could, for instance, create feelings of success; a neutral space; social feelings; equal opportunities; moral inclusion; feelings of equality; a sense of freedom and a focus on similarities. It was also made clear that the activities should be accessible for all groups. Some authors, like Coalter (2007), Grandisson, Tétreault and Freeman (2012) argued that sports could even lead to the development of an entire society.

From these theoretical findings a conceptual model was created, along with some sub questions for the remaining research. The conceptual model is presented in figure 0.1.

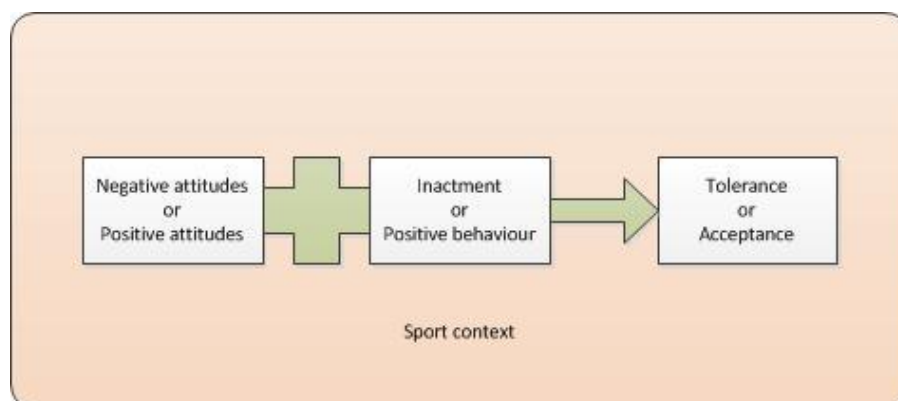


Figure 0.1 Conceptual model.

The sub questions derived from this model were:

1. What are the current attitudes of 'regular children' towards cluster 3 children?
2. What is the current behaviour of 'regular children' towards cluster 3 children?
3. What is the current level of tolerance?
4. What are the attitudes of 'regular children' towards cluster 3 children after the sports day?
5. What is the behaviour of 'regular children' towards cluster 3 children after the sports day?
6. What are the underlying factors contributing to tolerance?
7. What is the level of tolerance after the sports day?
8. What is the influence of sports?
9. What is the influence of group pressure?

Method

In the method part the strategy for the research was presented. The population was introduced and it was explained that both schools (one regular primary education and one special education) were selected based on a convenience sample. Furthermore it was explained that four different strategies were used to obtain as much information as possible. The first strategy was a sports day where the children of both schools would participate in sports. They would be mixed into teams to engage in these activities. During this day it was observed what behaviour was shown and which attitudes were expressed. Besides this attention was also paid to group pressure. Next to the observations two qualitative questionnaires, which was as much as an interview on paper, were conducted with the 'regular children'. One was conducted prior to the sports day and one afterwards to study if there were any differences in the attitudes and behaviour of the children. To support these questionnaires, two interviews were also conducted with the two teachers of both classes. These were also performed prior to the sports day and afterwards. Finally, to obtain a clear image on the influence of sports a group interview was conducted with the sports teachers and the two sports students who organised the sports day. Next to the presentation of these strategies it was also explained how the different data would be processed and analysed, for this latter thematic charts were very important which ordered the data by subject. To end this part of the research also some information was given about the actual data collection with some positive remarks and some difficulties.

Results

The results were presented in the way they were collected, namely data prior to the sports day, then results during the sports day and finally data after the sports day. With regards to the results prior to the sports day it was said that the children were already quite tolerant. Their attitudes were considered to be positive and their behaviour too. Of course there was still room for improvement, but in general the children were already accepting the cluster 3 children. During the sports day it was observed that the children had some fear and anxieties in the beginning, which diminished as the day proceeded. With regards to this fear theories of Chong (1994), Dyson (2005) and Schuurman (2012) were supported. Also the theories of Patterson and Pegg (2009) and Schuurman (2012) were supported, because the 'regular children' thought that the cluster 3 children would be more dependent. Next to that, in the beginning the children acted more withdrawn, whereas towards the end of the day there was more interaction and most of the children sat mixed around. When the results after the sports day were presented it appeared that the children got especially more familiar with cluster 3 children and created more understanding about them. These were elements that were not studied in advance and therefore it was interesting that these elements were so important in this

research. Next to that it was said that their attitudes and behaviour improved slightly, although the differences were not that large in the qualitative questionnaires. It was also said that by the teachers that the improved attitudes and behaviour could be related only to individual changes and that the children would probably act differently in groups. Group pressure was present throughout the entire research, both in a positive and a negative way. During the sports day the children were, however, mixed into different groups, so it might be the case that, apart from some small occasions, group pressure was low during this day, or the children would behave the same in other groups. Altogether with the observations and results from the interviews it was said that the level of tolerance (acceptance) improved.

Whether the attitudes and behaviour were influenced by the sports day, or did improve because of the increased familiarity with and understanding about cluster 3 children was something which was not studied and remained questionable. However that the sports day had a positive influence was clearly stated. The children liked the day and asked for a follow up, the teachers did see the positive influence of the sports on the attitudes and behaviour of the children and argued that especially because of the sports day more understanding was created and the children got more familiar with the cluster 3 children. Finally, it was also commented that if a mixed sports day would be more implemented and on a larger scale, it might lead to more integration in education. With this the theory of Coalter (2007) was supported.

Conclusions and recommendations

In the final part of this research all findings were concluded, a final research model was presented, the research process was reflected and some recommendations were given for further research. The findings were concluded by answering the sub questions. On the question about the current attitudes of the 'regular children' it was answered that prior to the sports day the children had a positive attitude, but there was still room for improvement. It was also indicated that it was not sure in this stage what the influence of group pressure was exactly. On the second question, discussing the attitudes after the sports day it was answered that the attitudes were considered to be positive after the sports day. It was also argued that familiarity and understanding grew during the sports day and therefore it was questioned whether the attitudes were actually more positive because of the sports day or because of the increase in familiarity and understanding. It was concluded that there should at least be some sort of interaction. The third question on the behaviour before the sports day was also answered quite positive. It was said that although the actual behaviour of the children at the beginning of the sports day was more neutral, the behaviour found in the questionnaires was generally positive. Again, group pressure could also have played a role here. Also the behaviour after the sports day was considered to be positive, which was dealt in the fifth sub question. Again the discussion rose whether or not the behaviour of the children was influenced by the increased familiarity and understanding. Also the differences that were found in the questionnaires were not very large, but together with the observations and data from the interviews it was said that the behaviour improved. Then the level of tolerance was dealt with. A model was created for the situation prior to the sports day in which the 'regular children' were accepting the cluster 3 children. But there was still room for improvement. So for the question about the level of tolerance after the sports day a new model was created. This model is presented in figure 0.2. It was seen in this model that after the sports day the 'regular children' were accepting the cluster 3 children and they had positive attitudes and behaviour. However, the sports day did also lead to increased familiarity and understanding, therefore this was also incorporated in the model. Since it was not sure whether the

attitudes and behaviour of the children grew because of the sports day, or because of influence of the increased familiarity and understanding dotted lines were included. Also the link between attitudes and behaviour was not sure, therefore this line was also dotted.

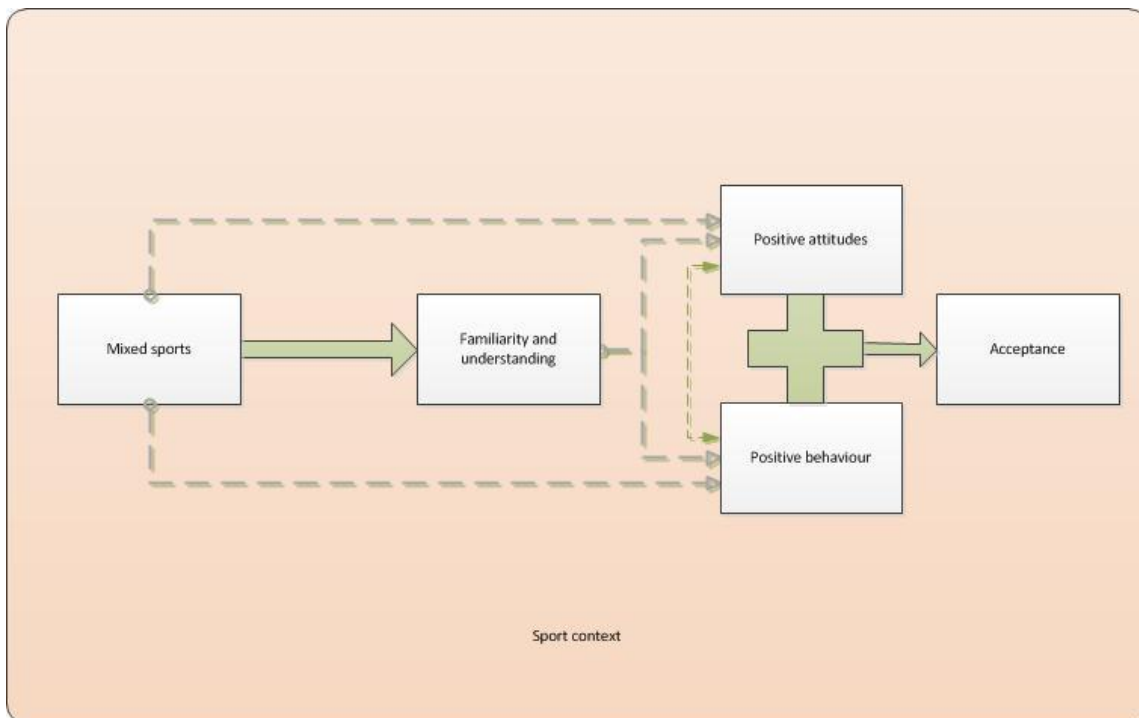


Figure 0.2. Final model on the level of tolerance.

Next the question about the underlying factors of tolerance was discussed. It was argued that the predominant factors contributing to tolerance were attitudes, behaviour, familiarity and understanding. Besides these factors there were on a lower level also some attitudes that were more important than other attitudes. This was also seen for behaviour. The influence of sports was also concluded. It was said that in general sports were a great tool for integration goals and if it would be implemented on a larger scale it would lead to the development of a society as a whole. The final sub question answered was about group pressure. Throughout the research, group pressure appeared to be important, however to what extent it did actually influence the attitudes and behaviour of the children during the sports day was not studied. It might be the case that the 'regular children' would behave the same individually as in a group. With the knowledge of these sub questions the research question was answered which stated that generally 'regular children' were found to be tolerant, moreover accepting, towards cluster 3 children and this even improved after the sports day. So sports had a positive influence and, besides improved attitudes and behaviour, it even created more familiarity and understanding.

To end this research, recommendations were given for further research based on the population of this research, the method used and the theory. Besides these recommendations also some advice was given related to the scientific and social relevance of this research. It was for instance recommended that associations who seek more familiarity with, or understanding about disabled people, or want to enhance tolerance or integration, should use sports as a tool. However, the results of this research could not be generalized for the entire population, so for further research it was recommended to perform quantitative research.

Introduction

A large amount of people all over the world participate in some form of physical exercise. In The Netherlands alone it is registered that 65% of the Dutch population participated at least 12 times a year in sport in 2007 (Sociaal en Cultureel Planbureau (SCP) & WJH Mulier Instituut, 2008). So sports are quite popular, but why do people participate in it? A lot of authors discuss the importance of sports as a tool for physical health. Khan et al. (2012) stated that sports can contribute to the cardio respiratory fitness of people and thus, regular participation in some kind of sports is beneficial to their health. The benefits of sports with respect to physical health is also recognized by the European Union and the Dutch government. The European Union (EU) developed guidelines with which they aim to make it easier for European citizens to participate in sports (European Commission, 2011). In 2009 the Dutch government launched a campaign to stimulate sport participation among youth in order to (among other goals) reduce obesity (Ministry of Health, Welfare and Sport [HWS], 2009).

The improvements in weight and cardio respiratory fitness could lead to fewer diseases (such as diabetes) and an overall healthier life (European Union as cited in Van Steen & Pellenburg, 2008). However, sports are not only recognized to be physically beneficial, but also socially. Fred Coalter is one of the authors dealing with this social role of sport. He argued that sports can lead to community development and social inclusion (Coalter, Allison & Taylor, 2000). However, he also stated that it is not the activity in itself that produces social outcomes, but that the sporting organizations are the more important factor, producing the social capital and mobilizing resources (Coalter, 2010). Like the physical importance of sport, this social importance is also recognized by the European Union and the Dutch government. The EU noticed that sports can be used as a facilitator for social inclusion and stated that access to sports for everybody is necessary to create this enhanced social inclusion (The council of the European Union, 2010). The Dutch government argued that sports can serve as a meeting place for all kinds of people; it can bridge differences in people regarding level of education, religion, political preferences, class, sexual inclination and colour; it can facilitate the forming of new social groups and people with disabilities are able to fit in with other groups (Ministry of HWS, 2005). Especially the social values to which sport contributes are important to the Dutch government, because it can facilitate and enhance several governmental goals, for example on integration, safety and education (Ministry of HWS, 2008).

Sports and education

Apart from promoting sports on the whole it is recognized by the EU and the Dutch government that sports and education are an important combination. The Commission of the European Communities tries to encourage schools to be involved in facilitating and encouraging physical activities in their educational environment, by awarding a European label to schools who actively do so (Commission of the European communities, 2007). The Dutch Ministry of Education, Culture and Science (Ministry of ECS) set up an alliance with the Ministry of HWS and an important Dutch sports organization, NOC*NSF, to promote the link between sports and education (Ministry of ECS, 2008). This led to several programs focused on combining sports and education, such as 'Impuls brede scholen, sport en cultuur'.

Although important, it can be noticed that the afore-mentioned policies and guidelines are mainly focussed at 'regular citizens' and little attention is paid to people with disabilities. Nevertheless, there are some programs which focus on this latter group. An example of this on European level is

the 'European disability strategy' which aims at empowering people with any form of disability (European Commission, 2010). To reach this goal, the focus is to eliminate barriers for these disabled people on a daily basis, which also includes barriers to sports. They stated that these barriers can be environmental or attitudinal. Intolerance towards disabled people might be an example of such an attitudinal barrier. The European Commission furthermore argued that it should be respected if disabled people would organise their own sport activities, adapted to their abilities, but they stress that participation in regular sport activities should get more attention (European Commission, 2013). In The Netherlands there are also some programs focussed on people with disabilities and sports. One of these programs is called 'Zo kan het ook' (Rijksoverheid, n.d.). This program aims at stimulating mentally disabled people to participate in sports during day care or at their residence. A second program supported by the Dutch government is 'Special Heroes' (Ministry of ECS, 2008). This project is focused at both mentally and physically disabled people and the goal is to let children in special education experience how much fun sports can be (Kusters (2011) in Van Lindert & Van den Dool, 2011). So, also in sports policies towards disabled people there is awareness of the role that education can play.

In The Netherlands there is, besides regular education also education specialised for children with disabilities. These forms of education are divided into four clusters (Inspectie van het onderwijs, n.d.). Education in the first cluster is aimed at children with visual limitations. The second cluster is focussed on children with auditory limitations. Cluster 3 education is the category specialised on mentally and physically limited children or children with long-term diseases. The fourth and last cluster provides education for children with behavioural problems (Inspectie van het onderwijs, n.d.). Children in a cluster 3 school vary in their needs for education (Inspectie van het onderwijs, 2008). For instance, physically disabled children, or children with a long-term disease have on the whole a higher intelligence level than mentally disabled children. Therefore there is some distinction among the cluster 3 schools between levels of education. In this research the focus will be on ZMLK schools, which provide education for children with learning disabilities. This is where the mental disabilities can be found too. Children in this form of education have a very low intelligence level (lower than 70) and next to that, they might have some additional problems such as an autistic disorder (Inspectie van het onderwijs, 2008). It is said that within the ZMLK schools also children with multiple disorders could be found, such as mental, physical and behavioural disorders (Inspectie van het onderwijs, 2008). One of the characteristic of these children that should be taken into account, especially when dealing with sports, is a slower locomotion development. So, in these cluster 3 schools children with a variety of mental, physical and behavioural disorders can be found, however, one of the key 'requirements' to be accepted to a ZMLK school is a low intelligence level and therefore it can be said that they all have a certain mental disorder. Even though this special education is available in The Netherlands, there are possibilities for disabled children to go to a 'regular school' with some extra financing (Kooiker, 2006). However, nowadays the idea is that special education or special facilities should be a last option. Therefore, more children with disabilities might end up in regular education, which makes tolerance from 'regular children' towards these children very important.

People with disabilities in society

It is said that on the whole people with disabilities are not fully recognized for the contributions they can make to society (Schuurman, 2012). Even more, people find it sometimes difficult to face them. Patterson and Pegg (2009) also recognize that over the course of time there has not changed much in

how mentally disabled people are perceived. They are still considered to be dependent and of low value. Schuurman (2012) argued that this lack of tolerance towards disabled people is twofold. First he stated that people pity disabled people and see them as bedridden and dependent. The second reason for a lack of tolerance is, according to Schuurman (2012) the importance for society. People are afraid and do not want to listen to, or act upon, the needs of the disabled. This lack of tolerance might be a loss, since people with disabilities might also contribute to society, according to Schuurman (2012). These people need a certain amount of care and education and therefore provide other people with work. However, they also increasingly participate in some sort of labour themselves. This is also recognized by Bijma (2009). He stated that there is a lack of employees for jobs that require little education such as jobs in the construction sector. These jobs can be filled by minority groups, such as disabled people, which fosters a need for these people. Vos and Andriessen also studied the contributions from disabled youth in jobs and they concluded that most of the companies did not see any difference between a 'normal employee' and a disabled employee (Vos & Andriessen, 2010). Moreover, some of the companies stated that the disabled youth was even more motivated than 'normal employees'. Besides these positive findings, also some negative experiences were noticed, such as less productivity and higher possibility of non-attendance (Vos & Andriessen, 2010). Nevertheless, it is possible to employ people with disabilities and they might have valuable contributions to jobs that are not popular among 'regular people'. Next to the economic contributions Schuurman (2012) pointed towards the more 'softer' advantages of people with disabilities. They have, for instance, a different way of communicating and might incite someone to think out of the box. Bijma (2009) also recognized the 'softer' advantages of employing people with disabilities. He argued that a larger diversity in companies leads to greater creativity and different views on problems or assignments.

Research focus

So, apparently disabled people have valuable contributions for society, as Schuurman (2012), Bijma (2009) and Vos and Andriessen (2010) argued. And therefore, it might be beneficial to enhance the tolerance towards these minority groups. In order to do so, it might be useful to look at the possibilities of sports in this. It is said by the Ministry of HWS (2005) that sports can bridge differences between people and create new groups in which people with disabilities can be included. So it might be the case that sports are also able to bridge differences between mentally disabled people and 'regular people'. It is said by the European Commission that more attention should be given to integrated sports of people with and without disabilities, to create more overall integration (European Commission, 2013). So maybe if integrated sport is used it would also create more general integration and tolerance towards disabled people outside the sport context. Furthermore, education and sports are considered to be a very important combination, therefore this research focusses on tolerance of children in a school environment and how sports can contribute to this tolerance. As Coalter (2010) stated, to enhance social integration, sports organizations are more important than the sports activities itself, however, in an educational environment there is no question of sports organizations, therefore in this research the focus is still on sports as an activity in itself. Next to that, Prislín and Filson (2009) stated that advocating tolerance is a strategy to obtain social integration, so probably integration needs more elements than tolerance alone. These might be found in sports organizations, but might not be necessary to create tolerance. This is another reason to focus on sports activities alone instead of sports organizations. Altogether, the main research question for this research is formulated as:

What are the underlying factors contributing to tolerance from 'regular children' towards children with a cluster 3 mental disability in a school environment, to what extent does tolerance exist and to what extent can sports contribute to this tolerance?

The focus of cluster 3 education will in this research be on the ZMLK schools within this cluster, however, throughout the research cluster 3 is kept as the description of this form of education. The goal of this research is to provide schools, governments and other organizations such as sports associations, with knowledge on the factors that influence the level of tolerance from 'regular children' towards children with a cluster 3 mental disability and the extent to which tolerance exists towards these cluster 3 children. This knowledge on the factors that influence the level of tolerance might be used as a focus point in plans that aim to increase understanding and tolerance towards (mentally) disabled people or minority groups in general. If the programs succeed in influencing the factors, they will probably also succeed in influencing the level of tolerance. Next to that, it is aimed to gain more knowledge on the ability of sports to influence the factors contributing to tolerance and thus, to influence the tolerance level of 'regular children' towards cluster 3 children. This knowledge on the possibilities of sports might be valuable to organizations who seek to increase understanding and tolerance towards (mentally) disabled people or minority groups in general and who are searching for tool to do so.

Research relevance

The social relevance of this research can be found in the articles of Schuurman (2012), Bijma (2009), Vos and Andriessen (2010) and Kooiker (2006). Increasing tolerance towards people with mental disabilities, might lead to more employment of these cluster 3 children in the future, which will be especially necessary when jobs cannot be filled anymore with 'regular employees'. Next to this necessity for employees, it also provides companies with greater creativity and it might stimulate people to communicate in different ways. Furthermore, it is said by Kooiker (2006) that the focus for special facilities for disabled children is shifting to providing as less special facilities as possible. Therefore more children might end up in regular education which will require a certain level of tolerance from the 'regular children' too. Especially these schools might benefit from sports as a tool to increase tolerance towards cluster 3 children when these children actually become part of this 'regular education'. A third social relevance is that increased tolerance towards cluster 3 children might stimulate them to participate more in sports outside a school environment (Grandisson, Tétrault and Freeman, 2012). A final social relevance of using integrated sports might be making the 'regular children' more familiar and known with people with certain disabilities and the disabilities in itself, which might generate more understanding on disabilities in general from 'regular children'.

Scientifically taken there is little clear evidence on the tolerance concept and how it can be measured. This research might contribute to the explanation of tolerance and provide a guide on how the level of tolerance of children might be measured. Next to that, there is little evidence that sports are socially relevant (Mulier Instituut, 2012). There are already some projects implemented that focus on social goals, such as the 'European disability strategy' on European level (European Commission, 2010) and programs as 'Zo kan het ook' and 'Special Heroes' in The Netherlands (Rijksoverheid, n.d.; Ministry of ECS, 2008), but these projects are mostly not scientifically supported. This research might contribute to the knowledge on the use of sports for a diversity of social goals.

Finally, this research contributes to the overall knowledge on methods that can be used to ameliorate tolerance or acceptance of minority groups in society.

Thesis layout

The remainder of this thesis first starts with an overview of the available literature on the tolerance concept. In this part of the research a deeper insight into the possibilities of sports is also given, based on the found literature. At the end of that section a conceptual model is created for this research, based on the knowledge acquired from the literature, along with some interesting sub questions. The next segment describes the methodological foundation of this research. Part of this are the research strategy, a description of the study population, the operationalization and the way the data is analysed. The fourth part of this research describes the results found in the acquired data. After this results part a section is included to interpret the results and link them to the theoretical foundation. Finally these results are concluded in the last section, which also provides a reflection and some recommendations for implementation of the findings or for further research.

2. Theoretical foundation

In this part of the research a theoretical background is given on the main topics of this research. First the tolerance concept is elaborated with definitions and a description of how tolerance could be increased. Secondly the level of sport participation of cluster 3 children with mental disabilities is dealt with. This relates to the final paragraph of this section, which discusses the socializing function of sports. At the end of this section a conceptual model for this research is presented based on the theoretical findings.

2.1. Tolerance

This paragraph discusses the meaning and elements of tolerance, the relation between tolerance and acceptance and the way tolerance could be enhanced.

To start with a research on tolerance, it is first useful to understand the meaning of this concept. That this is not as easy as it seems, is recognized by several authors (Horton, 1996; Vogt, 1997; Oberdiek, 2001). Horton, Vogt and Oberdiek argued that the tolerance concept is rather vague and that there is no clear boarder between tolerance and intolerance. Next to that, they stated that there will always be discussion on whether something should be tolerated or not. This makes it a difficult to measure concept. In order to provide a clear idea of the content of tolerance, it is useful to look at the statements of a few authors. Shaffer and Prislín (2011), for instance, provided a definition of Allport on a tolerant person, in which he described this person as someone who *“not only endures, but in general, approves his fellow men”* (P.757). Vogt (1997) described tolerance as *“intentional self-restraint in the face of something one dislikes, objects to, finds threatening, or otherwise has a negative attitude toward- usually in order to maintain a social or political group or to promote harmony in a group”* (P.3). Tolerance is, according to Vogt, a compromise, a settling for less. So both statements referred to positive behaviour linked to being tolerant, even though people do not approve something or someone. Relating the definition of Vogt to this research, it might be the case that children from a regular primary education act positive towards the children with mental disabilities, even though they might have negative thoughts about, or attitudes towards them, this might indicate a certain level of tolerance.

Oberdiek (2001) furthermore argued that tolerance towards something or someone is found between intolerance and complete acceptance. This makes it necessary to also consider ‘acceptance’ as a form of tolerance, since it apparently is a higher level of tolerance. Kozloski (2010) also recognized this link between acceptance and tolerance. He argued that the two concepts are part of the same trend but they are situated on a different point in time. According to him, tolerance can evolve in acceptance. Oberdiek (2001) added to this that in case of ‘tolerance’ there is at least some sort of disapproval of a person or thing, but it is stressed that that person or thing has some aspects that are worthwhile and that there are therefore some people who authentically adopt it. However in case of ‘acceptance’ it is said to be the other way around, some aspects might be disapproved, but in general a person or thing is approved. Therefore it might be said that ‘tolerance’ consists of positive behaviour towards something or someone while a person’s attitude is negative towards that person or thing and ‘acceptance’ is an evolved form of tolerance, in which also the attitude towards something or someone is positive. For this research it might thus also be important to consider acceptance of cluster 3 children next to tolerance towards these children by ‘regular children’.

So acceptance and tolerance are found to be relatable terms, but what can be considered as tolerant behaviour or tolerant attitudes? Vogt (1997) constructed a scale in which he described attitudes ranging from very negative to very positive and possible behaviour linked to these attitudes (figure 2.1).

	Negative				Positive		
Attitudes	Hatred	Strong dislike	Mild dislike	Indifference or universalism	Mild liking	Strong liking	Love
Examples of behaviors	Persecute (Tolerance)	Discriminate against (Tolerance)	No action (Tolerance)	No action	No action	Discriminate in favor of	Self-sacrifice

Figure 2.1 Vogt's scale on attitudes and behaviours related to tolerance (Vogt, 1997).

According to Vogt's (1997) description of tolerance it would be the case that negative attitudes linked to negative behaviour are being suppressed when a person is tolerant towards something or someone. So, when a person feels hate towards something or someone, you would expect behaviour such as persecution, but instead, a tolerant person would not act upon these hatred feelings or would even behave in a positive way. So, related to this research, when a 'regular child' has a negative attitude towards children with a cluster 3 indication, but does not behave in a negative way towards them, this child is considered to be tolerant towards cluster 3 children.

When considering acceptance it might be said that attitudes and behaviour are more in line with each other and withal positive. Therefore positive attitudes such as love are reflected with positive behaviour such as self-sacrifice. So when positive behaviour is found towards something or someone it is important to study that person's attitudes. If these are positive too, that person is accepting that thing or person.

Remarkable in this figure is the behaviour 'no action'. Vogt (1997) explained that tolerance most of the time means not acting at all upon negative attitudes. However, this inaction is only related to tolerance when someone has negative attitudes and is able to act upon these feelings, but refrains from doing so. Relating Vogt's scale to this research it might be said that if inaction or positive behaviour is found from 'regular children' towards cluster 3 children, it might be the case that they are tolerant towards these mentally disabled children. To find out whether they are tolerating or accepting the cluster 3 children, studying their attitudes is required. When they have negative attitudes, they might be considered as tolerant, whereas positive attitudes might indicate some sort of acceptance of the cluster 3 children. A last remark with regards to Vogt's scale is that when negative behaviour is found it might be said that 'regular children' have no tolerance at all for the cluster 3 children. Their attitudes related to their actual behaviour might then explain why they act negatively.

Other examples of positive behaviour, beside the ones mentioned by Vogt (1997) are presented by Cook and Semmel (1999). They studied peer acceptance of children with disabilities and have measured the level of acceptance by asking children with whom they would like to play. Hence, if 'regular children' would indicate that they like to play with cluster 3 children, it might indicate a certain level of tolerance or acceptance. Crick and Casas (1997) also studied behaviour of children in preschool and used two scales to measure this behaviour. First they used a scale in which the teacher described aggressive or pro-social behaviour and secondly they used peer assessment on aggressive

and pro-social behaviour. Aggressive behaviour can also be recognized as negative behaviour and pro-social behaviour as positive. Aspects that would, according to Crick and Casas (1997), measure pro-social behaviour are: sharing turns, being nice, helping others, smiling to peers, being kind to other children and saying or doing nice things for others. For the aggressive side of the model they have concepts such as: bribing peers by telling them they cannot play unless they do what they ask; telling others not to play with, or be a peer's friend; keeping a child from playing in a group; not inviting a peer to a birthday party; trying to get others to dislike a peer; verbally threatening a peer; kicking or hitting; ruining a peer's possessions; push or shove someone; pinching children; throwing things at other children and not listening to others. These elements could measure tolerance and acceptance, by linking positive, or pro-social, behaviour to tolerance or acceptance and negative, or aggressive, behaviour to intolerance. Of course, the counterparts of negative behaviour can measure positive behaviour and the counterparts of the positive elements can measure negative behaviour. Thus, jumping the queue on a cluster 3 child, by a 'regular child' might indicate a certain level of intolerance and trying to promote to play with a cluster 3 child by a 'regular child' might indicate tolerance or acceptance. In the research of Crick and Casas (1997) neutral behaviour or 'inactment' is not taken into account, but this could also point towards tolerance or acceptance as seen before by Vogt (1997).

The importance of attitudes or beliefs underlying tolerant or intolerant behaviour is underscored by the theory of Roberts and Smith (2010), who argued that behaviour of children towards peers is partly influenced by what they think about this behaviour and partly by what they believe that important others (such as parents) would do. Roberts and Smith (2010) furthermore argued that intentional behaviour is the best predictor of actual behaviour and that this intentional behaviour is in turn influenced by attitudes. So behaviour seems more important for tolerance than the underlying attitudes, especially when considering that the attitudes from children might be influenced by opinions of others (Roberts and Smith, 2010). However, the attitudes of 'regular children' might still influence their behaviour. Therefore it is still important to consider these attitudes. Another author underscoring the importance of attitudes is Schuurman (2012). He argued that the reasons (or attitudes) for a lack of tolerance is pity, seeing disabled people as bedridden or dependent and fear or not wanting to listen to or act upon the needs of the disabled people. Dyson (2005) studied the understanding and attitudes of children in kindergarten towards children with disabilities. In order to investigate the attitudes of the children, questions were asked with topics such as, liking someone with a disability, friendship and fear of people with a disability. So liking someone, being open to being friends with cluster 3 children or having no fear for these children might indicate attitudes that lead to positive behaviour and thus to tolerance or acceptance. The influence of fear is also recognized by Chong (1994). He stated that fear and anxieties lead to a lower level of tolerance. If children answered negatively on the topics in Dyson's (2005) research, they were considered to have a negative attitude towards children with disabilities and when they answered positively, they were considered to have a positive attitude. These negative attitudes might, however, still indicate tolerance when the behaviour of the children is found to be positive or neutral.

How can tolerance be enhanced?

So, tolerance can be seen as a rather vague and difficult to measure concept. Horton (1996) stated that the core of the toleration concept is the power to refuse. This process involves two types of

considerations. At first people need to have reasons or sentiments that make it appropriate for them to prohibit or interfere with something or to someone. Next to that, they also need reasons to show this restraint towards that thing or person, which or who is objectionable (Horton, 1996). This vision of Horton is relatable to the theory of Roberts and Smith (2010) who argued that attitudes (reasons or sentiments) are necessary to behave tolerant or intolerant. To become more tolerant, Horton (1996) argues that elimination of misplaced feelings of refusal lead to a larger tolerance level. So if, for instance, 'regular children' would see that mentally disabled children are not frightening they might improve their attitudes, which in turn might influence their behaviour into more tolerant actions.

The vision of Dennis Chong (1994) is partially related to the vision of Horton. Chong referred to a conventional view on tolerance, which is build up by (1) a view that in order to tolerate something it has to be disliked (with which Horton is also familiar) and (2) a view that an increase in level of tolerance is equal to an increase in self-restraint. However, since he referred to these views as conventional views, therefore he also came up with a more current view on the tolerance process. First of all he stated that tolerance can also occur when something or someone is liked, instead of solely when something or someone is disliked. This could also be related to the theory of Kozloski (2010) in which 'tolerance' evolves in 'acceptance' and where attitudes become positive instead of negative. Relating these findings to this research it might be said that if cluster 3 children are liked by 'regular children', according to Chong (1994) a level of tolerance might also be present and according to Kozloski (2010) this tolerance is then evolved into acceptance of cluster 3 children by the 'regular children'. Secondly Chong (1994) stated, in his new view on tolerance, that to generate or develop tolerance, reducing fear and anxieties is also important.

Martin Schuurman (2012), who is already discussed in the introduction, has a third vision on how to improve tolerance. He stated that the first step is to be aware of regular images and patterns that are established in minds. So, in this research the 'regular children' should become aware of their regular way of thinking about cluster 3 children. A second step, according to Schuurman, is to accept new images and forms. Maybe if 'regular children' start to see that cluster 3 children are nice and not as frightening or dependent as they might think, which is possibly out of their ordinary thoughts, they might see the possibilities of these mentally disabled children. The third and last step in the process is to convert these new images to new or different behaviour and attitudes in daily life (Schuurman 2012). If for instance 'regular children' notice that cluster 3 children are nice and not as frightening as they thought in the first place, they may act more open and tolerant towards these children in the future.

Phillips-Hersey and Ridley (1996) also provided some tools with which tolerance could be increased. First of all they stated that working in groups is very important, as well as the development of this group. Within these groups they stated that children need to be aware of the differences and accept these differences in order to be able to accept children with disabilities. This also reflects again the close link between 'acceptance' and 'tolerance'. The group work that Phillips-Hersey and Ridley (1996) spoke about might be facilitated by doing sports activities in which children with and without disabilities need to work together in teams. So sports might have some aspects that can support the tolerance enhancement strategies. Therefore it is, next to tolerance, one of the core ingredients of

this research. More explanation on the function and aspects of sports is provided in the upcoming paragraphs.

Group processes

One final point to keep in mind before moving to the sports aspect of this research is that, apart from the latter strategy from Phillips-Hersey and Ridley (1996), all strategies discussed up to now, are focused on the tolerance of one individual towards another individual. However, in schools children are most of the time not alone, so it might be possible that their attitudes and behaviour are influenced by others. Mummendey and Wenzel (1999) discussed this importance of group phenomena. They addressed that group phenomena such as hostility and prejudice towards other groups are still important nowadays, even though society is more individualized than before. This stresses the importance to also study group processes in this research. Mummendey and Wenzel (1999) furthermore commented that the focus in previous research was mainly on the negative effects of groups, but that there could also be positive ones, such as a positive intergroup relationship. In addition to what Mummendey and Wenzel (1999) stated about groups, Roberts and Smith (2010) argued that attitudes and behaviour of children are partly influenced by what they think that important others would do. Therefore it is meaningful to study how 'regular children' behave towards cluster 3 children both individually as in a group. So in this research attention should also be paid to group processes both on negative as well as positive points. It might be possible that the 'regular children' would behave differently towards cluster 3 children when they are in a group compared to being alone.

2.2. The current level of sport participation

In this paragraph first of all the participation rate in sports of both the 'regular population' and disabled population is presented, both in and outside school.

SCP and WJH Mulier Instituut (2008) reported that in 2007 65% of the Dutch population participated at least 12 times a year in sport. Tiessen-Raaphorst, Verbeek, De Haan and Breedveld (2010) argued in a different research for the same year (2007) that Dutch children younger than 18 had a higher participation rate than adults, with its highest participation rate for children at the age of 10.

SCP and WJH Mulier Instituut (2008) also studied the participation rate of people with physical disabilities in The Netherlands. They stated that this rate is lower than the participation level of people without any physical disabilities. In 2007 between 41% to 54% of the people with a physical disability participated at least 12 times in sports that year. Of the people with a mental disability it is said that of those older than 16, 66% participated in any form of sport activities at least once a year in 2005 (Van Lindert, De Jong & Van den Dool, 2008). However, this rate cannot be compared to any of the aforementioned rates, because it is studied in a different research, with a different sport frequency and for a different year. The participation rate in sports of 66% of people with a mental disability was considered to be the same for children with a cluster 3 indication, who were younger than 19 (Van Lindert & Van den Dool, 2011). Van Lindert and Van den Dool (2011) reported that almost one third of the cluster 3 children did not participate at all in any form of sport.

When looking at the frequency of sport participation of children with a cluster 3 indication, it can be said that 34% did not participate in any form of sport at all, 41% was engaged in sports less than once a week and 25% of these children played sports between once and twice, or more than twice a week

(Van Lindert & Van den Dool, 2011). Of this last category, only 8% participated in sports more than twice a week, while of the children in regular education 30% played sports multiple times a week. When looking purely at mentally disabled cluster 3 children, it could be said that 33% did not sport at all, 42% was engaged in any sport activity less than once a week, which adds up to 75% of the children who participated in sports less than once a week (Van Lindert & Van den Dool, 2011). Furthermore, 17% played sports between once and twice a week and only 9% was engaged in sports multiple times a week. Looking at these numbers it might be said that a large amount of children with a cluster 3 indication did not sport at all, or participated in sports less than once a week. Hence, there is lots of room for improvement.

These numbers only refer to the sport participation rate of mentally disabled children outside school. In school, like in regular education, almost all of these cluster 3 children engage in physical education, which is legally required (Van Lindert & Van den Dool, 2011; Ministry of ECS, 2006). However, it is also noted that not all children in cluster 3 education do participate in these physical education classes (Van Lindert & Van den Dool, 2011). A possible reason for this is that they might not be able to participate due to their disabilities. Nevertheless, sport in school is seen as important by the government, because it can stimulate children to maintain an active lifestyle, by making them enthusiastic for sports outside the school environment (Ministry ECS, 2006). Next to that, the Ministry of ECS (2006) stated that physical education in school can enhance the social abilities of the children, teach them how to set and maintain rules, let them help others in class, have an eye on safety, respect each other's abilities and explore possibilities. Van Mossel, Stuij and Wisse (2009) also recognized the importance of school on the sport participation rate of children. They stated that school is an important influence because children spend a lot of time there and they can create new ideas by interacting with teachers and fellow students. The obligation of providing physical education for students is not only set for regular primary education, but also for special primary education, to which the cluster 3 schools belong (Ministry ECS, 2006). Relating these findings to this research it might thus be interesting to study the effect of sports in a school environment on tolerance of 'regular children' towards cluster 3 children.

What can be learned from this is that cluster 3 mentally disabled children do not have a high participation rate in sports, apart from sports at school. Tasiemski, Bergström, Savic and Gardner (2000) also reported that a lot of disabled people do not engage in any form of sports and argued that this might be the case due to a lack of facilities, time or money and maybe fear for further injuries. The research of Tasiemski et al. (2010) is based on physically disabled people, but the reasons for a low participation rate in sports might be the same for mentally disabled people. Hawkins (2006) did study people with learning disabilities and the reasons they have for not participating in sports. He argued that participation depends on the understanding of these people on why they should participate in sports, their mood, perceived presence of available facilities for sports, the risk attached to sports and financial possibilities. Grandisson et al. (2012) suggested furthermore that the attitude of the community towards integration of people with intellectual disabilities in sports is also of influence on the participation rate of these mentally disabled people. Therefore tolerance enhancement might possibly start with sports in schools, because sports in school have the ability to enhance social abilities, teach children how to set and obey rules, how to create respect and how to work together (Ministry ECS, 2006). Next to that children are more or less obliged to participate in sports in school. If tolerance towards children with a cluster 3 indication is

enlarged within this school environment, it might also be likely that these cluster 3 children are eventually more accepted in facilities outside the school environment, such as sports associations and working places.

2.3. The socializing function of sports

This paragraph deals with the functions of sports besides the physical function. Next to that, the model of Coalter (2007) is explained with the use of the found insights in tolerance and the use of sports. The fact that sports can also have different functions besides improving physical health and quality of life is long recognized. Bailey (in Coalter, 2007) addressed the importance of sports for the English government in the nineteenth-century to create new cultures with 'good citizens'. Nowadays sports are also seen as a tool to reduce negative social behaviour, such as crime and drug use (Smith & Waddington, 2004) or as a tool for development and peace (Beutler, 2008). Beutler (2008) indicated that peace and development can be reached by using sports as a tool, because it functions as a universal language. He furthermore argued that sports have the capabilities of bridging differences, such as social, religious, racial or gender differences. Moreover, sports are considered to bring communities and individuals together, focussing on similarities instead of differences (Beutler, 2008). So if sports are able to bridge different groups, it might also be possible that sports are able to bridge between children without mental disabilities and cluster 3 children. Beutler (2008) stated that participation in sports might facilitate feelings of social and moral inclusion, a sense of freedom, feelings of equality and a means for empowerment. This sense of inclusion, created by sport, is also recognized by Kelly (2011). Collins in Kelly (2011) stated that it is important for a sense of inclusion, that everybody can access the sports facility. This could simply mean being able to travel to a sports facility, but also if the sport activities are feasible for the physical or mental abilities of a person. Collins (in Kelly, 2011) furthermore argued that if people are unable to access sports, they are almost automatically socially excluded. So, access is very important when sports are used as a tool. In the case of Kelly, attention is paid to access based on financial means, but in this research it might also be important that sports are accessible physically and mentally for the cluster 3 children.

That sports could lead to wider goals than just tolerance is recognized by Grandisson, Tétreault and Freeman (2012) who stated that integrated sporting by people with and without mental disabilities could lead to awareness and acceptance of differences by 'regular people'. But how can sports cater for these socially desired outcomes? Like Beutler (2008) and Collins in Kelly (2011), Vuori et al. (1995) discussed some features of sports that can facilitate social goals. According to them, sports facilitate fun and are able to create enjoyable experiences such as excitement, social feelings and experiences of success. Vuori et al. (1995) furthermore stated that these features create a necessary environment for socialization. This 'socialization' is described by them as a process in which individuals learn skills, attitudes, values and behaviours with which they should be able to function properly in society. The features of sports might thus be important for the development of attitudes, values and behaviour of children, which might also include tolerant or intolerant attitudes and behaviour. Coalter (2007) also argued that sports can facilitate social goals because it has the ability to create a neutral space where everybody meets as equals. Elling and De Knop (in Elling, De Knop & Knoppers, 2001) also recognized this neutral function of sports which might, according to them, create or ameliorate social cohesion. Sometimes there is also referred to 'neutral activities' as being necessary for social acceptance (Phillips-Hershey & Ridley, 1996). Phillips-Hershey and Ridley (1996) stated that the goal of these neutral activities is to create equal opportunities for all participants to grow and to create the

possibility to focus on similarities rather than differences between participants. Therefore, it might also be said that neutral activities are able to facilitate positive attitudes towards other people and hence also create tolerance. So, when researching to what extent sports can be used as a tool to improve tolerance towards cluster 3 children, it might be useful to create an exciting, neutral sports environment with group activities accessible for all groups, which create equal opportunities for both the 'regular children' and the children with a cluster 3 mental disability, which can promote the focus on similarities instead of differences, are fun and can lead to excitement, social feelings, feelings of success, social and moral inclusion, a sense of freedom and a means for empowerment.

Just as Grandisson, Tétreault and Freeman (2012) argued that sports could lead to wider goals than just tolerance, Coalter (2007) described in a model (presented in figure 2.2) the process in which sports might lead to certain desired strategic social outcomes from an individual level to a more societal level.

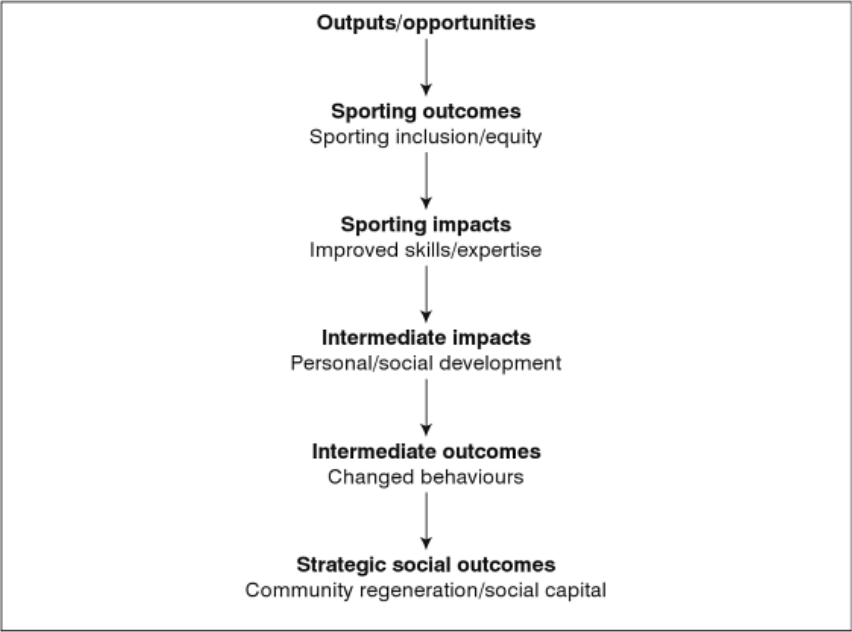


Figure 2.2 Model on the social impacts of sport. Source: Coalter (2007).

Coalter (2007) argued that through certain opportunities in sports, participation in sports leads to certain sporting outcomes, such as feelings of inclusion and equity in sports, which may incite participants in sports to develop their personal skills or expertise. This in turn might lead to personal or social development.

In this research sports are also taken into account when considering individual developments in the level of tolerance of 'regular children' towards cluster 3 children. Therefore the theory of Coalter (2007) could be linked to this research. This might be illustrated with some of the earlier found theories. The personal or social development might for instance be linked to the theories about the development of tolerance. For instance Schuurman (2012) argued that seeing the cluster 3 children less as piteous, bedridden and dependent, listen more to them, act upon their needs and being less afraid of them could lead to a higher level of tolerance for 'regular children'. Other authors such as Chong (1994), Horton (1996), Phillips-Hersey and Ridley (1996) and Dyson (2005), for instance, that

development of tolerance could also be enhanced by reducing misplaced feelings of refusal. These tolerance developments might be facilitated by sports, because sports were seen by the Ministry of ECS (2006) as an enhancer of social abilities, a tool to get children to help each other, respect each other's abilities and explore possibilities. This could, in turn, be linked to the opportunities of sports Coalter (2007) referred to. Other authors like Vuori et al. (1995), Phillips-Hersey and Ridley (1996), Elling and De Knop (in Elling, De Knop & Knoppers, 2001), Beutler (2008), Van Mossel, Stuij and Wisse (2009) and Grandisson, Tétreault and Freeman (2012) also supported the view of Coalter (2007) that sports provide several opportunities which might lead to equal opportunities and a focus on similarities instead of differences. This equality and inclusion in sports might lead to development of the level of tolerance of 'regular children' towards the cluster 3 children. In general, when looking at these theories, it might be said that there are two ways of increasing the level of tolerance, either by improving the attitudes of the children and reducing negative ones, or by facilitating the 'regular children' to accept the differences, which means as much that they accept negative attitudes, but do not act upon.

So when sports are used to enhance tolerance and the children had all the same opportunities to participate in it and felt included and equal, they might have improved their skills and expertise and had a personal or social development. The next level in the model of Coalter (2007) could then be reached, this level stated that personal or social development might lead to changes in behaviour of these people. This in turn might lead to increased social capital. Besides this individual process, more strategic, societal outcomes were also envisioned by Coalter (2007). If more people would undergo a same type of process, the changed behaviours might lead to strategic societal outcomes, such as a social renewal and improved community cohesion (Coalter, 2007). It should, however, be taken into account that these outcomes are maybe not solely produced or affected by sports, but also other factors might have contributed to these changes (Coalter, 2007).

Related to Coalter's theory and model it might be said that if sports are used and 'regular children' and cluster 3 children feel included in these sports and have an equitable chance of participating in it, they might improve their expertise (or knowledge) about each other because of these mixed sports, which might lead to a different vision (or attitude) of 'regular children' towards cluster 3 children. This changed vision might in turn lead to a higher level of tolerance through personal or social development and in turn also to different behaviour. Taking this to a broader (societal) perspective, it might be said that if more 'regular children' change their attitudes and behaviour, it might lead to more tolerant behaviour of a community in general.

2.4. Conceptual model

In this final paragraph a conceptual model is created for this research and some sub questions based on the findings in the theory. In figure 2.3 the conceptual model for this research is presented. This model is based on what is found in the literature on tolerance, acceptance and sports. The overall development of tolerance, or acceptance, will be measured in a sports context. This sports context contains certain features, as described before, such as: an exciting, neutral sports environment with group activities accessible for all groups, which create equal opportunities for both the 'regular children' and the children with a cluster 3 mental disability, which can promote the focus on similarities instead of differences, are fun and can lead to excitement, social feelings, feelings of success, social and moral inclusion, a sense of freedom and a means for empowerment. The sports

context in this research is a sports day for both the 'regular children' and the cluster 3 children, in which they are divided into mixed sports teams. This sports day is further explained in the next part of this research, which contains the methodological framework of this research. In this sports context it will be researched to what extent there might be positive or negative attitudes from 'regular children' towards cluster 3 children and how sports might influence these attitudes. Next to that, tolerance and acceptance are not formed without any behaviour, therefore the positive or negative behaviour or 'inactment' of 'regular children' towards cluster 3 children is also studied, as well as the influence that sports might have on this behaviour. Within these measurements of attitudes and behaviour also the influence of the group as a whole is taken into account. In the end these measurements might lead to a certain level of tolerance or even beyond to acceptance.

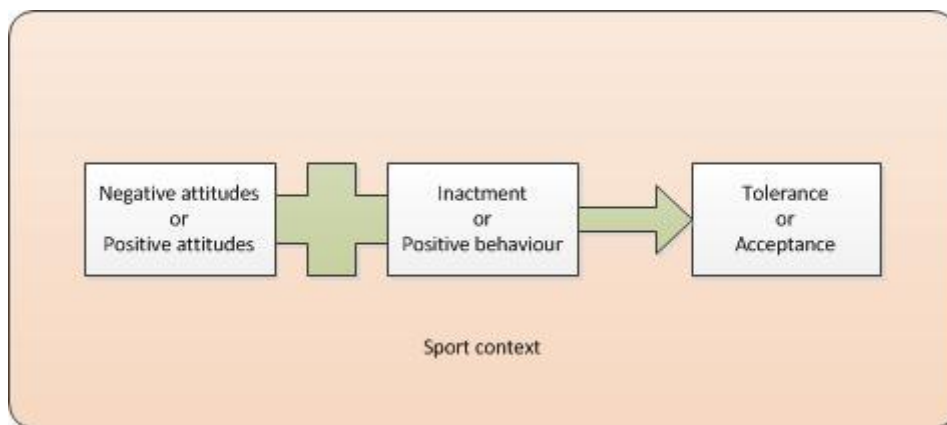


Figure 2.3 Conceptual model.

From this conceptual model, some further questions for investigation can be derived:

1. What are the current attitudes of 'regular children' towards cluster 3 children?
2. What is the current behaviour of 'regular children' towards cluster 3 children?
3. What is the current level of tolerance?
4. What are the attitudes of 'regular children' towards cluster 3 children after the sports day?
5. What is the behaviour of 'regular children' towards cluster 3 children after the sports day?
6. What are the underlying factors contributing to tolerance?
7. What is the level of tolerance after the sports day?
8. What is the influence of sports?
9. What is the influence of group pressure?

3. Method

In this part of the research it is explained how the research question is studied. The main research strategy is explained, as well as the tools used in this strategy. Next to that a description is given of the study population and the reasoning behind the choice of this population. Furthermore it is explained how and in which setting the data was collected. Fourth, it is described how the different topics were measured in this research and in the final paragraph it is explained how all different findings were analysed.

3.1. Research strategy

In this paragraph the strategy for this research is explained along with the advantages and disadvantages of some strategies. First of all this research is constructed by qualitative research methods. The advantage of this strategy is that the qualitative data can provide a more in-depth knowledge on the matter. It provides insight in the reason behind tolerant, or intolerant attitudes and behaviour of 'regular children' towards children with cluster 3 mental disabilities; it can provide insight in the role of sports and the influence of group pressure on the development of tolerance or intolerance and it can study the view of sports experts or experts on children's behaviour (such as teachers) on the matters. So, with this strategy the attitudes and behaviour of (in)tolerant children and the possible role of sports and influence of group pressure can be fully explored which might remain hidden with quantitative research. The questions formulated for this further research are:

1. What are the current attitudes of 'regular children' towards cluster 3 children?
2. What is the current behaviour of 'regular children' towards cluster 3 children?
3. What is the current level of tolerance?
4. What are the attitudes of 'regular children' towards cluster 3 children after the sports day?
5. What is the behaviour of 'regular children' towards cluster 3 children after the sports day?
6. What are the underlying factors contributing to tolerance?
7. What is the level of tolerance after the sports day?
8. What is the influence of sports?
9. What is the influence of group pressure?

As seen in the theory, school plays an important role in the sports participation of children, therefore an important part of this research lies in a sports day organised for children of a regular primary school and children of special primary education (the script of this day can be found in appendix 1). This sports day was organised by two students in physical education, together with the teachers in physical education of both schools. The setting for this day was a gym in which the hall could be divided into three parts. This would facilitate the neutral environment outside the school environment. When the children of both schools entered the gym, they were mixed up in teams of both 'regular children' and cluster 3 children. This facilitated the interaction between both groups. With this new team the children participated in different sports activities which were set up in the different parts of the hall. Every part signified a different type of sport, one field represented activities in which the children need to work together with their team, which might promote group work, social feelings and interaction. In a second field the activities triggered competition between the different teams, which could lead to feelings of success for a team. In the last field the activity was 'freerunning', which is an activity frequently done by the cluster 3 children. By including this activity it was possible that the cluster 3 children needed to help the 'regular children' who had not

done this type of sports yet. This might have diminished possible feelings of 'regular children' that cluster 3 children are dependent. All activities during the day were made accessible for all children, even if they have never done the activity before. The appropriateness of the activities for the sports day was verified with the sports teachers of both schools. The goal of this sports day was to observe what happened if cluster 3 children with a mental disability participate in sports together with children without a disability and to what degree the level of tolerance towards these cluster 3 children was influenced by participating in sports together. The focus of the observation was on recognizing positive or negative attitudes, behaviour or inactment.

Of course observations during this day alone provided too little information about the children individually, therefore the children from the regular primary school were also studied in person before and after this sports day. Their personal attitude and behaviour towards mentally disabled children was tested with a qualitative questionnaire, which is as much as a personal interview on paper. The use of this qualitative questionnaire had several advantages; first the children were less able to influence each other's opinion, which might have happened in a group interview; secondly, it did not consume as much time as interviewing all children independently and thirdly, extra explanation on the questions could be given when necessary, which is not the case in an ordinary questionnaire.

One disadvantage of this strategy might be that the 'regular children' already changed their behaviour after the first qualitative questionnaire and before the sports day, because they were more aware of these children, they were influenced by others, or they might have developed a different attitude during the interview on paper. It was therefore taken into account that possible differences in attitudes or behaviour, might not have been caused by the sports day but by other influences. To overcome this problem, the teacher of this class was asked to keep a close eye on the students to check if any differences in attitudes or behaviour occurred after the questionnaires and after the sports day. These observations were discussed in a personal interview with the teachers. A second disadvantage was a course about disabilities and disabled people, given by the teacher of the regular primary education. This could have had an influence on the attitudes and behaviour of the children. To overcome this disadvantage, the children were observed during this course by the researcher, in order to take their answers into account. It appeared however, that the focus of this course was mainly on physical disabilities and did not have a real influence on the children. This was also supported by the teacher of the class. Another disadvantage that was taken into account, was that the children might have remembered what they wrote down during the first interview on paper and therefore answered the same in the second interview. This disadvantage was controlled by asking questions in a different order, but probably, if the children remembered a question, they also remembered them when they were in a different order.

Next to these qualitative questionnaires, individual interviews were conducted with teachers of the classes involved in the sports day. They know the children and could therefore provide extra (expert) information on their attitudes and behaviour towards others and the possible influence of the group. This was done to have some control over the answers of the children on the qualitative questionnaires and the peer, or group pressure. After this data collection on the current situation, the sports day was organised and after this sports day, the process with qualitative questionnaires

and personal interviews with the teachers was repeated in order to see if there had occurred any differences in the behaviour or attitudes of the children.

A final strategy used, to gain as much information as possible, was a group interview with the sports teachers of both schools and the two sports teachers who set up the sports day. This group interview was used to acquire (expert) knowledge about the influence of sports on both groups and the tolerance aspect as a whole. The interview was conducted after all other interviews and questionnaires.

3.2. Study population

In this paragraph it is explained which population is studied in this research. As might have already become clear, the study population in this research are children from primary education, both in regular and special education. In total there were 6808 schools for primary education in The Netherlands in school year 2011-2012 (Centraal Bureau voor de Statistiek [CBS], 2012). For special education, The Netherlands counted in the same year 304 schools. The schools that were kindly willing to cooperate with this research were 'De Groote Aard', a school for special education and regular primary school 'St. Jacobus' who provide education according to the Dalton method. This latter method means that the focus in school is on independency of the students, collaboration and freedom in restraint (www.dalton.nl). Within this focus on collaboration a lot of emphasis is found on respect for others, so co-operating with others even though you might not like them is already one of the key points in this type of education. This might be less the case in schools with a different method. Both participating schools are located in Eersel, The Netherlands. De Groote Aard counts around 114 students at the moment and 'St. Jacobus' around 250, which is more than double the size of De Groote Aard (REC Zuidoost Brabant 3-18, 2011; www.bsjacobus.nl). For this research a convenience sample has been used (Ritchie & Lewis, 2003), because of the relatively easy access to both schools. To choose a class from St. Jacobus it was taken into account that class 8 and class 7 were probably busy with taking final tests; therefore it was decided to choose class 6. In this class there were around 27 children with an age around 10. All these children participated in the sports day and the final (post-sports day) qualitative questionnaire, however, during the first (pre-sports day) qualitative questionnaire there were two children ill. Besides a class from St. Jacobus, also a class from De Groote Aard was needed. This class was chosen based on their mental and sportive capabilities to match the children from St. Jacobus. The class chosen was VSO1. These include together around 15 children aged 12 to 15. Although this class from De Groote Aard was almost half the size of class 6 of St. Jacobus, it was not chosen to include another class from De Groote Aard, since they would probably not meet up with the physical skills of class 6.

3.3. Data collection

This third paragraph describes how data for this research was collected. This is again done by discussing the interviews, qualitative questionnaires and observations separately. Before the sports day it was first important to inform the parents of the children by a letter, requesting for permission to let their children participate in the sports day. It was also explained in these letters that their children were part of a research, but would remain anonymous. Extra permission was requested for taking pictures of the children while participating in the activities.

During the sports day the researcher took a position of observer-as-participant (Angrosino in Gelissen, 2010). This facilitated the objectivity and focus on what happened with, or between children. For this observation role an observation scheme was constructed presenting the main points of attention (this observation scheme is presented in appendix 2). The observation scheme consists of two parts. The first part was a chart in which observers could tick off behaviour that was noticed. The examples of this behaviour in the chart were drawn from the literature. As can be seen in the results, this scheme was not used much, because the observers found it too complicated to work with in such a small period of time and for such a large group. The second part was to aid the first part. This consisted of pages on which the observers could describe a situation that had occurred. This led to more detailed information about the children and their behaviour. The value of using both ways was that it could easily be seen which attitudes and behaviour, that were found to be important from the literature, were observed and secondly, the situational descriptions led to more detailed and complete information. Since it was a large group of children and the sports day was divided into three parts of the hall, more observers were required to be able to gain enough information, therefore it was also requested that the teachers would observe during this day. They know the children and would probably recognize differences in attitudes and behaviour faster. In total there were 12 observers present during the sports day. Important is that besides attitudes and behaviour, also some attention was paid to group pressure during the day. Situations in which group pressure occurred could also be described on the observation scheme. In advance of the sports day, the teachers were informed about the concepts that they should pay attention to and they were made aware of the fact that no observation was wrong and that the children were not judged on their behaviour. This was done to inhibit selective observation. Next to that, they were provided with an observation scheme to aid them during the day and provide them with a tool to register information. The filled out observation schemes were collected directly after the sports day. This would prevent losing information in the days after the sports day.

The design of the qualitative questionnaires and interviews was the same for the pre- and post-sport day period, but the questions of the qualitative questionnaires were in a different order, to prevent children from filling out remembered answers. The questions in the qualitative questionnaires were equally divided into questions about attitudes and behaviour. Next to that, the questions were pre-structured into semi open questions to make it easier for the children to answer. They could first choose an option from three presented answers and then elaborate why they choose that answer. This would guide the children into the right direction in their thinking process and next to that it would also save some time. Prior to the start of the qualitative questionnaires with the 'regular children' it was emphasized that no answers were wrong, that nobody was going to be judged on their answers and that everybody would remain anonymous in the research. This was done to prevent social desirable answers. The children were nevertheless asked to fill out their name, in order to make it possible to compare answers of a particular child before and after the sports day and to study whether there were some changes in their individual tolerance level. Since the study population were children aged around 10, they would probably need some help answering the questions. Therefore, the qualitative questionnaire was made according to their level of understanding and checked by their teacher if they were able to understand all questions. Besides the pre-structured questions, a photo of a mentally disabled child was shown to aid them with the questions (Maritz, n.d.). This photo presented a boy with the syndrome of Down, who had a clear appearance on how people with a mental disability are most of the time expected to look like. It is

chosen to only use one picture and solely one of a boy, in order to diminish answers based on different things than disabilities, such as gender, age or race. However, it still turned out to be difficult for the children to answer some question based on the photo. They stated often that they did not know the child and also the fact that the child was a boy influenced some of the girls' answers. Another form of aid to make it easier for the children to answer the questions was that the questions were formulated as a small story for which the children had to fill out on the qualitative questionnaire how they would react. In this way it was aspired that the children were able to respond to the questions. Although some action was taken to help the children with their answers and prevent them from answering socially desired, it was still difficult for some children to reply to the questions. Especially the two questions about the child being nice and kind were considered to be difficult. Next to that, after the teacher asked them, four children raised their hands (after the first qualitative questionnaire) about not having answered completely honest. So it should be taken into account that some socially desired answers were given. The interview on paper was held in the classroom during school hours, because at this time all children (except the ill ones) were there. Conducting the qualitative questionnaire took approximately 30 minutes. An example of both qualitative questionnaires is presented in appendix 3 and 4.

The personal interviews with the teachers were set up with a semi-structured topic guide, so that there was space to ask further questions when necessary. The interviews were conducted in a quiet place convenient for the teachers and at a time suitable for them. The maximum amount of time spend on these interviews was between 30 and 45 minutes. All interviews have been recorded, which contributed to the registration of the information and the ability to listen carefully to what was said. It is important to note that for the interviews with the teachers anonymity could not be completely guaranteed, because the classes participating in the sports day are known, so a teacher is easy to track. All teachers participating in this research were informed in advance that their names would not be used, but that anonymity could not be guaranteed. Examples of the topic guides for the interviews with the teachers before and after the sports day are presented in appendix 5, 6, 7 and 8.

The interview with the sports teachers was also set up with a semi-structured topic guide. This facilitated openness for further questions. The interview took about an hour and was also fully recorded. All teachers were made aware in advance that anonymity could not be guaranteed within this research. An example of the topic guide used for this interview is presented in appendix 9.

3.4. Operationalization

In this fourth paragraph it is explained how the different concepts of this research were measured. As found in the theory, the 'tolerance' concept was difficult to measure. However, some aspects of attitudes and behaviour, related to being tolerant to, or accepting a person, were presented, which could measure these concepts. Tolerant attitudes could be positive or negative. When the attitude was generally negative, the behaviour towards cluster 3 children decided whether a 'regular child' was tolerant or intolerant towards a cluster 3 child. When the attitudes were generally positive, the behaviour would probably also be positive, which indicated acceptance by the 'regular children' of a cluster 3 child. The attitudes of the children were measured by asking the children about their feelings or opinions towards cluster 3 children. If a child answered generally positive on the attitudinal questions, his or her attitude was considered to be positive. When this child was generally negative, the attitude was described as negative. Examples of attitudes that measured positive or

negative attitudes are presented in table 3.1. These examples are based on the studies found on tolerant attitudes and behaviour in the literature (Schoorman, 2012; Dyson, 2005; Chong, 1994; Vogt, 1997; Cook & Semmel, 1999; Crick & Casas, 1997).

	Positive	Negative
Attitudes	Liking a child Love No pity Independent No fear Intention to being friends	Disliking a child Hate Pity Dependent Fear No intention to being friends
Behaviour	Sharing turns Being nice Helping a child Putting up friendly faces towards another child Doing nice things for another child Promoting a child to others Inviting a child to play in a group Inviting a child to a party Trying to get others to like a child Giving compliments Physically positive behaviour Lending own possessions to others Listening carefully to other children Worship a child Discriminate in favour of a child Self-sacrifice	Jumping the queue Being hostile Not being helpful Putting up hostile faces towards another child Bribing children Keeping others from playing with a child Keeping a child from playing in the group Not inviting a child to a party Trying to get others to dislike a child Verbal threats Physically aggressive behaviour Ruining possessions of a child Not listening to a child Persecute a child Discriminate a child Sacrifice of a child

Table 3.1. Examples of positive and negative attitudes and behaviour.

Behaviour was stated in the theory to be more important than attitudes, so more attention was paid to this. To measure behaviour of the 'regular children' the same strategy was used as for measuring attitudes; if the children generally showed (or answered) positive behaviour, then their behaviour towards cluster 3 children was considered to be positive. If, on the other hand, they showed (or answered) negative or aggressive behaviour, their general behaviour was also considered negative. Examples of positive and negative behaviour which could be found during the sports day are also presented in table 3.1. It was, again, also possible that the children showed, or indicated different positive or negative behaviour than shown in this table.

A completely different behaviour in the tolerance concept was not acting at all. These children probably answered that they would not behave positive, neither negative towards a cluster 3 child. During the sports day they probably ignored the cluster 3 children, but not so obvious that it was a negative act of shutting out someone. It was important to keep an eye on these children, since they were possibly more open for influences of others. This sort of behaviour was found to be difficult to observe, since it was not clear sometimes whether the children did not act on purpose, or if they

were waiting to see what would happen. Another difficulty that occurred while measuring attitudes and behaviour was that the teachers did not really know how the 'regular children' acted upon children with a cluster 3 indication before the first questionnaire. They answered from what they thought the children would do.

To study the contribution of sports on tolerance of 'regular children' towards children with a cluster 3 mental disability, differences in answers between the first and second interview on paper and the interviews of the teachers were studied. Next to that the answers of the sports teachers in the group interview were taken into account. It should however be kept in mind that also other factors could contribute to changes, such as group pressure, being informed about the topic during the first qualitative questionnaire and maybe a learning process during the answering of the questions. However, this was controlled by the interviews with teachers who also observed differences in attitudes and behaviour before, during and after the sports day and could also have noticed acts of group pressure or group influence. In the end it turned out that some of the children did remember the questions of the first questionnaire, which might have led to identical answers in the second questionnaire, but still a lot of children did also answer differently, which made it possible to analyse the differences.

To have a clear overview on the entire research process, a planning was created in which all activities were outlined. This planning is presented in appendix 10.

3.5. Analyses

This last paragraph describes the way in which the different methods of data collection are analysed. To analyse these different forms of data, different tools are used. First of all, the individual interviews with the teachers, as well as the group interview with the sports teachers, were transcribed with the use of a program called F4. This was not necessary for the interviews on paper. To be able to understand the data it was necessary that the information was coded. To create the codes, a conceptual framework was constructed independently for the qualitative questionnaires, the individual interviews with teachers and the group interview. This registered pieces of information per theme, with assigned codes, that were expected to be retrieved in the texts. With these codes all transcribed interviews and the written qualitative questionnaires could be coded. For each type of interview a thematic chart was created out of all information per theme retrieved in the interviews. As an example of these thematic charts, a part of the thematic chart of the first qualitative questionnaire with the 'regular children' is presented in appendix 11. This led to one overview of the findings in the interviews and questionnaires. For every theme the findings were summarized which represented the main findings for that theme. This information was used for further analyses of the topic.

With regards to the observation during the sports day, the findings were analysed in a similar way as the interviews. However, the observations were written down, like the interview on paper, so they did not need to be transcribed with the F4 program. For the observation, an observation scheme was created, to guide the teachers during the day and provide them with a tool to register findings. This scheme was equipped with themes that could be used as a guideline to code the findings of the sports day. Like the interviews the transcripts of the observations were coded and transported into a thematic chart. In this chart the findings were summarized per theme, which led to the main information per theme of the observation. These main findings of the sports day could then be used

for further analyses and understanding of the 'tolerance' concept and the influence of sports. While analysing these observation forms it turned out that the scheme with behavioural examples was hardly used. Explanations for this were that it was difficult to observe such a large group and tick boxes at the same time and situational descriptions were easier to use. A positive remark with regards to these observational schemes was that every observer did their utmost to provide information about the children, therefore a lot of information was gathered from the observational forms.

The information from the observations during the sports day was mainly used to analyse the group as a whole and the information from the qualitative questionnaires was also used to gain knowledge on the individual level of tolerance. The information from the interviews with the teachers and the group interview was used as supporting information for both individual and group processes and the influence of sports in general.

Actual data collection process

Altogether it might be said that conducting the questionnaires, interviews and observation went really well, everybody was very willing to cooperate and provided useful information. As seen before, some difficulties did however occur during this process, for instance the children had some difficulties with some questions, therefore more help was needed and sometimes multiple answers were given, which impeded the interpretation. Next to that, the picture of the cluster 3 boy caused some distorted answers, since some children judged the child on the fact that he was a boy. For the second questionnaire some of the children did recognize the questions from the first questionnaire, therefore it might be the case that similar answers were given. It should also be taken into account that some social desirable answers are probably among the data, since some children indicated that they did not completely answer honestly. Despite these difficulties, the data retrieved from these questionnaires was still very valuable and still reflected the children's attitudes and behaviour. An advantage was that the children could add their motivation, due to the semi-structured answers, this led to more insight in their thinking.

The interviews with the teachers did not really cause too many difficulties, besides the fact that the teacher of the regular primary school could not really recall attitudes and behaviour of the children before the questionnaire. What also appeared during the interviews were the limitations in the intellectual capacity of the cluster 3 children and their low ability to remember something of the sports day, or even notice behaviour of other children. Nevertheless, the information of the teachers did complement the information retrieved from the observations, questionnaires and interview with sports teachers.

During the observations the observers were very motivated to write down situations that occurred, however, they argued that the scheme with behavioural examples was a bit difficult to use, therefore more attention was paid to the situational descriptions. Another limitation during the day was that the observers could not be in all the three halls at the same time, therefore they could not observe every situation. However, because of the large amount of observers, who were distributed quite even over the three halls during the entire sports day, it might be said that all groups and situations could have been observed. Another difficulty that appeared from the retrieved forms was that it was difficult to notice neutral behaviour, sometimes more awaiting situations were described. Nevertheless, a lot of useful information could be retrieved in the observation forms.

4. Results

In this part of the research the findings from the data collection are discussed. First the results from the data collection prior to the sports day are dealt with, this contains the results from the qualitative questionnaires as well as the interviews with the teachers. Next, the findings of the data collection during the sports day are discussed, which is the data from the observations. Thirdly, the results from research after the sports day are presented, which contains the second qualitative questionnaires with the children, the second interviews with the teachers and the group interview with the sports teachers. This latter part will also discuss some differences with the situation before the sports day. With regards to the results from the qualitative questionnaires it should be taken into account that there could be some socially desirable answers among the data, because some of the children indicated that they did not completely answer honestly. One of the teachers stated that reasons for this might be that they were scared to make mistakes, they were afraid of giving their own answer, or wanted to please others.

4.1. Results before the sports day

Here the results of the qualitative questionnaires with the children are discussed, as well as supporting information from both interviews with the teachers. The results are divided into results about attitudes, results about behaviour, results about tolerance in general and about the influence of sports. The focus of these results is prior to the sports day. First the results from the interview on paper are discussed, then the additional information from the interviews.

4.1.1. Attitudes before the sports day

Before the sports day was held, the children from the regular primary education were asked questions about their attitudes and behaviour towards a (visually clearly) disabled boy, which they had to answer on paper. This qualitative questionnaire provided results on the current level of tolerance towards children with a cluster 3 indication and the factors influencing this tolerance at that moment. Here the results are presented of this qualitative questionnaire, along with the supporting information from the interviews with the teachers.

Before asking questions about attitudes or behaviour, a general question was asked about the first thoughts of the children on the boy on the picture. 17 out of 25 children wrote down the word handicap or handicapped as one of the first things they noticed. The other children did not mention one of these words, however, there was one child who mentioned the word "disease". This child stated: *"Just an ordinary boy (but with a small disease)*. Two children referred to other children they knew, so they were already familiar with children with a disability. For this first impression, nine children gave a positive answer, compared to three children who were more negative. One of them thought the boy looked exhausted and two of them thought he was weird or naughty. Besides that, the background of the picture was also noticed, six children mentioned the school environment in which the child was photographed.

The six questions about attitudes were generally answered positively, although the amount of neutral and negative answers was quite close. In total 57 times a positive answer was given on attitude questions, compared to 47 neutral answers and 50 negative ones. It should be taken into account that some children were hesitant about their answer and chose multiple answers, all these answers are included in these numbers. One of the questions answered very positively was if the

children thought that the child was nice or not. 15 children thought the boy was nice, because he looked cheerful, funny, happy, kind and nice. One child answered *"nobody is not nice"*, or put in other way, everybody is nice. Another child did give a negative answer, because he or she thought that the boy would make stupid jokes. The rest of the children did not know whether he was nice or not, because they did not know the boy and were therefore not able to judge him; they thought he was up to something but they did not know what and one child thought that he looked weird.

The second question on attitudes was about whether the boy was considered to be kind or not. This question was at first a bit difficult for the children, since they thought it was the same as the question before. Still, the majority of the children thought that he was kind. A reason for this was that he was smiling, some children even became happy because of him. One child stated furthermore *"he looks a little bit shy and I think that if you are shy you almost cannot act stupid"*. So being shy was considered to be a good thing. A final reason for liking the boy on the picture was that 'nobody is not kind', which was also a reason for thinking the boy was nice. Besides this majority, there were also 11 children who gave a neutral answer. They could not judge the boy because they did not know him and found it difficult to judge from a photo. One child chose both the positive and neutral answer, because this child thought that he looked kind, but might be a bully.

The third question was whether the children thought the boy on the picture was scary or not. There were some children who stated that he was scary, because his appearance was weird or odd and he looked weird out of his eyes. One of these children said *"This is weird, but he looks scary out of his eyes. I get jitters from it"*. The large majority did however think that he was not scary. Reasons for this were that he looked like an ordinary person or child; he had a nice smile; they thought he was happy; he might not be handicapped; because nobody is scary; because he has nothing weird; because he looked nice and sweet on the picture and because he looked like somebody they knew. One child chose the neutral answer and stated that he or she did not know the boy and was therefore not able to judge him.

The children were quite unanimous about the question whether the boy would need more help than them or not. Only two children thought that he needed an equal amount of help as them, reasons for this were that it was also just a child like them and the boy did not look like he would need a lot of help. The rest of the children, however, thought that he needed more help than them, because they thought that disabled people's lives were more difficult and that they therefore would need more help. One of these children stated *"he is disabled and therefore he just needs more help than I do"*. Other reasons were the books behind him that looked too easy, as well as the calculation behind the boy. Furthermore they stated that he would need some help to get dressed; he had a young appearance; he looked a bit vague out of his eyes; they noticed it from his face; he was not able to do a lot by himself; it looked like he was in a wheelchair and the 'regular children' were already good at a lot of things. These reasons were all given as a motivation to choose the option that implied that he would need more help than them.

With regards to intelligence, the children did not think the boy was smarter than them. Some of them did think that he was as smart as them, because, according to them, nobody is stupid; he was as smart as them but just needed some more help and they were ignorant about his intelligence level, but did not expect him to be stupid. The majority of the group chose the option where he was

considered to be dumber than them. Reasons for this were that disabled people most of the time would need more help, they had a more difficult life and they would know less. They also recognized the boy to have the syndrome of Down and look younger than them. He also looked a bit vague out of his eyes and they thought the calculation on the background was easy. A last reason found, to consider the boy to be dumber than them, was that the 'regular children' expected that in special education the focus is more on learning how to speak properly than really learn things. One of the children who chose this option stated *"I think he is a disabled person and then we are a little smarter than them"*. One child chose all options available with the motivation that it would depend on which class the boy would be in. One child doubted if the boy was equally smart or dumber than them. A last child added an option, for which he or she claimed that the boy was slightly less smart than them, but that this was the case because of his disability. This case could eventually be included among the children who answered negatively.

The final question about attitudes before the sports day was about pitying the boy or not. The majority of the children did not know what to answer on this question, because they did not know the boy; because they did not know how he felt; because they could not tell from his appearance whether he was piteous or not and because he was smiling and happy. One child furthermore argued that it would be piteous if children have a handicap, but it did not seem nice to him or her when everybody would pity you. Six children thought that he was not piteous at all, because he is just a human being or child, because he would feel just like them and does not live in a poor country and because he looked happy, cheerful and confident. Four children did think that the boy was piteous. Reasons for this were that it would be a pity if you would be handicapped; handicapped people are piteous; he looked piteous and he looked arduous out of his eyes. One of these children stated *"I think piteous, because I think he is a handicapped person and I think those people are piteous"*.

So in general the majority of the children had a positive attitude towards cluster 3 children before the sports day. The teachers of both classes partly also mentioned this trend. They stated that in general the children had an open, positive attitude, which might have been influenced by media. However, it was also recognized by the teachers that the 'regular children' would not want to be part of the cluster 3 children. Furthermore they described a situation in which the 'regular children' had some incomprehension towards a cluster 3 child, but they also stated that their attitude would depend on their age and that it would be possible to change an attitude by their behaviour. However, the children were considered to know how to behave socially and were therefore expected to have a learned attitude. If 'regular children' would be confronted with questions about disabilities, the teachers stated that the children would project this on themselves.

When looking from the perspective of a cluster 3 child, the teachers said that these children would not really be aware of the attitudes of 'regular children' towards them. Children with a higher intelligence level might feel inferior because of the behaviour of 'regular children', but in general their attitudes towards them would not be noticed. Also, the attitudes from the cluster 3 children towards the 'regular children' was considered (by the teachers) to be positive, they just would want to be part of the happening, they would also fall in love and their body would develop normally while their thinking process would fall behind. The children did not see themselves as different from the 'regular children', they would act the same towards them as to other cluster 3 children. They were not aware of their disabilities and would not develop any opinions.

The teacher of the regular education was also asked whether the qualitative questionnaire had some influence on the attitudes of the 'regular children'. This was not really the case and they had not really dealt with the topic anymore, besides one course about disabled people.

When looking at the attitude parts into depth, especially when considering feelings; the opinions of the teachers were different. One of the teachers expected the children to have open and positive feelings towards cluster 3 children, with a possible influence of age on these feelings, whereas the other teacher argued that the children would not have real feelings towards cluster 3 children, more feelings of rejection, because they were unfamiliar with disabilities. If the children would, according to this teacher, know people with disabilities, these feelings of rejection would be lower. This latter teacher stated *"Often to, because it is unfamiliar"*. When considering the feelings of cluster 3 children towards the 'regular children' it might be said that these children just wanted to be part of it. On the opinions of 'regular children' towards cluster 3 children, the teachers were more unanimous. They stated that the opinions would vary from positive to very negative, but would mainly be positive. Still, sometimes jokes were made about children with disabilities, even though the children knew that this was not really appropriate. Again the teachers mentioned the unfamiliarity with cluster 3 children and the influence of age on opinions. The students from class 6 were mostly curious and their opinion might be adjusted based on experiences. Whereas 'regular children' were able to create an opinion about the cluster 3 children, the cluster 3 children did not really have the capability of forming own opinions, according to the teachers.

A final part which was studied by interviewing the teachers was the influence of group pressure on attitudes of the children. The teachers argued that in both schools group pressure is present. For the special education it is equally present as the regular primary school, but in regular schools children are more able to resist the group's pressure. It is said by the teachers that group pressure definitely has had influence on behaviour, but not always on attitudes. Children especially behaved along with others, but opinions were a bit more sensitive and could have changed or stayed the same, if someone already had an opinion it was more difficult to change it. One of the teachers said *"they already have an opinion and that will not be influenced because of that [group pressure]"*. Children who would not know any disabled children are, according to the teachers, easier to convince since they would probably not have any opinion towards these children. The teachers were not so unanimous about whether the group could influence the opinions from cluster 3 children towards 'regular children'. One of them stated that it could influence opinions of cluster 3 children, whereas the other one argued that they would parrot the others, but their opinion would not change. They would only partake.

4.1.2. Behaviour before the sports day.

Like the questions about the attitudes of the 'regular children' towards the cluster 3 children, there were also six questions about their behaviour. In general these questions were answered quite positive. In total 98 positive answers were given, compared to 55 neutral ones and 1 negative answer.

The first question was about whether the children would be kind to the cluster 3 boy on the picture. Almost all children answered positively and would be kind to him. Reasons for this were that it was just an ordinary child with a handicap, which did not instantly mean that children would be unkind to

them and everybody deserved a chance to become friends. Other arguments were that they would help him, that he seemed kind, that you should be kind to everybody, that they were kind to everybody and that he should be treated normally. Furthermore, they would help him more often because he is disabled and they thought that he has a difficult time and should therefore be left alone. Lastly, they did not want him to cry and they did not know him, he might be sweet to them. One of the children that would be kind to him stated *"If he is new I would be kind to him and if I think he is sweet, I would stay kind"*. Besides this large majority, there were also three children who chose the neutral option and would not do anything. Their motivation was that he looked a bit weird; he was just an ordinary child and because they already had friends and did not want more.

On the question if the children would play with the cluster 3 boy if he was in their class, the majority answered that they would do nothing. Reasons for this were that the children preferred to play with other children, or their friends; they did not know whether he was kind or not; some children thought he did not look nice at all; others would let him choose and a final reason was that they did not want him to have nothing to do. One child argued *"I do not know. In school I would play with him, but not after school"*. The majority of neutral answers was, however, not that large, twelve other children answered that they would play with him. Reasons to do so were that it seemed nice to play with him and he might have good ideas and games. They would play with him just like they would with other friends. He seemed nice to them and they argued that he could then play too. They stated that it would not be fair to not play with him, because he would then not be able to play at all. Other arguments were that it would not be kind to exclude somebody; they did not want him to cry; it seemed nice to them to have somebody like him in their class and they would get used to him.

The children were also asked whether they would invite the boy to play along when they were playing in a group. The majority would invite him to play, because it would be unkind to tell him he cannot play along; it would be nice to play with more children; the boy seemed kind; they did not want to exclude someone and everybody was allowed to play along according to them. Other reasons that appeared were that he would otherwise not have anyone to play with; he was also just a child from class and one child did not want him to cry. No child would tell him that he could not play along, however, some of the children would do nothing because they thought that he looked a little bit weird out of his eyes; they thought he might not want to play along; they would leave it up to somebody else and one child stated *"He can play along, but a while later I would discretely leave to the others"*.

The fourth question measuring behaviour was about a party and whether or not the boy would be invited to it. None of the children would not invite him as the only person of the class. Most of the children chose not to invite him along with some others. Reasons for this were that they preferred to invite friends; they thought it would otherwise be a pity for him; in this way they would not hurt his feelings; because they were not friends with him; because not everybody was able to come to their party and it was silly to not invite him as the only person. Besides these reasons they argued that they did not like everybody; they did not invite boys that often; they did not know his behaviour and in this way he would not be the only one who could not participate in something fun. One child thought that he was too cheerful for a party. Another child responded *"because I do not know the behaviour yet and how he acts and I just do not invite him, but if he would be sweet he could come"*. Seven children answered that they would invite him to their party, because they did not know

whether he was kind or not; it seemed fun to invite him and they would only invite him if he was sweet and because he would otherwise have a miserable or lonely feeling when he would not be invited. Furthermore these children responded that everybody was part of the group even though he would not be so smart or beautiful. Some of the children did not know if they would invite him, because they did not know him and one child did not want him to cry. One other child chose both not inviting him as the only person, or with some other children. This child argued that he or she would just not invite him.

When it came to helping the boy with cluster 3 indication, all children would help him because they would not like it when he needed help; they liked it to help others; they thought it was kind to do; they assumed that the boy would have a more difficult time; they thought he was nice; he might be in pain or bullied. Other reasons were that he could learn something; the children also needed help themselves; the boy would not be able to do everything; the children believed that they should help their classmates; they did not want him to get detention; they thought that he would otherwise not be able to do something himself; they felt that they ought to help him and they would find it bothersome if nobody would help them. One child said *“because you cannot do something about it if you find something difficult and I would find it terrible myself if nobody would want to help me”*.

The last question related to behaviour was about if they would let a friend play with the boy on the picture. None of the children would ask their friend to not play with the boy. Moreover, ten children would actually play along. They stated that they would not mind if he was there too and they would just play along, they argued too that it would be fun to play with more children and that there would then be somebody else there while they were playing with the cluster 3 child. Furthermore it seemed nice to them; they wanted to play with a friend and thus joined them and lastly, they would join them because the boy would otherwise hear that they did not like him. The majority of the class would however let their friend play with him and would not join. Reasons for this were that they would approve if their friend would like to play with him; it did not seem nice to them to play with the boy and if they would like to play with them, they would ask; it was their friend's choice with whom he or she would play; if they were allowed to join, they would play along, but maybe it was not possible to join, or do they did not want it. One child argued *“If I do not want to play with him, I will not do that”*. Three children were a bit hesitant and chose both playing along and not playing along and let their friend play with the boy. They chose this option, because they thought it would be nice to join, but maybe the other children would want to play just with the two of them; it depended on what they were going to do and if everybody was allowed to play along. A last consideration was whether they felt like joining them or not.

Before discussing the vision of the teachers, there was one final general question asking the children whether they knew someone with a disability. Ten children answered that they did know a handicapped person who looked like the boy on the picture. These people varied from family members to sports mates and indirect relations like family members who worked with handicapped people or knew a handicapped person.

In the interviews with the teachers the behaviour of the children was also discussed. In general they said that the behaviour of 'regular children' towards cluster 3 children was positive. The 'regular children' were considered to be open, curious, helpful and they would take children by the hand to

guide them. However, also some negative behaviour was noticed by the teachers prior to the sports day. Staring at cluster 3 children was one of the examples, as well as ignoring someone and putting someone aside when they noticed that a child had a disability. They did, however, state that this behaviour was different when the children were alone compared to being in a group. It was according to the teachers, easier to act negatively in a group than individually. The teachers furthermore stated that there was particularly a lot of unfamiliarity with cluster 3 children. If, according to them, the 'regular children' would gain positive or negative experiences, they would adapt their attitudes and behaviour. The behaviour of 'regular children' might, according to them, also be influenced by media, which could form a negative perspective. This perspective could become more positive when the 'regular children' would actually interact with cluster 3 children. Cluster 3 children on the other hand did not behave differently towards 'regular children' than to other cluster 3 children. They just wanted to be part of it. One teacher stated *"Normal, yes their own behaviour. That is what they do"*. It was said by the teachers that these children do not really know why they cannot be part of some games. These children normally do not really interact with unknown people, but playing with people they are acquainted to could frustrate them if they are not able to do something which is possible for the rest. They are normally not really intolerant towards 'regular children', but their inability to do something might create frustration. Besides this normal behaviour towards 'regular children', the teachers did say that the cluster 3 children are not really aware of the behaviour of 'regular children' towards them.

Just as with the attitudes, the teacher from the regular primary school was also asked whether the qualitative questionnaire had some influence on the behaviour of the 'regular children'. This was not the case, the behaviour of the children had, just like their attitudes, not been changed by the questionnaire. Next to that the teacher stated that the children were not previously informed by the interview on paper, so they could not have discussed anything in advance.

Also the perspective of the teachers on the influence of group pressure on behaviour was discussed in the interviews. They stated that group pressure definitely had an influence, the 'regular children' would copy each other's behaviour or they would act along with the rest. The majority is found to do what the group would do, however, in the regular primary school, there were also some children who stand up for their own opinion and would not let it get influenced by others. The teachers said that rather in groups, negative behaviour would be shown towards cluster 3 children than individually. They said *"I think the majority will just nicely follow each other. That is the safest and easiest"*. However, they also responded that group pressure could lead to positive behaviour, if the leader of the group is also positive about something. Besides this, they stated that 'regular children' who were unfamiliar with disabilities were easier to influence. On the cluster 3 school, group pressure was as important as in the regular primary school, according to the teachers. They stated that the leader of the group could influence the rest both positively and negatively. The opinion of the children would however, not change, but they would just participate with what the rest does.

4.1.3. Level of tolerance before the sports day.

With the information on the attitudes and behaviour before the sports day, it was seen that both the attitudes and behaviour of the 'regular children' was generally positive. This might mean that the children did not only tolerate cluster 3 children, but also accepted these children. It should, however,

be taken into account that there were also a lot of negative answers given on the attitude questions (50 in total, compared to 57 positive ones), so there might still be room for improvement.

The teachers were also asked about their opinions on the general level of tolerance of the children. They stated that in general positive behaviour was observed and tolerance towards cluster 3 children, but if these cluster 3 children would show negative behaviour, it could possibly lead to neutral or even negative behaviour from the 'regular children'. One teacher said about this *"yes, if they [cluster 3 children] would be in their way, they would not be tolerated. But no, no, otherwise, I think it will just be tolerated, nothing more"*. The teachers said that there thus might be both tolerance as intolerance. In situations outside school, cluster 3 children were sometimes adopted in a group, but that also depended on the guidance that the group received. Most of the time the cluster 3 children were said to feel accepted, however, sometimes they did not feel that way. They liked it to just join the other children in playing, but were not aware of the differences with the rest, so they would not notice if they were being tolerated or not. Whether tolerance or intolerance had an influence on the attitudes and behaviour of cluster 3 children is a question on which the teachers did not really agree. They stated that it both had and did not have an influence on cluster 3 children. One of the teachers said that if these children would only hear negative things, their self-image would not improve. The other teacher stated that they were not really aware of what the other children would think or do, or they just ignored it. Cluster 3 children with a higher intellectual level might notice that they are less than other children. If they would notice that they are being shoved aside because of their disabilities, it might be a disappointment for them. According to one teacher, this might in turn lead to negative behaviour in order to express their frustration, or complete withdrawal from everything. This would also emerge if the difference between physics and intellect is too large. However, the teacher said that the cluster 3 children with a lower level, which are also the children in this research, are normally not really aware of tolerance or intolerance of 'regular children'.

Also for the tolerance concept alone the teacher from the regular primary school was asked if the level of tolerance of the 'regular children' has changed based on the qualitative questionnaire. It was said that prior to the interview on paper, the topic was not really discussed yet. Next to that, this teacher did thus not really have an image of the level of tolerance of the children. However, the children were thought to be open, social children, who would not judge on appearances.

Both teachers responded that group pressure was also visible on the level of tolerance. They argued that for the majority of the children it would just be easy to follow the rest. In general the level of tolerance was thought to be positive, however, if the majority of a group would be negative, the rest would probably follow. Again it was also said by these teachers that the children who know what they are talking about, or who know people with disabilities, would probably not be influenced so easy on their opinions.

4.2. Results during the sports day

During the sports day twelve different people such as teachers and assistant teachers observed what happened and wrote this down on an observation form. The results of this day are presented in this paragraph. The sports day was divided into three phases: the starting phase, including the first encounter, the division of the groups and the first sports activity; the second phase, including the second and third activity and the final phase which represented the closure of the day and saying

goodbye. This is also the order in which the data is discussed in this paragraph. A general remark of the observers was that ticking the boxes in the scheme with examples of behaviour was not really applicable, partly due to the size of the group. Nevertheless, the results of this scheme are still presented to give some sort of indication of the behaviour that occurred during the day, but it should be taken into account that not all observers used this scheme.

4.2.1. Results of the starting phase

First of all, the data from the starting phase is presented. The scheme with behavioural examples is shown in table 4.1. This table presents how often certain behaviour was noticed by some observers. It should be taken into account that not all observers used the scheme to tick their observations. Next, it might be seen that during the first phase both positive and negative behaviour was observed, however, more positive behaviour was observed than negative. The last part of the scheme, stating 'added options' contains behaviour added by the observers. They saw, for instance, children who were impressed. 'Inviting a child to a party' would be applicable when observing children in one class, but it might not have occurred now because both groups of children did not really know each other. The behaviour that stood out in this first phase of the day, according to the scheme with behavioural examples was (in sequence of importance) 'being nice'; 'giving compliments'; 'sharing turns' and 'listening carefully to others'. This behaviour was all positive behaviour. The most observed negative behaviour during this phase, according to this scheme was 'putting up hostile faces', but, this was observed half the frequency of 'listening carefully to others'. In the 'added options' section there was however some behaviour found that could be linked to 'putting up hostile faces towards another child', for instance, 'weird faces' and 'looking at each other'. From this scheme might also be seen that certain positive behaviour was observed, but also its negative counterpart, such as 'helping a child' and 'not being helpful'; 'putting up friendly faces towards another child' and 'putting up hostile faces towards another child'; 'giving compliments' and 'verbal threats' and finally, 'listening carefully to other children' and 'not listening to a child'. It might be the case that the children behaved both in a positive way and in a negative way, or that there were some children who predominantly showed positive behaviour and children who showed more negative behaviour. For these results it cannot be traced how children acted individually since the observations were focussed at the group as a whole, but it might still be said that more positive behaviour was observed than negative behaviour, at least according to this scheme.

	Behaviour	Amount of observations in the starting phase of the sports day
	Sharing turns	11
	Being nice	13
	Helping a child	4
	Putting up friendly faces towards another child	9
	Doing nice things for another child	3
	Promoting a child to others	2
	Inviting a child to play in a group	
Positive	Inviting a child to a party	
	Trying to get others to like a child	
	Giving compliments	12
	Physically positive behaviour	1
	Lending own possessions to others	
	Listening carefully to other children	10
	Worship a child	
	Discriminate in favour of a child	
	Self-sacrifice	1
	Jumping the queue	
	Being hostile	
	Not being helpful	3
	Putting up hostile faces towards another child	5
	Bribing children	
	Keeping others from playing with a child	2
	Keeping a child from playing in the group	2
Negative	Not inviting a child to a party	
	Trying to get others to dislike a child	
	Verbal threats	1
	Physically aggressive behaviour	
	Ruining possessions of a child	
	Not listening to a child	1
	Persecute a child	2
	Discriminate a child	
	Sacrifice of a child	
	Weird faces	1
	Ignore (considered the same as not listening)	3
	Looking at each other [making meaningful faces towards children of their own class]	1
Added options	Hearing sound and look at it	1
	Creating distance	1
	Only interacting with one's own class	1
	Being impressed	1
	As the day proceeds, doing more and more nice things for another child.	1

Table 4.1. Results of the observation scheme with the behavioural examples for the first phase of the sports day.

On the rest of the observation form, the observers could describe situations they observed. Positive behaviour that was observed was: passing balls to each other during dodgeball; clapping hands, or giving high-fives when a cluster 3 child succeeded at something; chatting with each other; making contact with one another; cheer for each other; giving compliments to a cluster 3 child; waiting turns and introducing each other. One of the observers described *“JS to GA: “you are really good! Neat!”* In this quote JS is the abbreviation of St. Jacobus, which is the regular primary education and GA stands for Groote Aard, which is the special education participating in this research. Other positive behaviour observed was: no laughing when something did not really work out; hands clapping games; handing over ropes at the Freerunning hall; showing sympathy during an activity; respect for the cluster 3 children; enthusiasm and a lot of deliberation, laughter and jokes. Another observer, who watched a dodgeball game stated *“they are increasingly playing together”*.

Not only positive behaviour was registered, the observers also saw some negative behaviour. Examples of this negative behaviour were: cluster 3 children who laughed at other children; ‘regular children’ who laughed at a cluster 3 child because of his posture; gathering together by ‘regular children’ and drawing weird glances. In the dodgeball field a division was noticed where ‘regular children’ were playing with each other and cluster 3 children. Furthermore observers noticed some ‘regular children’ giving meaningful glances at each other. Other ‘regular children’ tried to ask via a teacher what a child’s name was. Also some whispering was noticed, as well as trying to hit someone on purpose with dodgeball by a cluster 3 child and not wanting to pass the ball to a cluster 3 child by a ‘regular child’. Furthermore one of the observers registered that a ‘regular child’ stated: *“we do not have to share a dressing room with GA [Groote Aard] right? Because I think that is scary”*.

During the sports day also some occasions of neutral behaviour were observed. During Freerunning it was registered that especially the first group showed neutral behaviour, furthermore staring at cluster 3 children, a division during the warming-up and no reaction from a cluster 3 child on a ‘regular child’s’ question was written down as neutral behaviour. Again on the dodgeball field observers noticed a clear separation. When a cluster 3 child had, or threw a ball there was no reaction from other children, nor was there when this ball was thrown at the wrong way. When the class from the special education entered the gym hall, it was said that the ‘regular children’ were completely silent. One observer wrote about this: *“Immediately silent when the children GA [Groote Aard] entered”*. Other neutral behaviour was the children standing with their own classmates; being aloof from the rest and cluster 3 children who were nervous about what was going to happen. In general it was said that there were large differences between the groups, but basic social skills were found in every group. All children were in this phase very tensed, they were looking around a lot and had a wait and see attitude.

The observers were also asked to write down attitude expressions. They observed that on the tribune children were very withdrawn and silent, however also curiosity of a regular child towards a teacher of the special education was noticed. Furthermore it was written down that children felt awkward when standing in a row; they searched for support with each other by looking at each other; they had to get used to each other; there were some children who were distancing themselves. On the other hand, there was also openness, children who were helping each other and who were chatting and cheering. It was observed that in the beginning there was a separation between the children, who had a wait and see attitude and besides that, the children had to get used

to each other. It was said about the cluster 3 children that they thought that 'regular children' were better. And finally some children expressed that they thought dodgeball was "way too easy".

Not only before, but also during the sports day sometimes group pressure was observed. It was for example seen within the first group during Freerunning and during dodgeball the children yelled at other children that they were out. Besides this behaviour, some observers noticed some children who acted as the leader of groups, they called this "the ringleader".

In general the atmosphere was a bit tensed during the opening phase, when the cluster 3 children entered the hall, the 'regular children' were completely silent. Later during the starting phase the atmosphere was observed as quiet; giggling; uncomfortable; wait and see attitude towards the unknown students, but it evolved into more interaction; exchanging names; a looser and freer atmosphere with respect to each other and towards the next activity more contact was made. It was said that the atmosphere is "good but waiting".

4.2.2. Results of the second phase

During the second phase of the sports day, the observers also paid attention to positive, negative and neutral behaviour and attitudes, group pressure and the overall atmosphere. The observations registered in the observation scheme with behavioural examples are presented in table 4.2. In this scheme it is shown that the observers, who used the scheme to tick behaviour, saw a lot of children who gave compliments and helped other children. However, also some negative behaviour was again found, such as children who kept a child from playing in the group and were not helpful. The three types of positive behaviour most noticed was (according to importance) 'giving compliments'; 'helping a child' and 'being nice'. The negative behaviour that was most observed and registered in the scheme was 'not being helpful'. However, this negative behaviour was observed almost a quarter of the time that 'giving compliments' was noticed. So again, like in the starting phase, more positive behaviour was observed compared to negative behaviour. The lower amount of negative behaviour cannot only be seen in the frequency of the behaviour that actually occurred, but also in the types of behaviour that was noticed. Like in the starting phase, less types of negative behaviour were observed compared to the types of positive behaviour. What also stands out from this scheme is that more behaviour has been registered than in the starting phase. It might be the case that observers used the scheme more during the second phase of the sports day, but it might also be that the children showed more notable behaviour. Just like in the starting phase, also during the second phase some positive behaviour occurred along with its negative counterpart, for example 'helping a child' and 'not being helpful'. Again it cannot be said whether children behaved both positive and negative or that there were children who predominately acted positive and others more negative.

	Behaviour	Amount of observations in the second phase of the sports day
	Sharing turns	11
	Being nice	18
	Helping a child	19
	Putting up friendly faces towards another child	11
	Doing nice things for another child	9
	Promoting a child to others	1
	Inviting a child to play in a group	5
Positive	Inviting a child to a party	
	Trying to get others to like a child	2
	Giving compliments	21
	Physically positive behaviour	3
	Lending own possessions to others	
	Listening carefully to other children	10
	Worship a child	2
	Discriminate in favour of a child	2
	Self-sacrifice	3
	Jumping the queue	3
	Being hostile	
	Not being helpful	5
	Putting up hostile faces towards another child	
	Bribing children	
	Keeping others from playing with a child	2
	Keeping a child from playing in the group	3
Negative	Not inviting a child to a party	
	Trying to get others to dislike a child	
	Verbal threats	
	Physically aggressive behaviour	
	Ruining possessions of a child	
	Not listening to a child	3
	Persecute a child	1
	Discriminate a child	
	Sacrifice of a child	

Table 4.2. Results of the observation scheme with the behavioural examples for the second phase of the sports day.

Further observed behaviour during the second phase was registered by describing the situations. Positive behaviour found in this phase was gaiety, enthusiasm, participation of everyone, clapping hands for success, a lot of chatting, cooperation, joking, passing balls and fair play. It was also noticed that 'regular children' passed balls to cluster 3 children to give them a chance to throw at the basket during the cooperation games. Next to that, they reflected positively on actions of a cluster 3 child, an example of this was a child who said "*he has scored most of us!*" Furthermore balls were thrown in such a way that they would definitely be caught and compliments were given. Among the children there was a lot of respect. One of the children indicated that he or she had new friends. The children sat on the benches mixed around, they asked each other questions and they sympathized with the

children who were doing an activity. It was also seen that cluster 3 children showed other children of their class how something should be done.

Again during this second phase, so the second and third activity, also some negative behaviour was shown. A cluster 3 child expressed to a 'regular child' that he or she was slow, which made the 'regular child' cry. Other negative behaviour observed was whispering about behaviour of the cluster 3 children, laughing at each other and glancing at others. Some physical negative behaviour that occurred was pushing and grabbing someone. The cluster 3 children tried to copy the 'regular children' and took over frolic behaviour, which was not appreciated by the 'regular children'. One of them said "*do not do that*". A final negative encounter was that a cluster 3 child made a mean comment to a 'regular child', but after apologizing, both children were fine with each other again.

Neutral behaviour that occurred during the second and third sports activity was purely functional behaviour, like passing balls and handing over stuff. It was also observed that both classes of children did not interact with each other while waiting in a queue. Next to that it was found to be difficult for the 'regular children' to interact with the cluster 3 children if the latter group did not say anything. One observer wrote about this: "*They look at each other, do not speak to each other*". Children were especially chatting with other children of their own class, but as they got to know each other better, they played more together. It was also observed during dodgeball that there was a distinction between both classes and where they played, however during the last activity they played more mixed.

There were large differences observed when it came to attitudes during the second phase of the sports day. Some children were very open, they were cheering for each other and complimenting one another. Others were more closed. Also a negative remark by a cluster 3 child has been observed, but, besides that, no real feelings were expressed during this period.

Group pressure was also visible during this phase of the sports day. One child was being corrected by the group when he gave himself a wrong name, in this case the children were shouting "*no, his name is...*" Another child had a facial expression that he or she wanted to be left alone. Again dodgeball was observed as a game with some group pressure, groups were shouting when somebody was 'out' and whether or not they scored. Next to that, it was seen that children were pushed to pass the ball to someone.

In general the atmosphere was "*good and more relaxed than at the starting phase*", the children were more themselves. There was a positive atmosphere observed with helpfulness and children who were clapping their hands for each other. Sometimes it was noticed that it was difficult to make contact and seen sportively, it was depending on the guidance whether or not there was some interaction between the children. However, the children were nice to each other and got to know each other better, which improved the overall atmosphere.

4.2.3. Results of the third phase

During the final phase of the day the observers observed the closure of the day and saying goodbye. Again, some observers used the scheme with behavioural examples, the results of this are presented in table 4.3.

	Behaviour	Amount of observations in the final phase of the sports day
	Sharing turns	5
	Being nice	10
	Helping a child	6
	Putting up friendly faces towards another child	13
	Doing nice things for another child	6
	Promoting a child to others	
	Inviting a child to play in a group	
Positive	Inviting a child to a party	
	Trying to get others to like a child	
	Giving compliments	8
	Physically positive behaviour	5
	Lending own possessions to others	
	Listening carefully to other children	2
	Worship a child	5
	Discriminate in favour of a child	
	Self-sacrifice	
	Jumping the queue	3
	Being hostile	
	Not being helpful	
	Putting up hostile faces towards another child	
	Bribing children	
	Keeping others from playing with a child	
	Keeping a child from playing in the group	
Negative	Not inviting a child to a party	
	Trying to get others to dislike a child	
	Verbal threats	
	Physically aggressive behaviour	
	Ruining possessions of a child	
	Not listening to a child	
	Persecute a child	
	Discriminate a child	
	Sacrifice of a child	

Table 4.3. Results of the observation scheme with the behavioural examples for the final phase of the sports day.

Whereas during the second phase of the day, a lot of behaviour was observed and registered in the scheme, during the final phase of the day, less behaviour was ticked. Especially the amount of negative behaviour was striking, only 'jumping the queue' was ticked of three times. Besides this low amount of negative behaviour, the amount of different positive behaviour and the frequency of this behaviour declined too. This might be a development during the day, in which the children slowly acted more positive, but it might also be that observers did not use the observation scheme anymore. The positive behaviour that was registered the most was 'putting up friendly faces towards another child' and 'being nice'. Although only one type of negative behaviour was ticked, its positive counterpart was even registered more often. So for this final phase of the day, the observers probably used the observation scheme with behavioural examples less than during the other phases.

However, of the behaviour that was registered it might be said that positive behaviour prevailed over negative behaviour. When looking at all three phases, it might be seen that in general the same types of behaviour were visible, for instance 'giving compliments' has been registered quite often in all three phases. But also 'sharing turns' and 'being nice' have been ticked a lot. So maybe, although not all observers used the scheme, the children showed more or less the same behaviour throughout the day, which might have evolved into a more positive direction, according to the ticked behaviour in all three of the schemes.

With regards to positive behaviour during the final phase it was said that the cluster 3 children were more included. All children sat mixed together and closer to each other. An observer said about this *"in the beginning the children were sitting in two groups, in the end everybody sat together"*. Furthermore it was noticed that the 'regular children' were helpful to the cluster 3 children, the games were played sportively and honest and the children were clapping their hands for each other and laughed with one another. The children themselves also responded positive, according to the observers and they were very admiring about each other.

Again also in the final phase of the day, some negative behaviour was encountered. A cluster 3 child made a negative remark to a 'regular child', but after apologizing, it was all fine again. Furthermore, it was stated that for the cluster 3 children it was difficult to wait. Next to that, during the dodgeball game it was observed that the 'regular children' did not pass the ball to the cluster 3 children, although, according to the observers, this might also have had different reasons than cluster 3 children playing with them. The children themselves liked the day and were enthusiastic to play sports together again some other time. One observer wrote about this that the children shouted *"Again!"*

Not many cases of neutral behaviour were registered for this phase. One observer stated that the children needed to get used to each other, a child said *"in the beginning habituate"*. Next to that, there was some outrage among the 'regular children' about a remark that a cluster 3 child made about another cluster 3 child. This might also be seen as negative behaviour.

For both classes it was pointed out that they felt some sort of tension and fear towards the sports day, but afterwards they were all sitting together. One observer wrote down a comment of a child, saying: *"In the beginning I was scared for a while, they were quite good"*. However, it was not written down which child made this comment. Next to that, no expressions about attitudes have been made.

Also with regards to group pressure the observers argued that there was little group pressure present during the final phase of the day. They argued that the atmosphere was good.

The general atmosphere during this final phase was considered to be good and more loosened up than in the beginning. Like argued before, it was again registered that the children were more themselves during this final phase and all the children sat together in the end. An observer found that it was *"very good to see that everybody sat mixed together in the end"*.

Some observers also left a final general remark. They stated that the children did their best and enjoyed it. They also argued that in the beginning there was a lot of tension and the 'regular children'

were focussed on the group, while the cluster 3 children were only concerned about themselves and were trying to establish themselves. Another comment that was made was that it was a good thing for the cluster 3 children that the location was familiar for them.

4.3. Results after the sports day.

After the sports day the children of the regular primary education were again questioned about their attitudes and behaviour towards mentally disabled children. This was again done by a qualitative questionnaire, or interview on paper. It should be taken into account that during the second round two more children filled in the interview on paper and also in this round, some children indicated that they sometimes did not answer honestly. In these results also the individual changes between the two moments of measurement are considered. In every question there was a positive, negative and neutral answer. This latter answer could also be 'I do not know'. If a child changed his answer from negative to neutral or from neutral to positive it was considered to be a positive development. If a child's second answer changed from positive to neutral or from neutral to negative, the development was considered to be negative. For these individual results, the two children who were not present during the first measurement period, were not taken into account. Next to that, the teachers were also interviewed for a second time to support the answers from the children. Additionally, a group interview was held with the sports teachers to understand the influence of the sports day. The questions were the same as the ones about sports presented to the teachers of both classes in their individual interviews. The results of the qualitative questionnaires and all interviews are presented here. Again a distinction is made in discussing attitudes, behaviour, overall level of tolerance and the influence of sports.

4.3.1. Attitudes after the sports day

After the sports day, the same questions were asked about the children's attitude towards cluster 3 children. It also started again with a general question about their first impression of the boy on the photo. This time, the word 'handicapped' or 'handicap' was mentioned 18 times, which is about the same as before the sports day, considering two extra people answered the questions. These two words were combined with physical characteristics of which the children thought were not 'normal'. They thought the boy had some problems with his body or facial expressions. The rest of the comments were very diverse, some people thought that he was kind, others just had a look at his cheeks and face and one person's thought was just "*a photo*". Other first impressions expressed were: just a boy; a happy boy; funny; sweet; weird and naughty and Kids Battle, which was probably a type of sports where this person met children with disabilities. Another child saw someone with braces on the picture and someone who smiled funny. This time the Groote Aard (the school for special education) was also mentioned by name, next to "*a special school*". Finally, a child thought that he was not very smart and two others thought that he read a lot of books he liked.

Taking all answers together it might be said that the attitudes of the children were positive after the sports day. 55 positive answers were given, next to 53 neutral ones and 34 negative responses. Comparing this to the results of before the sports day, it might be said that where the amount of positive answers declined by two, the amount of negative answers reduced and the amount of neutral answers increased. Next to that, there were five children who have not become more positive on any question at all. One other child did even give the same answers as before the sports day.

The answers on the first attitude question, about the boy being nice or not nice, received some different responses than before the sports day. Where prior to the sports day the majority was positive about the boy, now the majority was neutral and stated that they had no idea. A child who liked the boy responded *"because with the sports day they were all nice too"*. Other children answered, for instance, that handicapped people are always nice and spontaneous, that the boy could also play nicely and that he looked nice. The children who answered more neutral did this because they did not know him; had never seen him; because they found it difficult to judge by a photo and because they did not want to judge on appearances. One child chose the negative option of the answers, this child did not think the boy was nice because he did not look nice and moreover he looked a little bit dull. Like before the sports day, some children doubted about this question. Striking are the two children who doubted between the positive and negative option, they wrote down that they found him to be both friendly and unfriendly. With regards to individual changes of the children it was found that three children developed a more positive opinion, whereas eight children were more negative after the sports day. Three other children still doubted about their answer and chose multiple options.

The second question asked whether the children thought the boy on the picture was kind or not. The amount of positive answers given declined with two, whereas one more neutral answer was given. Also prior to the sports day, no children responded negative, this compared to four negative answers after the sports day. To start with the negative responses; probably three of them should have chosen the positive answer, since their motivation was all positive. One of them, for example, stated *"he looks sweet and kind"*. Taking that into account, it could be said that the amount of positive answers grew. Reasons for choosing the positive option were that handicapped people are most of the time kind and spontaneous; the boy was also just a child; he was sweet, nice and he looked friendly. One child argued that this boy did not look very pretty and he would therefore be shy and, according to this child, shy people could not be unkind. Again, also some children chose the neutral answer and argued that they had never seen him, or that they had no clue because he looked kind, but might behave stupid and they found it difficult to judge by a single photo. Individually seen, five children turned more positive about this boy and five other children gave a more negative answer.

The majority of the children answered for the next question that they found that the boy was not scary, however, this number declined a bit. On the contrary, also the amount of children who found the boy to be scary prior to the sports day declined. The amount of neutral answers on the other hand, grew for this question. Children chose this answer, because they could not tell from the picture if he was scary or not, they had never seen him or spoken with him and some thought that he looked odd, but also helpful. Still the majority of the children thought the boy was not scary, because he was just an ordinary boy, but with a handicap; nobody was scary; he seemed kind and friendly; he looked different but not scary and he looked happy. They also stated that they knew the behaviour a little bit, they thought they could laugh with him and he might look scary in the beginning, but afterwards he does not. Furthermore they said that he seemed like a boy who would be a good student and would not bully or be scary. Another child commented that *"I saw it myself with the sports day [that these children are not scary]"*. Two children did think that the boy was scary, of whom one probably meant to choose the positive answer. This child argued that the boy was also just a human being. The other child argued that he looked both happy and scary out of his eyes. When it comes to individual

developments it was found that three children developed a more positive opinion, compared to four who were more negative than before.

The distribution of the answers on the question about the boy needing help, did not change much compared to the first period. The large majority still thought that the boy needed more help than them, while the neutral answer increased with one person and one person doubted between the neutral and negative option. One person chose the positive answer, but this child's motivation was all negative, so probably he or she wanted to choose the negative answer. This child stated *"he does not look that smart and because I do almost everything independently"*. Other children who did chose the negative answer reasoned that handicapped people would not understand things that well and they would therefore need some more help; handicapped people have more difficulties learning and the math book in the back seemed easy to them. Furthermore they argued that they knew him a bit and that cluster 3 children would be longer in school and thus need more help. Three other children chose the neutral option, because they thought he was capable of doing a lot; they were guessing and because he seemed smart to them. One person doubted between the neutral and negative answer, because he or she thought both options were possible. When looking at individual developments, two children became more positive and two other children more negative.

The amount of negative answers on the question whether the children thought the boy was smart or dumb, dropped some between the first and second qualitative questionnaire. The neutral answers, on the other hand, grew. The majority of the children was still thinking the boy was dumb, they reasoned that he had a handicap and that he therefore would probably have more difficulties with learning. Furthermore they thought that he looked dumb; handicapped people would generally not be that smart and would need help and according to the 'regular children' in school they [handicapped children] would not learn always, but play more. Next to that, they said that he did not look very smart and the 'regular children' themselves got high grades. They did, however, also see that during the sports day handicapped children tried everything and most of the time they did succeed too. Other children thought the boy on the picture was as bright as them, because they thought he was smart but would need just a little more help; one child thought mathematics was difficult and furthermore they stated that everybody is equal because one person is good at one thing and another is better at something else. During the sports day these children did not see any children dumber than them. One child doubted between all options, he or she stated that *"it depends in which class he is in"*. There was also a child doubting between the neutral and negative answer, because this person was better at some things, than at other things. Individually seen there were three children who developed a more positive opinion, whereas no child became more negative.

The final attitude question was about thinking the boy was piteous or not. Both the positive and negative answers grew, whereas the amount of neutral answers declined. However, the number of positive responses grew stronger than the negative ones. Where the majority choose the neutral answer prior to the sports day, now the positive answer was chosen the most. Children were positive, because they thought that children in Africa would be piteous, not children in The Netherlands; the boy would have a good life; he looked happy and confident; he received help for his disability; he would be used to the way he is and one final reason was that he would be able to do everything and is also just a human being even though, according to the children, other people would

think he is different. Some children did think the boy of the photo was piteous, reasons for this were that he had a disease; he looked difficult; he was handicapped and because he would be less able to do everything by himself. One child said *"It might be rude to say, but I think that he has a disease (handicap)"*. Again also some children chose the neutral answer, they argued that he might have something severe, but maybe not; they did not know him; they thought he was slightly piteous and he was happy, but could also hide something. Next to that, there were also two children doubting about their answer. One doubted between the positive and neutral options and one between the positive and negative one. Looking at the individual changes, seven children became more positive on this question, compared to five who were more negative.

As seen the majority of the attitude questions were answered positively, with the amount of neutral answers very close by. This predominance of positive answers was also the case in the answers before the sports day and it might be said that in general the answers did not really change much, but the changes that appeared were positive.

The teachers supported these findings, they stated for instance that the 'regular children' still had positive feelings towards cluster 3 children. According to them, the feelings of both children towards one another were probably not changed after the sports day, but the opinions of the 'regular children' did. The teachers did not hear any bad words about the cluster 3 children, so it was expected that their opinion would still be positive. They also argued that during the sports day the children have gotten more familiar with the cluster 3 children, which could influence their opinion both positive and negatively, but in general they just got more acquainted with the population and more understanding was created. The opinions of the cluster 3 children have not been changed, according to the teachers, since this group does not have such high intellectual level that they are able to change their opinions.

In general it was said that the attitude of the 'regular children' towards the cluster 3 children was both positive and negative. One child had to cry because of a remark made by a cluster 3 child, but it was also said that their attitude probably have become more positive, because the 'regular children' have seen the cluster 3 children now for real. One of the teachers stated about this: *"So in my opinion it is all just positive"*. In advance the children were found to be neutral or positive because they did not know what to expect, they were a bit tensed. Some negative remarks were made, like a child who said that he or she did not want to share a dressing room with the cluster 3 children. Overall, according to the teachers, the attitude has changed in a positive way, because more understanding was created and they would now be familiar with the cluster 3 children. With regards to the attitude of the cluster 3 children, it was said by the teachers that, they were more focused on themselves and they did not form any attitude towards others. They stated that these children normally live by the moment and do not really consider what happened or what is about to happen. It did not matter to them with whom they played, therefore they were probably also not affected by the attitudes of the 'regular children', according to the teachers.

The teacher of the regular primary school was also asked whether the second qualitative questionnaire had some influence on the children's attitudes. This was probably not the case, since the sports day was not brought up anymore. Next to the influence of the questionnaires, also attention was paid to influences of the group. In general it was said that group pressure has stayed

the same for both classes, however, individually the 'regular children' might have been changed. The teachers said furthermore that the influence of group pressure on attitudes of both classes has also stayed the same. One teacher commented that they were, however, not able to notice what happened behind their back. Next to that, the cluster 3 children did not really form any attitude so this question was not really applicable for these children.

4.3.2. Behaviour after the sports day

The behaviour of the children was also studied for a second time. With regards to this part of tolerance, the results showed that still the majority of the children gave positive answers on the questions. In total 119 positive answers were given followed by 73 neutral ones and four negative. Again, it was found for the second questionnaire that there were five children who have not become more positive on any question at all. One other child did even give the same answers as before the sports day.

The first behavioural question was about being kind. For this question, the amount of neutral questions stayed the same, while the negative ones increased and the positive ones declined. However, the positive answers still took the majority. Also more children doubted about their answer and chose multiple answers. Most children would be kind to the boy, examples of their reasons for this were that they did not like to be unkind; everybody would deserve a chance; if they were kind, he would probably also be kind to them; it would be mean to be unkind; you should also be kind to people you do not like; otherwise the teacher would get mad and because they were not allowed to bully or tease. One of the children who chose this answer stated *"because why would you not be kind to someone? Ok, I do not like some children, but I am nice to them"*. Other children chose to do nothing. Their reasons for this were that it depended whether he would be kind or not; if he would ask them something they would answer, otherwise they would do nothing and a last reason was that he already had friends according to the children. For the children doubting it was the question whether the boy would be nice or not. With regards to individual developments it could be seen that three children chose a more positive answer and three other children a more negative one.

For the next question especially the doubt increased. Thirteen children said they would play with the boy, seven would do nothing and seven others doubted. The amount of children who responded neutral decreased a little and the majority still chose the positive answer. Examples of reasons to play with the boy were that they did not mind to play with handicapped children; they did not like to play all alone; he would otherwise have nobody to play with; he seemed nice to them; because it would be fun to play with more people and they would play with him and somebody else. One of the children said *"I think it is fun and then he will think so too"*. The children who would do nothing argued that they would rather play with friends; they were not friends with him; they would only play with him if they had to and they thought that a lot of children would want to play with him and that he was very capable of playing alone. Some children were doubting about the positive or neutral answer, because they did not know whether he was nice or not and because they did not play with boys often. Looking at the individual responses it is remarkable that no one became more negative, instead four children gave a more positive answer than during the first measurement period.

As well as the question about playing alone with a cluster 3 child, the question about inviting the cluster 3 child to play in a group resulted into more doubt. Still the majority of the children chose the

positive answer, compared to a slight decline of the neutral answers and a growth in the amount of multiple answers. Arguments of the children to invite the boy to play along were that they did not like to shut someone out; he would be as important as the rest they would play with; playing with more than one child seemed fun; he seemed nice and because it would otherwise be unfair. One child said about this *“otherwise it would be unfair and it is like playing together, sharing together”*. Five children would do nothing, because they would rather play with friends; preferred to leave it up to other children; they would walk away discretely after a while and because they did not know if the rest would agree. They did indicate too that they would play with him individually. Four children were doubting about their answer, because they did not know if the boy was nice or not. Two individuals gave a more positive answer in the second measurement and one child gave a more negative answer than before.

The question about inviting the cluster 3 child to a birthday party was answered less positive than during the first measurement period. Fewer children gave a positive answer or a neutral answer and more children doubted or gave a negative answer. Still the majority would not invite the boy together with some other children. Reasons for this were that they wanted to invite own friends and in this way he would not be the only one who would not come; he might not be able to do everything because of his disability; they were not friends with him and not everybody would be able to come to their party. Four children would invite him to their party, because they would let him party along; because he looked like a nice boy and because it would be a party and it would be better to invite everybody. One child would not invite the boy as the single person of the class. This child stated *“I never invite a boy, except for when he is nice”*. Again also some children were hesitant, because it depended whether he would be nice or not; how well they would know him and if they would be friends or not. Seen individually, three children were more negative than before compared to one who was more positive.

The fifth question about helping the boy out did not really change much. The large majority would help him, although the number decreased with two. One child would do nothing and three others doubted about the positive or neutral answer. Examples of reasons why the children chose to help him were that they thought it would be piteous when he would need help and nobody would help him; because everybody would deserve help; because he had difficulties with learning; because they would want to help, but sometimes would not know how; because it would be a nice thing to do and because handicapped people need help more often. One child answered *“because you need to finish your work and that [not helping him] would not be nice for him, just unfair”*. One child would do nothing, because maybe somebody else could help him. Three other children chose two options of helping him and not helping him. They stated that they would help him if he was being bullied, but on the other hand they thought that they should not get involved. Other children argued that if he would not be nice, they would not help him, or if the teacher was there, they would let him or her help the boy. With regards to the individual answers, there were two children who developed a more negative answer and no children who were more positive than before.

The last question about the children’s behaviour was about whether or not they would let a friend play with the cluster 3 boy. The same amount of children would do nothing and let him play. The amount of children who would join decreased a little bit whereas the amount of children doubting increased. The children who would let him play, but would not play along stated that their friend is

allowed to choose for himself whether or not he would play with the boy. Next to that they said that they have more friends to play with; it did not really matter to them; everybody is allowed play with everyone; the friend and the boy might leave if they would join, or might not like it if they would join the play and besides that they said that you cannot force somebody to play with someone. A child said *"my friend or girlfriend is allowed to play with him alone or with more [children]"*. Other children who would play along said that it would be nice to play with more children; it seemed nice to play together; he seemed nice; they would otherwise not know anything to say; otherwise it would be piteous and they wanted to play with their friend, if the boy would be nice they would play along, otherwise they would not. Seven children were hesitant this time, because they wanted to join, but maybe the others would not want him or her to join; maybe he or she would not want to play along at that time; maybe they (the friend and the cluster 3 child) would do something they would not like; it would be more fun to play together and they would wait and see if the boy was nice or kind and if he would be a friend. With regards to the individual changes, two children were more negative than before and one more positive.

Before ending the qualitative questionnaire, the children were asked what their opinions were about the sports day. Every child liked the day and thought it was cosy while some did not expect it to be. Furthermore they expected it to be dull, which was not the case, on the contrary they thought it was fun. Some children already knew a cluster 3 child, while others indicated that they made new friends. The children appeared to be fun and sweet and it did not matter to them that the children were disabled. They also thought it was a special experience, even though it was exciting at the beginning. Some children said that the games were nice; the children were funny; it was educative and it should be organised every year. Negative remarks were that the children moved slightly more difficult than them; they could not really do the exercises properly; they were difficult to understand; it sometimes took a while; they played sports differently and looked different and a lot of children found it scary or exciting at first. One child said *"At the beginning I found it a bit scary, but then it went really well, because there was a girl in my group, I smiled at her and she smiled back very sweet, I found it very nice to do."*

Like in the first period, the behaviour was generally positive. But again, like with the attitudinal questions, the answers on the questions did not really change much. Nevertheless it might be said that the behavioural questions were generally answered more positive than negative.

The positive trend in the questions was also recognized by the teachers. They said that during the sports day nobody was being laughed at, the children played together a lot, even after an annoying remark. After the sports day the 'regular children' spoke positively about the cluster 3 children. During the sports day they helped each other, they gave compliments and children clapped their hands for successful events. The cluster 3 children did not bring the sports day up anymore, whereas the 'regular children' stated that they would like to sport like this more often. One teacher expected the sports day to have little influence, because people would act differently in groups, but this teacher hoped that more understanding was created. The other teacher did however expect more positive behaviour from the children. One of them said *"I hope that they now have more understanding"*.

The teacher of the regular primary school was again asked whether the qualitative questionnaire had an influence on the behaviour of the 'regular children'. This teacher answered that some (although less than during the first qualitative questionnaire) of the children might have answered a bit socially desirable. It was also questionable if the children answered more honest because of positive experiences, negative experiences or just the experience as such. Next to that, it was said that it was more difficult to say whether a change in behaviour had occurred after the second qualitative questionnaire.

During the sports day one incident of teasing by a cluster 3 child was observed, but also apologizing and playing together. The cluster 3 children did not really discuss the sports day anymore after the event and they did not really notice differences between handicapped and 'normal' children. They were also not really aware of the behaviour of the 'regular children', according to the teachers. When it comes to the behaviour of the cluster 3 children towards the 'regular children', it was said that they did not really change.

Both teachers argued that also with regards to behaviour, the group pressure has probably stayed the same. It was said that people behave differently in groups compared to individually. There might have been some slightly positive group pressure by support from the class. One teacher said about this *"So, he was not directly levelled to the ground, but... yes, supported by his classmates"*.

4.3.3. Level of tolerance after the sports day.

As can be derived from the results of the attitudinal and behavioural questions after the sports day the 'regular children' were still tolerant, or moreover, accepting towards the cluster 3 children. This level even increased slightly between the two periods before and after the sports day. A remark should be made that these differences were not big in the qualitative questionnaires conducted among the 'regular children', but along with the observations and results from the interviews with the teachers it might be said that attitudes and behaviour of the children has grown slightly, but especially more familiarity and understanding towards the cluster 3 children was created.

In the results from the qualitative questionnaires it was seen that the amount of positive answers on attitudinal questions remained the prevailing answer, whereas the amount of negative answers reduced and the neutral answers took over the second place. The question that stood out and was answered especially more positive was the one about pitying the boy. Some other attitudinal questions that did not develop positively were the amount of help the boy was expected to need and whether the boy was smarter than them or not. With regards to behaviour the order of prevailing answers stayed the same, where positive answers (the main answer) even grew. The particular question that was answered more positive in this case, was whether or not the 'regular children' would play with the boy. Among the behavioural questions, the only question that developed slightly more negative was the one about inviting the boy to their party or not. Whereas the distribution of the answers on the attitudinal questions stayed quite the same (although a slight improvement), the answers on the behavioural questions had a somewhat larger change, a positive change to be exact.

The teachers thought differently about the level of tolerance after the sports day. One of them stated that it all became more positive by the derived experiences, the other said that the sports day did not really matter for the level of tolerance. The teacher supporting the second thought stated

“And not, that with regards to tolerance, it does not really matter much”. With regards to this tolerance some answers of the teachers on the attitudinal questions could be linked. As seen before, they stated that there was a positive change in the attitudes of the children and that this mostly had to do with the creation of more understanding and familiarity. With regards to behaviour, the teachers stated that some positive change could have been seen, especially during the sports day, where the children predominantly showed positive behaviour. They did emphasize that this was mainly an individual development, because, according to them, people would react differently in groups. Besides this, it was also said that people in general are more positive, or tolerant towards people they know, also to people with a handicap, whereas other people with a handicap could still be treated wrong. Since the cluster 3 children did not really develop any attitude towards the ‘regular children’ the question about tolerance from their perspective could not be asked. So, since both attitudes and behaviour had grown slightly, the level of tolerance, or acceptance in this case had also grown slightly. Next to that, an important development was the creation of more familiarity and understanding among the ‘regular children’ towards the cluster 3 children.

The teacher of the regular primary education was also asked whether the second qualitative questionnaire could have had an influence on the level of tolerance of the children. This was again not found to be important, since the children did not really pay attention to the subject anymore. Also when it comes to group pressure both teachers indicated that the amount of group pressure stayed the same. Also for the level of tolerance.

4.3.4. Results on the influence of sports

During the second interview, the teachers were also asked about the influence of sports. These were the same questions that the sports teachers (called professionals in this part) were also asked in a group interview. These results discuss consecutively the influence of the sports day on the ‘regular children’; on the cluster 3 children; on attitudes in general; on behaviour in general; on tolerance in general and the general influences of the sports day.

First of all, it was said by the teachers that the sports day had a positive influence on the ‘regular children’. They requested another sports day and were all very enthusiastic. They got more acquainted with the cluster 3 children and would probably not be so surprised in the future if cluster 3 children would join them in sports. The sports professionals agreed and stated that the greatest profit of the day was probably a changed opinion by the ‘regular children’, in a positive way.

The teachers of both classes were divided about the influence on the cluster 3 children. One of them thought that it was also a positive experience for these children and encountered both cluster 3 children who found it difficult to join the others and children who were more open. The other teacher claimed that the cluster 3 children were not really changed by the sports day, because they do not have the mental capabilities for it. The children themselves did not really discuss the day anymore. The sports professionals agreed with the first teacher and thought that the sports day had a positive influence on the cluster 3 children.

With regards to the influence of the sports day on attitudes of both children, the teachers commented that it had mainly a positive influence. The ‘regular children’ got more experienced with children with a cluster 3 indication. Next to that, also these children were challenged to do their best

in understanding the 'regular children'. So in general the teachers said that more understanding has been created. At the beginning of the day some of the children were tensed, but in the end, they too were positive. One teacher added that the attitudes might have changed individually, but probably not in groups. In the interview with the sports professionals, this question was split in two. The first focus was on the attitudes of the 'regular children' and the second one on the cluster 3 children. They argued that the 'regular children' created an image about the cluster 3 children, which might have been different before. They too said that prior to and in the beginning of the sports day there was a lot of tension, silence and fright. However, they also said that this fright worked on two levels. The 'regular children' were afraid of how the cluster 3 children would behave and the cluster 3 children were afraid that they were not good enough. Furthermore, they expected that the 'regular children' thought prior to the sports day that the cluster 3 children were not capable of doing anything, while now they might have noticed that they are able to do something and they do their best to participate. Furthermore it was said that the 'regular children' were shocked when they found out that the age of the cluster 3 children was higher. During the day, the sports professionals saw that the 'regular children' knew that the cluster 3 children were performing less good, but they still helped them. It was noticed that the 'regular children' were 'melting' during the activities and they are expected to be formed by these experiences. Therefore the sports professionals stated that in the future, the 'regular children' will probably look differently at cluster 3 children. It is expected that their opinions have been changed in a positive way. In the beginning some children had an anxious posture, but they saw that it was not scary at all. Some children expressed to their parents, who in turn told the teachers, that they thought it was nice to have a look and enrich, or even change their image.

Also from the perspective of the cluster 3 children fear was noticed, fear about not being good enough or about how they were being looked at. These children were however, also responding positively and wanted to do it more often. The sports teachers stated that the sports level was quite equal, sometimes cluster 3 children even thought it was too easy. Like the teachers said, the sports professionals also argued that, the cluster 3 children do not really have a memory about the day, it is already gone. On the day itself they found it nice, but for the most of them it did not really stay in their memory. The positive attitude is not gone, if it would be encouraged, some of them could bring it back. However, the professionals said that the cluster 3 children could see in this way that not everybody is better at sports than them. Even cluster 3 children themselves found it sometimes difficult to sport with other cluster 3 children who are worse than them. One final remark about their attitudes is that the cluster 3 children would recognize the 'regular children' of the sports day in future.

Also the influence of the sports day on behaviour was split in two for the sports professionals. First the teachers stated about this in their interviews that there was a positive influence seen on individual behaviour. The children thought it was scary and exciting, but afterwards there were a lot of situations observed in which the children played together. The children have also been asking about a next sports day. Furthermore, it was also said by the teachers, with regards to behaviour that probably individual behaviour has changed, but not the behaviour of a group. The sports professionals stated that the 'regular children' were silent in the beginning of the sports day and according to them they looked scared and tensed. However, children dealt with each other very well, they waited for their turns and they passed each other balls and participated very well. Also the

children who were less good in sports were accepted. The 'regular children' offered a lot of help and even though they knew the cluster 3 children were less good, they indicated them as the winners of a game, according to the professionals. This behaviour was also sometimes found to be a bit patronizing, especially in groups where the cluster 3 children were less good at sports. It was also seen that the children were chatting a lot with each other. The sports professionals also observed that there was sometimes a distinction between the two classes, for instance during dodgeball. The 'regular children' melted as the day progressed and they made more contact. The professionals stated furthermore that the 'regular children' would, normally, not have a lot of contact with children with disabilities, neither on the playground, however during the day more and more interaction was seen, although sometimes the 'regular children' had some hard looks on them. At the end of the sports day there was a 'regular child' who sat between two cluster 3 children, but there were also still children who guarded their distances. It was also said by the professionals that the 'regular children' were aware of the fact that negative behaviour was not appropriate. By the sports day the 'regular children became more aware of what cluster 3 children are able to do and thus, they did no longer ignore them. One professional said that the pattern of playing solely with your own classmates was broken, the children were freer, they clapped their hands for successful performances and they joked around. It was stated that the cluster 3 children just wanted to play together and it was just a matter of getting to know each other.

The influence of the sports day on the behaviour of cluster 3 children was also discussed by the sports professionals. They said that the cluster 3 children were sporting along quite well, for some of them it was even easy and they let them know that too. Other cluster 3 children found it a bit more difficult, but just participated anyhow. The professionals also said that the cluster 3 children were asking a lot of questions, they chatted a lot with other children and kept on questioning them. Again, the division with dodgeball was discussed, where some cluster 3 children stood back somewhere in the corner and the regular primary school was playing with each other on one half of the field and the special school on the other half. Interaction grew along the day, especially when it was stimulated, for instance by showing the children to stick out their hands and ask for a ball.

When it comes to the influence on tolerance as a whole, the teachers stated that the children had a positive experience with the sports day and it had a positive influence on their attitudes and behaviour, so probably their tolerance had also been changed positively, according to the teachers. One teacher furthermore said that their level of acceptance has probably grown, they accept more now. The sports professionals stated that especially the opinions of the 'regular children' have been changed, they saw that it is not scary at all. And the cluster 3 children learned that some children are indeed better than them, but some others are not.

In general the teachers argued that the sports day had a positive influence. They said that, also by adults, people generally judge by appearances whether or not someone is disabled, this might among the children be a bit changed because of the sports day. The students responded positive, they played together, even though there were some children who were not really good at playing together, because of their intellectual level. Next to that, they responded enthusiastic for a possible continuation of the sports day. The sports professionals agreed with this, they asked to do it more often and saw a positive influence on the children. They stated that some external people find it scary to do projects like this, because they want to keep the tranquillity in a class. However, they also

said that the children were very enthusiastic. In general especially the opinion of the 'regular children' has been changed and they will probably look differently at cluster 3 children. During the day the children got more used to each other. The sports professionals stated that the sports day will be continued. They argued that it is a nice element to get the children acquainted with all sorts of disabilities. However, guidance from others is important during this sports process, to gain more tolerance. Furthermore it is argued that the games are a gain for the overall integration in education. Finally, the sports professionals were also asked to what extent sports could be used as a tool for tolerance improvement. They said that with sports children can find their own space, while with, for instance, creative activities this is less the case, children then need to cooperate. Sport is a way to meet each other, there are rules set and there is some sort of interaction; sports fraternize. According to the sports professionals other activities, for instance, creative activities are more difficult to use, also because of the intellectual differences. The emphasis is then on differences instead of equality. No matter what activity used, the professionals stated that it should contain a success experience, it should be feasible for everyone and it should be fun, like pion dodgeball. A final remark of the professionals is that it would be difficult to come up with activities that suite everyone and to plan the entire day in advance, especially with cluster 3 children included. However, in sports children have the ability to surprise others about their capacities.

5. Results interpreted

In this part of the research the results found in the previous chapter are interpreted and critically discussed with the theoretical insights found in the theoretical foundation. This is again done per element, so attitudes, behaviour, tolerance in general, the influence of sports and group pressure.

5.1. Attitudinal results interpretation

First the results from the attitudinal questions are interpreted and linked to the theoretical foundation.

With regards to attitudes from 'regular children' towards cluster 3 children it could be seen that during the first measurement period, some of the theories found in the literature were confirmed. It should be taken into account that this data was not representative for the entire population, but it turned out that the 'regular children' did have some sort of fear towards cluster 3 children, which was also said by Chong (1994), Dyson (2005) and Schuurman (2012). This mainly appeared at the beginning of the sports day, whereas in the qualitative questionnaire most of the children did not think the boy was scary. This might be because the boy on the picture looked really nice and sweet, but it might also be the case that the children could not imagine how a cluster 3 child would behave. Next to that, the children indicated themselves that they found it difficult to judge from the photo because they did not know the boy, which could have caused the difference between the observations and interviews and the qualitative questionnaires. Next to that, the children argued on the qualitative questionnaire that they thought cluster 3 children would be dependent, this matched the theories of Patterson and Pegg (2009) and again Schuurman (2012). This also appeared during the sports day in which the children tried to help the cluster 3 children. With regards to the attitudes it was seen that in the second qualitative questionnaires on the whole a slight improvement was found. Striking was that although not many children wrote down that they were scared of the boy, it was found at the beginning of the sports day that a lot of children were scared or had anxieties, which diminished during the day. This could be related to the theory of Horton (1996) who stated that eliminating misplaced feelings of refusal would lead to a larger tolerance level. Next to that, on the second questionnaire the children still indicated that they thought that the boy was more depending on help than them, therefore the theory of Patterson and Pegg (2009) and Schuurman (2012) still stood out after the sports day.

Attitudes that were not studied in advance, but did appear from the interviews were familiarity and understanding. The teachers indicated that the attitudes of the children had changed especially on their understanding about children with a cluster 3 indication and their familiarity with these children. Before the sports day, not much children indicated that they knew a cluster 3 child. The teachers argued that getting familiar with and obtain understanding about the cluster 3 children was one of the most positive developments. Although the attitudes had not really changed a lot, according to the questionnaires (besides a slight improvement), the teachers did indicate that the children had changed, however, whether this was the case because of increased familiarity or understanding or just a change in attitudes because of the sports day, that was not studied in this research. For instance the question about pitying the boy was answered more positive after the sports day, this could be a development caused by an improved attitude, however, it could also have changed because the 'regular children' obtained understanding about cluster 3 children and therefore thought the cluster 3 children were not so piteous at all. What should also be taken into account when looking at the attitudinal results, was that in the first questionnaire the children were

already positive and did not become more negative, therefore on the whole it might still be said that the attitudes of the 'regular children' towards the cluster 3 children are positive.

With regards to another theory, it might be said that the conventional view of Chong (1994) was not supported by this research. Chong (1994) stated that in order to tolerate something it has to be disliked. However, in this research the 'regular children' already liked the cluster 3 children, therefore disliking someone or something might possibly not be a requirement for tolerance. These findings could also be related to his current view on tolerance in which something or someone can be liked (Chong, 1994) and the theory of Kozloski (2010) about tolerance evolving in acceptance.

Whereas the 'regular children' did develop their attitudes throughout the sports day, the cluster 3 children were not found to have any changed attitudes. This was because they normally live by the moment and are not really aware of the differences between people. It was said that they are not really capable of forming an attitude about something. Therefore, this research might only have some permanent influence on the 'regular children', whereas the cluster 3 children might only be affected on the short term, during the day itself, or when experiences would be recalled some other day.

5.2. Behavioural results interpretation

Here an interpretation is given to the behavioural results. Also some theory is linked to these results. As found in the results, the behaviour of the 'regular children' did develop positive, which was also found in the qualitative questionnaires. Although this difference was not extremely large, together with the observations and the results from the interviews with the teachers it might be said that a positive development occurred. A possible explanation for the differences between the qualitative questionnaires and the observations and interviews might be that there was a boy on the picture or because of the difficulty of the questions. Some of the children indicated that they found it difficult to answer the questions and some children judged the cluster 3 child on the picture on the fact that he was a boy. However, during the sports day it appeared that children behaved more positive as the day progressed. Although there were also still in the last phase of the day some occasions of negative behaviour, in general the children were considered to behave positive. One of the answers of the teachers that really stood out was about the influence of groups, they argued that children would behave different individually, compared to being in a group. However, the children were in a group while participating in the sports day, so maybe the differences in individual behaviour compared to behaviour in a group are not that large after all. The influences of group pressure will be discussed in a following paragraph, but it might be said that in a school environment, the children behaved positive even though they were placed in a group. An explanation for this increased positive behaviour might be the theory of Roberts and Smith (2010) who argued that behaviour is influenced by attitudes of children. It was seen that the attitudes had also become more positive (although it was a small difference), which might had a positive influence on the behaviour of the 'regular children'. However, as seen before the children especially developed more understanding about cluster 3 children and got more familiar with them. It might, thus, be possible that this had caused the changes in behaviour.

Other authors that could be linked to the behavioural results were, for instance, Schuurman (2012). He stated that people with disabilities were not fully recognized for the contributions they could make and that some people would have difficulties with facing disabled people. This latter might also

have to do with being scared (which is an attitude), but during the sports day it was also found that some children stand aloof from the rest, maybe to wait and see what would happen, but maybe also because they found it difficult to face the cluster 3 children. With regards to the contributions of cluster 3 children, it was seen that the 'regular children' helped them throughout the sports day, so it might be that the 'regular children' thought that these children would not manage to do the activities on their own, which is also some sort of doubt about capabilities and contributions. Another author whose theory could be linked to the behavioural results was Vogt (1997), who commented that 'no action' was also some sort of behaviour which could indicate tolerance. During the sports day and in the qualitative questionnaires, several occasions of 'no action' were registered. It is however not clear whether these children had a positive or negative attitude towards the cluster 3 children, so it cannot be said whether 'no action' was related to tolerance or to something else. It might also be the case that the 'regular children' needed time to get familiar with the cluster 3 children. Nevertheless this type of behaviour was observed several times.

With regards to the cluster 3 children it was said that their behaviour was not really changed and that they were not aware of the behaviour of the 'regular children'. Therefore it might be said that this research had only some effect on the 'regular children'. This was also seen within the attitudinal results.

5.3. Tolerance results interpretation

Just like the behavioural results and the attitudinal results, the general results on tolerance are here interpreted and linked to theoretical findings.

The results showed that both before and after the sports day the 'regular children' had a certain level of tolerance. Based on the theories of Vogt (1997), Oberdiek (2001) and Kozloski (2010) it might be said that the children were even a step further than tolerance; they were accepting the cluster 3 children. The theories of these three authors were the basis of the study in this research, along with the behavioural examples of Cook and Semmel (1999) and Crick and Casas (1997). Not all of their examples were retrieved in the data, but nevertheless, it was found that the children in general did not have a negative attitude towards the cluster 3 children. This made it difficult to see whether the children would normally suppress negative feelings, or intentions to behave negatively. A remark should be made that solely based on the qualitative questionnaires the differences between the first and second measurement period were not very large. However, combined with the information from the observations and the interviews it might still be said that the 'regular children' developed positively. There are some questions about the development of attitudes and whether it was a pure development or if it was more influenced by obtained understanding and familiarity. Still, the development was positive and, moreover, the attitudes were already positive at the start of the research. Next to that it could be derived from the theory of Roberts and Smith (2010) that behaviour was more important for the development of tolerance and since behaviour did actually grow more than attitudes (although not substantially) it might still be said the 'regular children' were accepting the cluster 3 children. These authors also mentioned a link between attitudes and behaviour and therefore it might be possible that behaviour was influenced by the positive development of the attitudes of the children, or increased familiarity and understanding, which caused in turn an improvement of the level of tolerance.

Some other authors did also develop theories on how to improve tolerance. Just like Chong (1994), Martin Schuurman (2012) was one of these authors. In his process children should become aware of regular images and patterns in their minds and accept new forms instead. These new forms and images should then be converted into different behaviour. Although in this research improvement in the level of tolerance was noticed, the process in the heads of the children during this improvement has not really become clear, so it cannot be said whether or not they have become aware of their own ideas. There was however a creation of understanding towards the cluster 3 children, so it might be possible that the 'regular children' developed also some sort of awareness on their own ideas about behaviour and the behaviour of others.

Regarding tolerance from the cluster 3 children, it might be said that they would accept everybody, because they would not be aware of any differences. Next to that it was found in the attitudinal and behavioural results that they did not develop their attitudes or behaviour and were not really aware of attitudes and behaviour of others. Therefore, also regarding tolerance in general it might be said that this research only affected the 'regular children'.

5.4. Sports influence results interpretation

The theory on sports found in the theoretical part of this research is here linked to the results on sports.

First of all the sports day was considered to be very positive by the children, teachers and professionals. When looking at the attitudinal and behavioural results together, it might be said that the children developed a more positive behaviour as the sports day proceeded, but along with improved attitudes, also their familiarity with and understanding about cluster 3 children developed. This latter was also something Coalter (2007) expected. He stated that because of the opportunities in sports people might be able to develop their knowledge. It might be the case that the attitudes of the children developed because of their new familiarity and understanding. So when it comes to attitudes it might not be clear whether sports had an influence on it, or familiarity and understanding which in turn influenced the attitudes. With regards to behaviour, it was said by Roberts and Smith (2010) that attitudes influence behaviour, so it might be possible that the positive development of behaviour was caused by the improved attitudes, or the increased familiarity and understanding, instead of sports. Nevertheless, the teachers argued that the sports day did facilitate understanding about cluster 3 children and it was a way to get more familiar with them. Therefore sports did probably have a positive influence.

As seen earlier, the Ministry of HWS (2005) stated that sports could serve as a meeting place for all kinds of people, that it had the ability to bridge differences and that it could create new groups in which people with disabilities could fit in. Beutler (2008), Elling and De Knop (in Elling, De Knop & Knoppers, 2001) and Phillips-Hersey and Ridley (1996) also recognized this bridging function, they called it a universal language, a neutral space and stated that sports focus on equalities instead of differences. The sports teachers stated that sports are a way to meet each other in an environment with set rules and some sort of interaction, according to them sports fraternize. It was also seen that during the sports day the children were more and more participating integrated. In the end the children sat mixed together on the benches. This might indicate that some sort of interaction had taken place, and differences were bridged, or neutralized. Whereas in the beginning there were two

groups of two classes, in the end everybody sat together as one group. After this sports day both groups were separated again and got back to their old groups, but during the day a shift was noticed.

Just like some authors described, the sports day provided a neutral place to meet cluster 3 children and explore their abilities. The Ministry of ECS (2006) and Van Mossel, Stuij and Wisse (2009) supported this view and stated that sports could lead to interaction and explore possibilities. These theories could also be found in the fact that 'regular children' had especially become more familiar with cluster 3 children and obtained more understanding about them. Next to that, it was observed during the sports day that some children were helping other children during the activities. Also respect was noticed, as well as a growing interaction throughout the day. Phillips-Hersey and Ridley (1996) argued that working in groups would be important for tolerance and people should become aware of the differences in this group and accept these differences. Especially the sports teachers recognized the importance of cooperation in sports which created interaction among the children. The amount of guidance from a sports teacher was, however, also important for the amount of interaction that was created. Next to that it was found in this research that by doing sports together, the 'regular children' saw that the cluster 3 children were not scary and were actually fun to play with. Grandisson, Tétreault and Freeman (2012) stated that integrated sports including people with and without disabilities could lead to more awareness among the 'regular people'. This was also found in the results; the 'regular children' created more familiarity with and understanding about the cluster 3 children. In turn, the cluster 3 children did also develop some sort of understanding about the 'regular children', but that lasted probably just the day itself. It could be questioned whether also other practices such as creative activities could be used to obtain the same result (an improved level of tolerance), but this would, according to the teachers and sports professionals, not be feasible, since it would emphasize differences instead of equality. So probably sports are the most suitable option to integrate two different groups.

Finally the theory of Coalter (2007) was also supported in this research. As he argued, individual developments in sports could finally lead to a more overall development of society. In this research the 'regular children' developed individually, but their changed attitudes and behaviour, might lead towards a development of their class, which might in turn spread to, for instance, sports associations. Coalter, Allison and Taylor (2000) argued in the introduction that sports could lead to community development and social inclusion. This was also found in the data; the sports teachers argued that the games were a gain for overall integration in education and that it might be used to gain more understanding among 'regular children' about all kinds of disabilities. Coalter (2010) also argued that sporting organizations are more important for social outcomes than sports in itself. This was also partly supported by the data from this research, although there were no real sport organizations involved, it was recognized that the people who guide a sports activity are of great influence, especially for stimulating cooperation.

5.5. Group pressure results interpretation

A final important element, which was not discussed separately in the results, was group pressure. Here it is linked too to the theoretical insights.

As seen in the theoretical part of this research, Mummendey and Wenzel (1999) and Roberts and Smith (2010) stated that the attitudes and behaviour of the children is influenced by others and groups are according to them still important nowadays. As found in the results it might be said that

influences of groups were also visible in this research, during the sports day observers noticed several occasions of group pressure. Besides this the teachers argued that in both schools group pressure is equally visible, although the children of a 'regular' primary education would be more able to resist this pressure. In class there could be a leader influencing the rest of the class both in a positive or negative way. Next to that, the teachers indicated that the behaviour of the children might be influenced by media or by others. These teachers also stated that the positive development of attitudes, behaviour and tolerance of the children was an individual process and that they would act different in groups. However, during the sports day the children were divided into groups and still had the opportunity to act as a group with the children of their own class. Therefore, it might be the case that the developments throughout this research are also applicable for the group behaviour of the children. Furthermore, it might be possible that group pressure or acting as a group was less visible than normally, because during the sports day there were a lot of teachers present. Maybe the children would have behaved differently if this had not been the case. Although some negative pressure was observed, also forms of positive group pressure were noticed, since some children were supported by a group. Next to that it was also said that behaviour could be influenced easier than attitudes, especially the attitudes of children who are familiar with cluster 3 children are more difficult to influence, because they have already formed opinions. So group pressure or influence was visible in the entire research process, however, it might be questioned to what extent it has influenced the development of the children.

6. Conclusions and recommendations

In this final part of the research all findings are concluded. Next to that, the general research question and the sub questions derived from the theoretical part are answered. Like in the results part, this part is also divided into the different core concepts. First the attitudes are discussed, then the behaviour of the children, followed by the tolerance concept and a discussion on the influence of sports and group pressure. Next, a small reflection is presented on the research process, the research aim and its scientific and social value. This part ends with some recommendations for further implementation and new research.

6.1. Conclusions on attitudes

First all findings on the attitudes of the children are concluded. This is done by answering the two sub questions formulated at the end of the theoretical part.

1. What are the current attitudes of 'regular children' towards cluster 3 children?

Prior to the sports day it was found that the attitudes of the 'regular children' were mainly positive, followed by a large amount of answers that were negative. So, there was still room for improvement by the sports day. As could be seen, the questions on which the children did not give a positive answer were: the amount of help the boy would need, the intelligence level of the boy and whether he was piteous or not. It might thus be said, that on these questions most room for improvement could be found. On the other questions the majority answered positively, so it might be said that the boy was seen as nice, kind and not scary. However, also on these questions some children answered more negative than others.

It was remarkable that on the question about the children's first impression of the boy, the majority mentioned the word handicap or handicapped. This was supported by the sports teachers, who said that people think that they can tell from someone's appearance whether or not this person is disabled. So maybe generally seen there is some sort of attitude that people judge on appearances. Other findings from the qualitative questionnaires that were striking were that the children found it difficult to judge the boy, because they did not know him and that not many of the children knew people with a disability. This latter was also confirmed by the teachers. They noticed fear and tension among the children before and during the beginning of the sports day. Which is remarkable, since the children stated that they did not think the boy on the picture was scary at all. This might have to do with the photo that was shown, or that the children could not imagine a cluster 3 child, or the sports day appeared scarier for them than they thought. However, this fear was also present among the cluster 3 children who feared that they were not good enough. The teachers stated that this fear might had to do with the fact that the 'regular children' did not know these types of children. The teachers of both classes argued that if the children would not be familiar with children with a cluster 3 indication, it would be more likely that they would behave negative towards them. So it might be said that prior to the sports day there was fear and tension among the children, probably because of ignorance about the cluster 3 children.

Altogether it might thus be said that, in general, the children had a positive attitude towards the cluster 3 children, but there was still room for improvement. These elements on which the attitudes of the children could improve could possibly also be seen as the items on which the level tolerance depended after the sports day, since the other items that were already positive, could not influence

the tolerance level anymore, unless they would diminish. It could not be said what the children would do with their attitudes when they would be in a group, but groups were found to be very influential. The items which could be improved were: the feelings that cluster 3 children would need more help, that they were dumber and that they were piteous. Other items that could be added to be influential for the level of tolerance were fear and tension when the children would be around cluster 3 children. These latter elements might be reduced by creating more understanding.

2. What are the attitudes of 'regular children' towards cluster 3 children after the sports day?

After the sports day it was seen that the negative attitudes of the children declined while the neutral answers grew. This indicated a more positive attitude, but still this positive change was small especially because the amount of positive answers also declined a little and because the attitudes of the children were not a hundred per cent positive. The attitudes of the 'regular children' changed when it came to seeing the boy as piteous. The amount of children who thought the boy was piteous prior to the sports day declined, whereas the number of children who thought he was not piteous rose. The other two elements which were more negative prior to the sports day did not really change. Next to that, there were also some negative developments noticeable in the qualitative questionnaires; as seen the children were less positive on the question whether they thought the boy was nice or not. Besides this, it should be taken into account that a lot of children found it difficult to answer the questions, for instance because they did not know the boy, or because they found it difficult to judge someone from a photo. Therefore, the observations during the sports day were also very important.

According to the teachers especially the understanding of the 'regular children' about cluster 3 children grew and their familiarity with these children. This was also supported by the sports teachers who said that the 'regular children' got more acquainted with the cluster 3 children and could form an image about these children during the sports day. Next to that, whereas the children were a bit scared and tensed prior to the sports day, as the day proceeded that fear and tension declined. The teachers argued too that the opinions of the 'regular children' changed in a positive way during the sports day.

It might, however, be questionable to what extent the actual attitudes of the children developed in a positive way. It was seen that especially familiarity and understanding was created among the 'regular children'. The attitudes did show a positive change, but these differences were not very large. So were these changes in attitudes actually changes in familiarity and understanding, were they caused by these two found elements or were these elements just a side development and did the attitudes of the children actually change during the sports day? It was found that because of the increased familiarity children were less anxious when the sports day continued and the increased understanding might have caused the 'regular children' to judge the cluster 3 children less as piteous, so probably some interaction between the attitudes of the 'regular children' and familiarity and understanding was there.

Nevertheless, in general more positive answers were given on the attitudinal questions than negative ones and throughout the sports day the attitudes were also observed as increasingly positive, so the attitudes of the children may be considered to be generally positive.

6.2. Conclusions on behaviour

Like with the attitudes, also some sub questions have been formulated for the behavioural part of tolerance. These two sub questions are answered here.

1. What is the current behaviour of 'regular children' towards cluster 3 children?

Prior to the sports day it was seen that the behaviour of the children was mostly positive, however also a lot of neutral answers were given on the questions related to behaviour, so also for this part of the tolerance concept it could be said that there was some room for improvement. The questions on which the majority of the 'regular children' did not answer positively but neutral were whether they would play with the boy when he would be in their class, whether or not they would invite him to their party and what they would do when a friend of them wants to play with the cluster 3 child. So the sports day had the opportunity to improve the behaviour of the children especially on these factors. Of course, some children gave also a negative answer on the other questions, but seen on the whole, these were the items on which most growth could be obtained. Remarkable about the comments of the children was that they sometimes did not know what to answer because they did not know the boy. Another striking thing was that the children were very aware of what they were supposed to do, this was also found in their answers. So it might be the case that in these questions some socially desired answers were hidden. The teachers stated that especially when it comes to behaviour, group pressure is important. However, they also confirmed the image obtained from the qualitative questionnaires that the children are most of the time behaving positive towards cluster 3 children. During the sports day both examples of positive and negative behaviour have been noticed, so this both might confirm and negate the previous found image of the behaviour of 'regular children'. The sports teachers furthermore saw that the children were in the beginning of the sports day very silent and hesitant towards each other and some clear distinctions were noticed between the two classes. Especially in dodgeball the children were standing separately in front of their own classmates. This might have to do with the fact, as stated earlier, that the children were not familiar with each other and were a bit afraid.

Altogether it might be said that, although the behaviour found in the qualitative questionnaires was positive, the actual behaviour of the children prior to the sports day was more neutral. As seen, groups have a lot of influence on the behaviour of the children. Nevertheless, the behaviour depended a bit on whether the children were afraid or not. There might thus be a connection between attitudes and behaviour, or familiarity and understanding and behaviour.

2. What is the behaviour of 'regular children' towards cluster 3 children after the sports day?

Just like the behaviour prior to the sports day, the behaviour after the sports day was also found to be predominantly positive. Especially when looking at the answers of the qualitative questionnaires. These showed that for one of the questions on which the majority gave a neutral answer prior to the sports day, now most children were positive. This question was about whether or not they would play with the boy. Again the children argued that they found it difficult to choose an answer, because they did not know the boy. On the rest of the questions the majority answered the same, so it could be said that after the sports day the children behaved more positively. However, the differences in the answers with the ones prior to the sports day were not very large. The children also responded that they enjoyed the sports day, even though they thought it was exciting in the beginning. They stated that they saw that the children were nice and fun. This change in behaviour was also

recognized by the teachers, they said that the behaviour of the children changed during the day, more and more interaction emerged and after the sports day it was again generally positive. The sports teachers also saw a positive development from neutral, withdrawn and tensed behaviour towards a more open behaviour. At the end of the sports day most of the children sat mixed together, which probably indicated that they were more comfortable among each other. So although also some negative behaviour was seen, the general opinion of the teachers was that the children behaved positively. Although more positive behaviour was noticed, it might also be questioned to what extent the behaviour was influenced by the attitudes of the children, or the fact that they got more familiar with and understood more about the cluster 3 children. It might be possible that increased familiarity led to less withdrawal and more interactive behaviour. Therefore it might be said that there was some link between attitudes and behaviour and familiarity and understanding and behaviour.

Again remarks have been made about the possible influence of groups. However, the children were divided into groups during the sports activities, so it might be the case that the behaviour shown during this day was also behaviour that the children would have shown in other groups. Nevertheless, the sports day was in a school environment with a lot of teachers present, so the children might have been aware of this and might have behaved more positive.

Altogether it might thus be said that the sports day also had a positive influence on the behaviour of the children, although this behaviour was probably also influenced by the attitudes and familiarity and understanding of the 'regular children'. Their behaviour was not really negative prior to it, but it developed from more neutral and withdrawn behaviour towards positive and open behaviour. It should be taken into account that the 'regular children' might act positive towards disabled people they know and negative towards another disabled person. Still, on the whole their behaviour developed in a positive way.

6.3. Conclusions on tolerance

Bringing both elements (attitudes and behaviour) together, the findings on the tolerance level are here concluded with the use of the two questions formulated out of the theoretical insights. For both questions a final model is presented.

1. What is the current level of tolerance?

When looking at the results of the questions about attitudes and behaviour it might be concluded that the 'regular children' were already accepting the cluster 3 children prior to the sports day. This insight is also presented in figure 5.1. However, there was still some room for improvement, especially when it came to the attitudes of the children. Both teachers agreed that the children were generally found to be tolerant towards the cluster 3 children, however one of them stated that there could also be some intolerance, predominantly when the children would act in groups. About the cluster 3 children themselves, it was said that they were not really aware of the differences between them and the rest; they did not have a clear opinion and would not really mind with whom they would play. They normally live by the moment. Therefore these children were not really aware of whether they were tolerated by the 'regular children' or not, in fact they would probably not even be aware of the attitudes and behaviour of the 'regular children' towards them. It should be taken into account that some of the cluster 3 children with a higher intelligence level might possibly notice

negative attitudes or behaviour towards them, but the children taking part in this research would not be capable of noticing.

In general it might thus be concluded that the 'regular children' were already prior to the sports day accepting the children with a cluster 3 indication. However, it was also noticed that there was still room for improvement. The conceptual model created with the theories of Vogt (1997), Oberdiek (2001) and Kozloski (2010) could thus be changed into the model presented in figure 5.1.

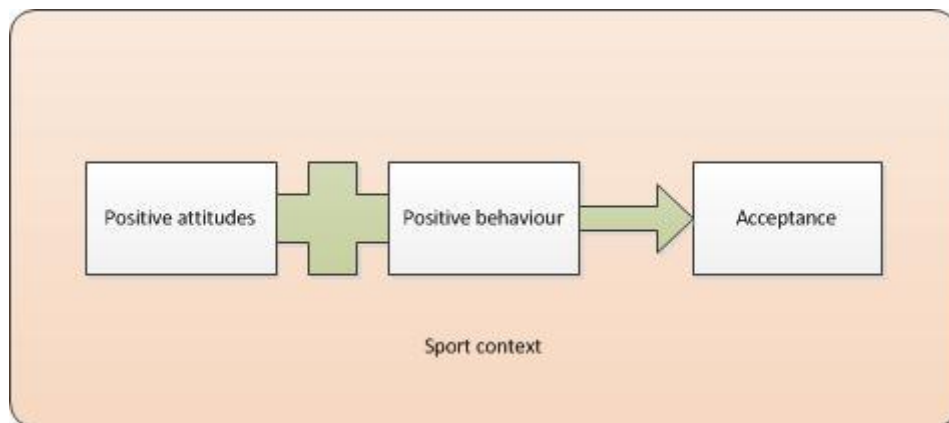


Figure 5.1. Final model on tolerance before the sports day.

2. What is the level of tolerance after the sports day?

After the sports day, again the answers of the children generally indicated that they were not only tolerating the cluster 3 children, but moreover, were accepting them. The level of tolerance grew after the sports day, although in the qualitative questionnaires this difference was not that large. During the sports day it was observed that the attitudes and behaviour of the children turned more positive as the day proceeded. One of the teachers thought the sports day did not really had an effect on the tolerance level, mainly because the children now know these cluster 3 children they would not know. The sports teachers however thought that the sports day had an influence on the level of acceptance (so also tolerance) of the children. They emphasized that the largest influence was probably on the opinions of the children. The 'regular children' saw, as the day proceeded, that the cluster 3 children were not scary at all and created more understanding about these children throughout the day. As seen, one of the major outcomes was the development of familiarity with and understanding about cluster 3 children. This might have caused the positive development in attitudes and behaviour, however, the exact relation between these elements was not studied, therefore in the final model of this research, presented in figure 5.2, this relation is displayed with dotted lines. Because of these two new elements it might not be sure if the sports day influenced the attitudes and behaviour of the 'regular children' or if this happened because of the development of familiarity and understanding, therefore also these paths in the model have dotted lines. Next to that, it was also said that there is some sort of relation between attitudes and behaviour, however, the exact relation between these items was not studied and therefore this interaction is also presented in dotted lines.

So, when it comes to tolerance it can be concluded that the overall level did grow after the sports day, because of the development of familiarity and understanding and a small growth in the

attitudes and behaviour of the children. Therefore these developments are presented in the model as solid arrows. So it might be said that the sports day had a positive influence.

One final remark should be made with regards to this final model. This model has been constructed based on the personal developments of the children, especially because the teachers stated that the children would act differently in groups, even though the children were placed into groups during the sports day and it might be possible that they acted the same individually and in the group. However, if more children would undergo a similar type of development it might lead to a development of a whole class, or school or eventually, as Coalter (2007) stated, to a development of an entire society.

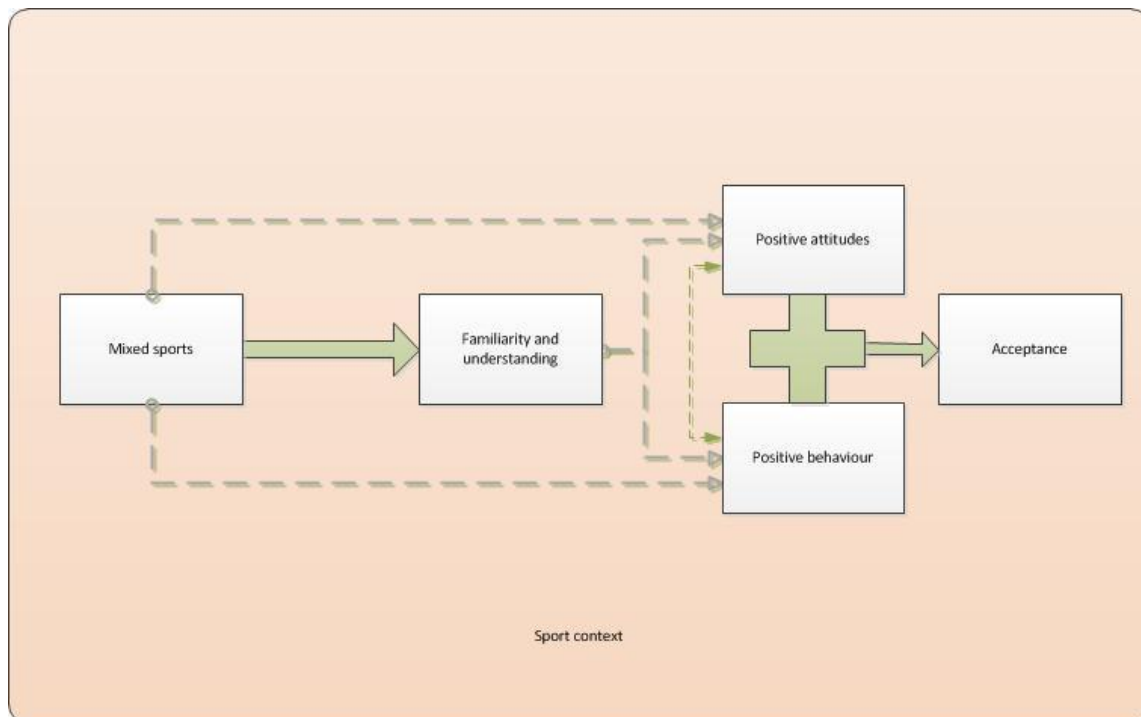


Figure 5.2. Final model on the level of tolerance.

3. What are the underlying factors contributing to tolerance?

In this research a lot of elements have been seen that have an influence on the level of tolerance. First of all both the attitudes and behaviour of the children determined whether or not they were tolerant towards the cluster 3 children. Apparently also within the attitudes there were some elements that played a larger role in the level of tolerance than others. As was seen, the children were a bit scared and tensed, which might have created more withdrawn behaviour in the beginning and a lower tolerance level. Next to that, the question about pitying the boy developed positively, so maybe the level of pity that children have could also contribute to the level of tolerance. A behavioural question that developed in a positive way was if the children would play with the cluster 3 child on the photo. So maybe the level of tolerance grew because more 'regular children' would want to play with the cluster 3 children. One of the largest developments in this research was the familiarity with and understanding about the cluster 3 children, therefore it might be said that also these two factors played a large role in the development of the level of tolerance. It was however not clear to what extent these two latter factors cohere with the attitudes and behaviour of the children.

Altogether it might be said that there were different factors that could contribute to tolerance and they contributed on a different level. The most important factors found in this research were attitudes and behaviour and familiarity and understanding. On a lower level there were particular attitudes and behaviour that played a larger role than others.

6.4. Conclusions on the influence of sports

In this paragraph all results and findings about sports are concluded by looking at its influence. This is done by giving an answer to the sub question which was formulated along with the conceptual model.

1. What is the influence of sports?

It might be said that the sports day had a positive influence on the children. Especially the 'regular children' got more familiar with the cluster 3 children and created more understanding about these children, just as Grandisson, Tétreault and Freeman (2012) argued in the theoretical framework. The 'regular children' realised that the cluster 3 children were not as scary as they might have thought in advance. The students responded positively and were enthusiastic for a possible continuation. Also the professionals requested for a next sports day, because of the positive developments they saw among the children. It is important to keep in mind that the guidance of the activities was important for the total influence that the day actually had. It might be said that sports were a good and neutral tool to focus on similarities instead of differences and to gain a better overall integration in education, just like the Ministry of HWS (2005), Beutler (2008), Elling and De Knop (in Elling, De Knop & Knoppers, 2001) and Phillips-Hersey and Ridley (1996) argued. It was seen that sports could function as a way to meet each other, because it had clear rules and required interaction like Van Mossel, Stuij and Wisse (2009) argued too. Finally it was found that the activities to obtain a higher level of tolerance should have some sort of success experience and should be feasible for every group, these elements could all be found in sports. So, just as found in the theory, sports were a great tool for social goals and tolerance enhancement. Moreover, it was also recognized that it could lead to a development on a more societal level, just like Coalter (2007) argued too, if more children would engage in mixed sports and develop their level of tolerance. One remark should however be made; it was not completely clear whether sports had a direct effect on the attitudes and behaviour of the children or whether this was indirect via the development of the increased familiarity and understanding. However, it did have a positive effect on the level of tolerance as a whole.

In general it can thus be concluded that sports can function as a great tool for integration goals, such as tolerance enhancement towards cluster 3 children. This because it functions as a neutral tool which focusses on similarities, has clear rules, can have a success experience and could be made feasible for every group. In this way it could lead to more interaction among groups, in this case 'regular children' and cluster 3 children. If integrated sports would be implemented on a larger scale it could even lead to the development of a society as a whole.

6.5. Conclusions on the influence of group pressure

In this paragraph the influence of group pressure is concluded by answering the sub question which was formulated after the theoretical part.

1. What is the influence of group pressure?

As seen, group pressure played a large role throughout this research. Just like was seen in the theoretical part, it still had a large role for both groups. In both classes group pressure was equally present, although it was said that the 'regular children' would probably be more able to resist this pressure than the cluster 3 children. It was found that the attitudes of the 'regular children' prior to the sports day were very likely to be influenced by what other's thought, especially the attitudes of the children who did not know children with a disability. Children who were more familiar with cluster 3 children were expected to have more control over their thoughts about these children. Next to that it was said that behaviour was easier to be influenced by groups than attitudes. Also during the sports day several occasions of group pressure were observed, both positive and negative. However, whereas the teachers stated that the developments within this research were mostly individually and that the children would behave differently in groups, it could be said that the children were divided into groups during the sports day and their attitudes and behaviour was still positive. It might be possible that they behaved more positive because of all the teachers who were present, but it might also represent actual group behaviour.

Altogether it might be said that group pressure is still important in schools and it could have an influence on especially the behaviour of children. However, it might be the case that group behaviour and individual behaviour do not differ as much as is expected.

6.6. General conclusions

In this sixth paragraph general conclusions are provided, which is done by answering the general question of this research.

In the introduction of this research a general question was formulated for this research. This question was formulated as:

What are the underlying factors contributing to tolerance from 'regular children' towards children with a cluster 3 mental disability in a school environment, to what extent does tolerance exist and to what extent can sports contribute to this tolerance?

To answer this question it might first be said that tolerance is build up by two different factors, called attitudes and behaviour. Next to that two other large factors that turned out to be influential for tolerance were familiarity with and understanding about the cluster 3 children. These four factors were the largest underlying factors contributing to tolerance, however, on a lower level some particular attitudes or behaviour was more important than others, such as fear. As long as the behaviour of the 'regular children' was either positive or neutral, the attitudes could be both positive and negative and still the children would be considered tolerant. Furthermore, tolerance was considered to be positioned between intolerance and acceptance, which meant that if the children had both a positive attitude and positive behaviour towards the cluster 3 children, they were accepting these children. This was actually found to be the case in this research, both prior to and after the sports day. However, prior to the sports day some negative attitudes were found too. So there was still room for improvement. After the sports day there was a slight improvement of the attitudes and behaviour of the children and thus also of their level of tolerance. Whether this improvement of attitudes and behaviour was caused by the sports day or by the improvement of familiarity with and understanding about the cluster 3 children was not clear. It might however be said that sports had a positive influence on the level of tolerance. It had an open character, it was

neutral, it had clear rules and it created possible success experience and interaction. Next to that it focussed on similarities, whereas other activities such as, for instance, creative activities, would display differences among children. So sports could be made feasible for every group. In this way interaction was stimulated among the children, which in turn created understanding among the 'regular children' about the cluster 3 children. This understanding led in turn also to less fear and the 'regular children' saw that the cluster 3 children were capable of doing a lot more than they expected. It should be taken into account that it was also found that the guidance during activities was of great importance on the interaction and thus the development of the children. Altogether it was said that sports were a great tool for more integration, especially in educational environments and it could be used for even larger groups.

It should be taken into account that group pressure was seen as an important feature for both groups of children and it could influence the attitudes and behaviour of the children at all times, both positively and negatively.

A general conclusion for this research is that the 'regular children' were found to be tolerant, moreover accepting the cluster 3 children prior to the sports day, but this day even improved their level of tolerance (acceptance) after the sports day, not in the last place because of the increased familiarity with and understanding about the cluster 3 children.

6.7. Reflection

In this paragraph a small reflection is given on the entire research process, the research aim and the social and scientific value.

Research process

It appeared to be more difficult to find a satisfying model that could measure tolerance than expected in advance. However, eventually it was found by combining the theories of Vogt (1997), Oberdiek (2001) and Kozloski (2010). Cook and Semmel (1999) and Crick and Casas (1997) provided some more elements with which tolerance could be measured. Methodologically seen this research had a nice set up in which different views could be compared. There were however still some minor disadvantages, such as the scheme with behavioural examples on the observation form that appeared not to be convenient to use and the photo in the qualitative questionnaire which was difficult to judge from, according to the children. Nevertheless some interesting results could be derived from the research. The two elements that were especially interesting were the familiarity with and understanding about the cluster 3 children. These elements were not expected to emerge in the results. Nevertheless also the tolerance model appeared to be easy to use and eventually all findings led to some interesting conclusions and the conceptual model changed radically in a way that is also interesting for further research.

Research aim

With regards to the research aim formulated in the introduction of this research, it might be said that this aim was almost reached completely. The factors that influence the level of tolerance seemed to be more complex than expected from the theoretical framework, but in the end it led to an interesting vision on the tolerance concept. Also the level of tolerance that was present among the 'regular children' came out quite clear, although the differences were not that large between the two measurement periods. With regards to the influence of sports it was said that sports had a positive

influence on the whole, but it was not sure which elements were exactly influenced by it. There the research aim might not be reached completely, but this could be interesting for further research.

Social and scientific relevance

Socially seen, this research contributed to the overall knowledge, understanding and tolerance of 'regular children' towards cluster 3 children which was the last social relevance presented. The other social relevancies were more focused on a greater goal, this research only contributed to a smaller part of these goals. It was, for instance, seen that sports could contribute to greater goals and together with the theory of Coalter (2007) it might be said that if integrated sports would be used more often, it might create more tolerance towards disabled people on a larger (societal) level. This might in the end lead to more employment for cluster 3 children and more cluster 3 children who participate in sports. It was also seen that sports were a valuable tool for more interaction and integration in schools, so maybe for the future it might be valuable for more schools.

Scientifically, this research contributed to more evidence on tolerance, how it could be measured and how it could be improved. It provided a clear model which could be used for further research. Next to that, it showed that sports are indeed socially relevant and how it could contribute to goals such as more familiarity and understanding and improved attitudes, behaviour and tolerance. Therefore it might be said that scientifically this research met its promises.

More reflection on the social and scientific relevance of this research is also given in the next part.

6.8. Recommendations

In this final paragraph of the research some recommendations are given, first with regards to further research, then for scientific use and finally for social use.

Recommendations for further research

One of the first recommendations that can be made with regards to the population of this research is that it might be interesting to transform this research into a quantitative research so that the findings could be generalized for the entire population, because in this research only two schools are used. Next to that, it was seen that there are multiple types of schools. The particular primary school participating in this research used the 'Dalton' method, so maybe if other schools were included with other methods, the results might have been different. What would furthermore be interesting might be to include a school for secondary education. Although these children might not relate to the cluster 3 children on intellectual level, it might still be interesting to see how these children look at cluster 3 children. When talking about changing the study population, it might also be interesting to see what happens if children with a lower or a higher intelligence level with a cluster 3 indication are included, maybe the lower level children are less tolerated than the higher level children. Besides this, the children are only studied in their educational environment. It might be interesting to see what happens if no teacher is near, would these children behave the same as during class?

Methodologically seen, it might also be interesting to see how the children would react on a picture of a girl with a cluster 3 indication. Some children answered that they would not invite the boy to their party because they only invite girls. So, maybe they would respond differently if there was a girl on the picture. Next to that, a lot of children found it difficult to judge because they did not know the person on the photo, so maybe for further research some sort of scenarios could be presented with which the children could identify themselves. They might therefore be better able to determine what

they think or what they would do. This might also lower the differences between actual attitudes and behaviour during the sports day and the attitudes and behaviour derived from the questionnaires. Next to that, in the qualitative questionnaires it was found that some children responded a bit socially desirable, it would be interesting for further research to study where they gave these socially desired answers and what their reasons were for this. This might lead to a more sincere result on these questions. When it comes to the observations in the future, it might be advised not to include a scheme with examples for which the observers could tick boxes, when the groups are very large. This because it is not possible to observe all children and look for the right examples.

Theoretically seen, in this research little attention was paid to the exact influence of group pressure on the attitudes and behaviour of the children, which appeared to be very important, as Roberts and Smith (2010) and Mummendey and Wenzel (1999) already argued. This might for further research be an element to inspect into further detail to see to what extent the attitudes and behaviour are really of the children themselves. In general it was concluded that the 'regular children' were tolerant, moreover accepting, the cluster 3 children and that sports could have a great influence on this tolerance level. The theory of Chong (1994) and Schuurman (2012) who stated that people find it difficult to face people with disabilities, was partly confirmed by the fact that 'regular children' were scared prior to the sports day, but there was no clear evidence that they also thought people with disabilities have lower contributions to society, even though they helped the cluster 3 children throughout the sports day. This might be interesting to study in a further research. The 'regular children' did think the cluster 3 children were more dependent than them. Finally, familiarity and understanding turned out to be very important in this research, however, it was not studied to what extent they relate to the attitudes and behaviour of the children. This might be interesting for further research, along with a study on the interaction between attitudes and behaviour.

Scientific recommendations

A scientific value of this research is that it proves the social relevance of sports. This was necessary because a lot of sports programs have been implemented by, for instance, governments, but there was little evidence that these sports would actually be valuable, like the Mulier Instituut (2012) argued. Although this research is not generalizable for the entire population, it might support programs focussed on sports. Next to that, this research contributed to the knowledge about tolerance and the theories of Vogt (1997), Oberdiek (2001) and Kozloski (2010) turned out to be a right tool for measuring tolerance and acceptance. Especially the fact that 'not acting' was taken into account as some sort of behaviour and that the link between tolerance and acceptance was made clear was very valuable. However, since in this research no real intolerance was found, it might be interesting for further research to study if these theories and the model linking attitudes and behaviour, is also valuable when intolerance is actually found and if sports could be as valuable for tolerance when actual intolerance was found. To create some more understanding about tolerance it would be interesting for further research to study the process in children's minds when they are becoming more tolerant. Are they for instance suppressing feelings, like Chong (1994) said or are they changing their attitudes like Schuurman (2012, Horton (1996) and Phillips-Hersey and Ridley (1996) argued and to what extent is behaviour actually linked to their attitudes, as Roberts and Smith (2010) stated. It was seen here that the attitudes of the children have been changed, but it might be interesting to look into it in more detail.

Social recommendations

So people who seek more tolerance towards and integration and understanding of cluster 3 children, could use integrated sports to achieve this goal, as it turned to be a great tool for improvement. This was also what Coalter, Allison and Taylor (2000), Coalter (2010) and Prislín and Filson (2009) claimed in the introduction. Maybe these integrative sports are also beneficial for the understanding of other disabilities, like the sports teachers said, it might enhance understanding about physical disabilities. Next to that, if sports could lead to a greater level of tolerance towards the cluster 3 children, this might also be the case for other minority groups who are considered to be excluded from 'normal' groups. It was said in the introduction by Kooiker (2006) that the focus for special facilities for disabled children is shifting towards as less special facilities as possible, therefore these children will probably end up in regular schools and regular associations. These schools, associations and maybe the government could use sports to create more integration in their groups. It should be taken into account that these sports activities should be feasible for all, it should facilitate some sort of teamwork and feelings of success. Next to that, the guidance of a sports coach is important for the development of the groups. As Grandisson, Tétreault and Freeman (2012) and the Ministry of ECS (2006) argued, it might be the case that if children engage in integrated sports in school, they are also more likely to sport together outside the school environment. The cluster 3 children learned that the 'regular children' are not always better than them, so if governments are aiming to encourage participation of cluster 3 children in sports, they might facilitate integrated sports in school. If this integration starts in schools and associations, a larger understanding and tolerance for (mentally) disabled people might be created, which in turn might lead to a greater integration overall, which could lead to more employment of these minority groups, as Schuurman (2012), Bijma (2009), Vos and Andriessen (2010) and the Ministry of ECS (2006) argued. This latter however, requires some more research.

Altogether it is recommended for governments, schools and associations who look for more familiarity with or understanding about disabled people and want to enhance the level of tolerance, acceptance and integration of minority groups, to make use of integrated sports which are feasible for all groups, which incite people to work as a team and which could generate some sort of success.

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Appendices.

Appendix 1: Script of the sports day

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Draaiboek



Speldag

St. Jacobus & Groote Aard

Sandrine Paridaans
Freek Bijnen
Frank Bullens
Joël Prat
Koen Wouters

Voorwoord

Deze dag wordt georganiseerd naar aanleiding van een onderzoek vanuit Sandrine Paridaans. Tijdens dit onderzoek wordt bekeken of sport invloed heeft op het tolerantie niveau van kinderen in het regulier onderwijs op kinderen met “cluster III” indicatie.

We willen dit gaan onderzoeken door middel van interviews met de docenten, vragenlijsten voor de kinderen van het regulier onderwijs en een sportdag waar beide doelgroepen samen worden gevoegd.

Tijdens de gemengde speldag gaan we drie verschillende onderwerpen aanhalen; Free running, samenwerken en win/verlies spellen. Met deze spellen kunnen we onderzoeken wat het gedrag is van de beide doelgroepen. Accepteren de doelgroepen elkaar of komen er conflicten, wordt er goed samengewerkt of worden er juist mensen in een hokje geplaatst? Dit is wat wij uit willen gaan zoeken. Natuurlijk worden de beide doelgroepen gemixt in groepen geplaatst om het gewenste resultaat te bereiken.

Door middel van de vragenlijsten gaan wij de kinderen een aantal vragen stellen voor en na de speldag, zo hopen wij een beeld te kunnen schetsen over de denkwijze van reguliere kinderen naar kinderen met een “cluster III” indicatie.

De interviews met de docenten zullen ook voor en na de speldag gehouden worden, zij kunnen een duidelijk beeld geven of de kinderen ook daadwerkelijk zich anders zijn gaan gedragen, of zij zijn veranderd of dat de denkwijze het zelfde is gebleven.

Dit draaiboek is gemaakt om het programma van de speldag voor iedereen duidelijk te krijgen. Naast de sporten die tijdens deze dag worden beoefend staat er ook informatie in over kleedkamers en tijden, zodat het draaiboek gebruikt kan worden als een overzicht van de dag.

Koen Wouters
Joël Prat

1. Groeps- & kleedkamer indeling

De groepen worden later bekend gemaakt dit is overlegd met Frank Bullens. Dit worden drie groepen van 13 kinderen. Beide doelgroepen gemixt.

Indeling:	Kleedkamer
De heren VSO 1 & 2	1
De dames VSO 1 & 2	3
De heren groep 6	5
De damesgroep 6	7

2. Tijdschema

Doordraaischema speldag St. Jacobus & Groote Aard

12:30 - 12:45 Warming-up

	Zaal 1	Zaal 2	Zaal 3
	Free running	Trefbal spelen	Win/verlies Spelen
12:45- 13:15	Groep 1	Groep 2	Groep 3
13:20- 13:50	Groep 3	Groep 1	Groep 2
13:55- 14:25	Groep 2	Groep 3	Groep 1

14:25 Kinderen worden terug naar school gestuurd

14:30 Opruimen materialen

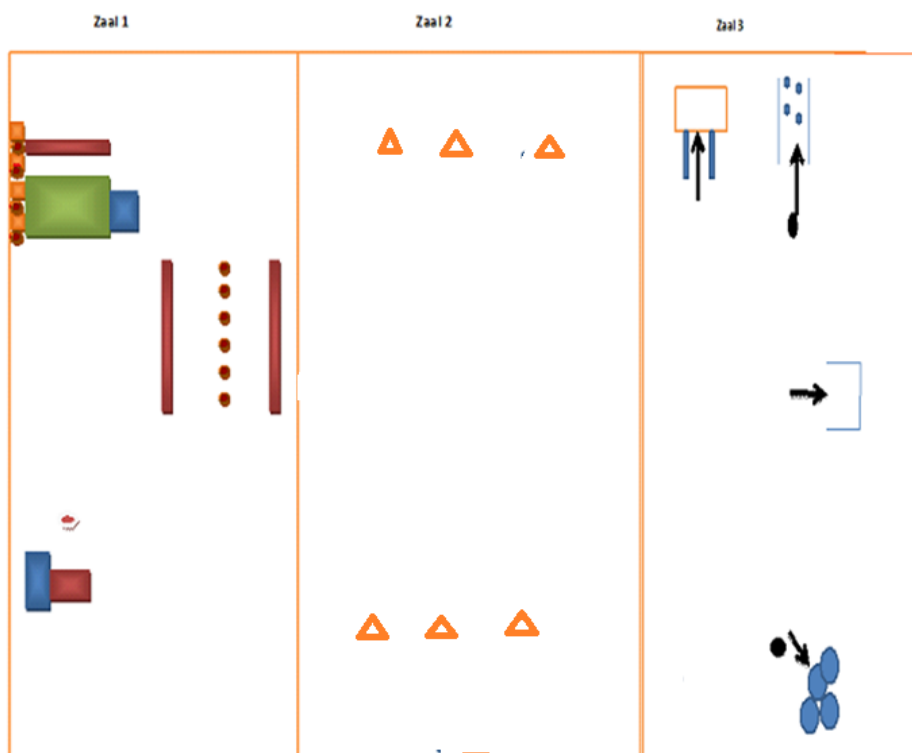
15:00 Gezamenlijke afsluiting

3. Warming-up

Tijdens de warming- up staat een docent voor de groep, we doen bewegingen op de plaats. De bewegingen worden uitgevoerd op muziek om gelijk een positieve sfeer te creëren. De bewegingen die we doen: *(alle oefeningen worden op de plaats uitgevoerd)*

- Dribbelen
- Armzwaaien
- Jumping Jacks
- Op teken van de begeleider gaan zitten en weer staan.
- Knie heffen
- Hielaanslag

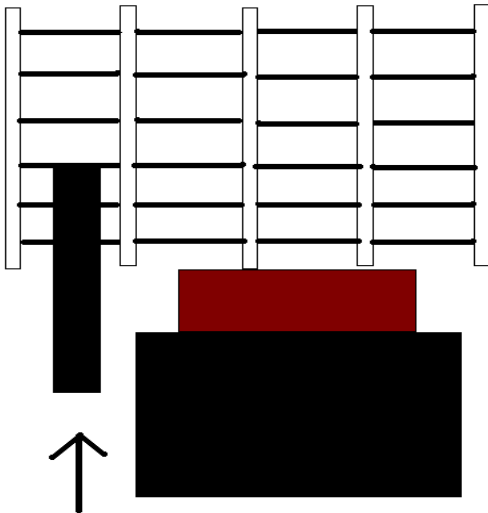
4. Plattegrond zalen



5. Media kaarten

Zaal 1: Freerunning

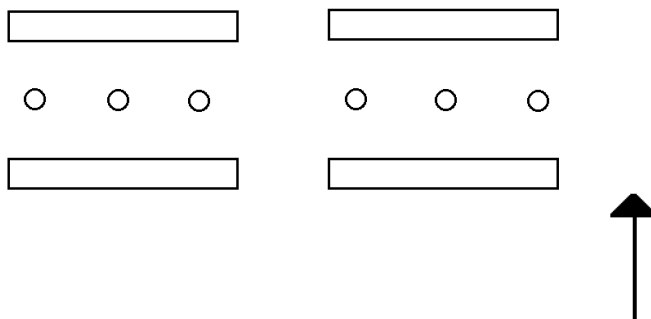
Spel 1: Cat Jump



Instructie:

1. Lopen op de bank naar het klimrek toe.
2. Vanuit klimrek een sprong maken op de grote mat

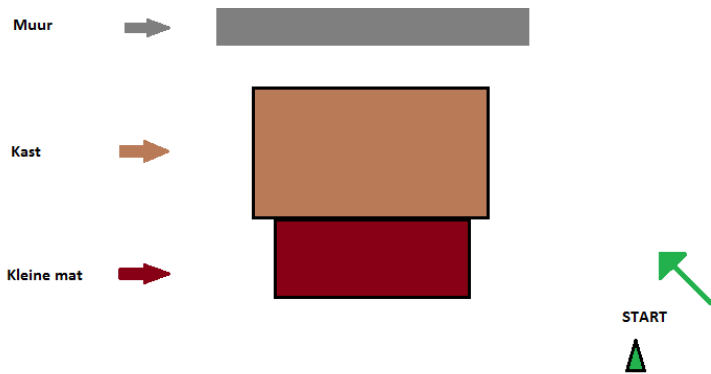
Spel 2: Touw zwaaien



Instructie:

1. Op de bank gaan staan met het touw vast (handen)
2. Slingerend naar de overkant komen
3. Landen op de bank (touw los)

Spel 3: Hand Palm



Instructie:

1. Vanuit start(rechts) lopen richting de muur
2. Linker hand op de kast zetten
3. Probeer tegelijkertijd te klimmen met je voeten op de muur
4. Zittend maak je een draai en land je op de kleine mat

Zaal 2: Win- en verlies spellen/ samenwerken: trefbal spelen.

1^{ste} vorm:

Randvoorwaarden

2 Gelijkwaardige teams.

Ieder 5 pionnen waarvan 3 op de kast.

Middenlijn

3 ballen

Speluitleg.

Bij deze trefbal vorm gaan we het samenwerken bekijken, ze gaan trefbal spelen dit is een teamsport. Zodra je de tegenstander afgooit moeten zij op de achterlijn gaan staan. Als je op de achterlijn gaat staan moet je iemand afgooien dan mag je geen pion om gooien, dan mag je terug het veld in.

Iemand afgooien kan d.m.v. de bal rechtstreeks tegen het lichaam aan te gooien, of een gegooide bal te vangen.

Tips om het samenwerken te bevorderen:

- Niet lopen met de bal
- Minimaal 3 keer overspelen
- De bal mag niet retour afzender.

2^{de} vorm:

Randvoorwaarden:

- 2 gelijkwaardige teams
- Middenlijn
- 3 ballen
- 5 pionnen

Speluitleg:

Trefbal vorm met 5 pionnen op de gele lijn, zodra de kinderen afgegooid zijn gaan ze weer naar het achter vak en mogen zijn daar geen pionnen afgooien alleen andere kinderen. Als zij iemand afgegooid hebben moeten ze weer terug naar het begin vak.

Tips om het samenwerken te bevorderen:

- Niet lopen met de bal
- Minimaal 3 keer overspelen
- De bal mag niet retour afzender.

Zaal 3: Win- en verlies spellen

Spel 1: Penalty schieten

Materialen:

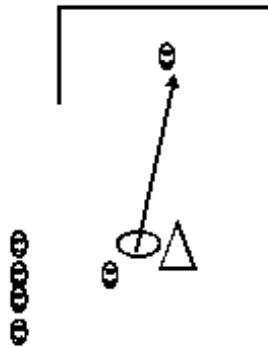
- 1 bal
- 1 keeper
- 1 goal
- 1 pion

Speluitleg:

De kinderen gaan 1 voor 1 penaltyschieten op elkaar, als je scoort krijg je 1 punt als je mist krijg je 0 punten. Na 5 minuten ga je door naar het volgende onderdeel.

Tips:

- Begeleider zaal gaat keepen voor beleving.
- Bal dicht/verder weg leggen.



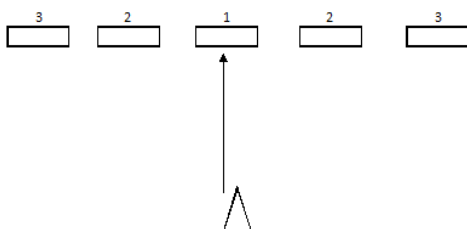
Spel 2: Hockey

Materialen:

- 2 unihockey sticks
- 3 pucks
- 5 doeltjes (van blokken)
- 1 pion

Speluitleg:

De kinderen gaan op 5 meter van de goaltjes staan, zij proberen de puck in de doeltjes te schieten.



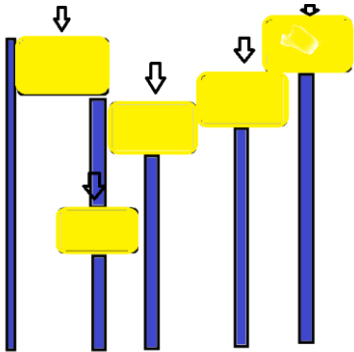
Spel 3: Korf gooien

Materialen:

- 5 korven
- 3 verschillende ballen
- 1 pion

Spel uitleg:

De kinderen gaan achter de pion staan, zij proberen de bal in de korf te gooien. Elke korf is 3 punten waard.



Spel 4: Kast gooien

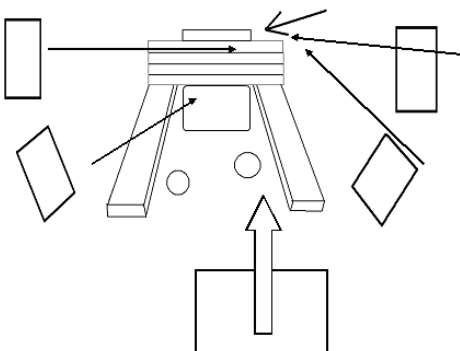
Materialen:

- 1 kast
- 5 matjes
- 7 ballen

Spel uitleg:

De kinderen mogen vanaf de matjes proberen te scoren in de kast, als dit 2 keer achter elkaar lukt mogen ze het proberen van de kast kop.

Scoren vanaf de mat 1 punt vanaf de kastkop 2 punten.



Appendix 2. Observation scheme of the sports day

Observation scheme sports day 16 April 2013

Dear observer,

First of all thank you for your effort in helping me with my research! During the sports day I would like to ask you to observe the children closely. This observation will be focused on four points, namely: the behaviour of the children, the attitudes of the children, group pressure and the general atmosphere in the group.

The behaviour of the children can be positive, negative or neutral. Examples of positive and negative behaviour can be found in the scheme on the next page, but there are of course many more types of behaviour. Neutral behaviour will be a bit more difficult to observe, but this might be behaviour in which a child is aloof from the rest. All your observations will be valuable for this research, so you do not need to focus on children who show different behaviour than normally, but you can register all behaviour you observe.

Besides observing behaviour it might be possible that you hear children expressing their attitudes, feelings or opinions. These might be very valuable too, so I would like to ask you to also note these attitudes, feelings or opinions.

Finally, attention is paid to group pressure and the general atmosphere in the group.

Your observations can be described on the next pages. For this registration a division in three phases is made; the starting phase (during the first encounter, the division of the groups and the first sport activity), the second phase (during the second and third sport activity) and the final phase (during the closure of the day and saying goodbye). If you observe certain behaviour, you can tick this off in the scheme on the next page. It is however interesting if you could also give a description of the situation, in order to obtain a complete image. You can register this information on the subsequent pages. In case you observe behaviour that is not shown in the scheme, you can still write this down on these pages. Furthermore you will find on the bottom of the pages some space to describe attitudes (also feelings and opinions), group pressure and the general atmosphere in the group in a certain period.

It is not necessary to register the children by name, in this way they will stay anonymous during the entire research. It is valuable though, to write down to which school a child belongs and to which child certain behaviour is shown. This can be done by writing JS (St. Jacobus) or GA (Groote Aard) behind the observation. The observations will be discussed directly after the sports day. In case you have any questions, you can always contact me. Furthermore I would like to wish you a very nice and sportive day.

With kind regards,

Sandrine Paridaans

Examples of positive and negative behaviour from children

	Behaviour	Amount of observations in the starting phase of the sports day	Amount of observations in the second phase of the sports day	Amount of observations in the final phase of the sports day
	Sharing turns			
	Being nice			
	Helping a child			
	Putting up friendly faces towards another child			
	Doing nice things for another child			
	Promoting a child to others			
	Inviting a child to play in a group			
Positive	Inviting a child to a party			
	Trying to get others to like a child			
	Giving compliments			
	Physically positive behaviour			
	Lending own possessions to others			
	Listening carefully to other children			
	Worship a child			
	Discriminate in favour of a child			
	Self-sacrifice			
	Jumping the queue			
	Being hostile			
	Not being helpful			
	Putting up hostile faces towards another child			
	Bribing children			
	Keeping others from playing with a child			
	Keeping a child from playing in the group			
Negative	Not inviting a child to a party			
	Trying to get others to dislike a child			
	Verbal threats			
	Physically aggressive behaviour			
	Ruining possessions of a child			
	Not listening to a child			
	Persecute a child			
	Discriminate a child			
	Sacrifice of a child			

1. Descriptions of situations in the starting phase of the sports day (during the first encounter, the division of the groups and the first sport activity)

Positive behaviour	
Negative behaviour	
Neutral behaviour	
Attitudes (also feelings and opinions)	
Group pressure	
General atmosphere in the group during this period	

2. Descriptions of situations in the second phase of the sports day (during the second and third sport activity)

Positive behaviour	
Negative behaviour	
Neutral behaviour	
Attitudes (also feelings and opinions)	
Group pressure	
General atmosphere in the group during this period	

3. Descriptions of situations in the final phase of the sports day (during the closure of the day and saying goodbye)

Positive behaviour	
Negative behaviour	
Neutral behaviour	
Attitudes (also feelings and opinions)	
Group pressure	
General atmosphere in the group during this period	

Appendix 3. Qualitative questionnaire prior to the sports day

Dear student,

Forthwith you will find some questions which you will be about to answer. All questions will first be explained, after which it is up to you to answer. In total there are 15 questions. For almost every question it is possible to first choose an answer and subsequently describe why you have chosen this answer. In case you have a question about something, please raise your hand and I will help you.

Please try to give an honest answer on all questions. It is no test, so all answers are correct. It is valuable for me to know your name, but besides me nobody else will know what you have answered, so you can be free to answer anything.

Good luck with answering the questions and please wait until a sign is given that you may turn your page!

My name is: _____

Question 1: What is your age?

Answer: _____

Question 2: If you look at the child on the photo, what is the first thing that comes to mind? Please write that down below.

Answer: _____

Question 3: What do you think of the child on the? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. He is nice
- B. He is not nice
- C. I do not know

I think this, because:

Question 4: How do you think about the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. He is kind
- B. He is not kind
- C. I do not know

I think this, because:

Question 5: What you think about the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. He is scary
- B. He is not scary
- C. I do not know

I think this, because:

Question 6: What do you think of the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. He needs less help than me
- B. He needs as much help as me
- C. He needs more help than me

I think this, because:

Question 7: What do you think about the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. He is smarter than me
- B. He is as smart as me
- C. He is dumber than me

I think this, because:

Question 8: What do you think about the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. He is not piteous
- B. He is piteous
- C. I do not know

I think this, because:

Question 9: If the child on the photo would be in your class, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. I would be nice to him
- B. I would not be nice to him
- C. I would not do anything

I would do this, because:

Question 10: If the child on the photo is in your class, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. I would play with him
- B. I would make sure that he cannot play
- C. I would not do anything

I would do this, because:

Question 11: If you are playing with a group of children and the child on the photo wants to play along, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. I would invite him to play along
- B. I would tell him that he cannot play along
- C. I would not do anything

I would do this, because:

Question 12: If it was your birthday and the child on the photo would be in your class, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. I would invite him to my party
- B. I would not invite him to my party as the only child of the class
- C. I would not invite him and some others of my class to the party

I would do this, because:

Question 13: If the child on the photo would be in your class and you would see he needs some help, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. I would help him
- B. I would not help him on purpose
- C. I would not do anything

I would do this, because:

Question 14: If the child on the photo would be in your class and a friend of yours would like to play with him, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- A. I would play along
- B. I would ask my friend not to play with him
- C. I would not do anything and let my friend play with him

I would do this, because:

Question 15: Do you know anyone who looks like the child on the photo? (Please circle your answer first and then explain how well you know this person)

Answer:

- A. Yes
- B. No

This is how well I know this person:

This is the end of the questions, thank you for answering! You may place your pages text down on your table.

Appendix 4. Qualitative questionnaire post sports day

Dear student,

Forthwith you will find some questions which you will be about to answer. This will go the same way as the last time. All questions will first be explained, after which it is up to you to answer. In total there are 15 questions. For almost every question it is possible to first choose an answer and subsequently describe why you have chosen this answer. In case you have a question about something, please raise your hand and I will help you.

Please try to give an honest answer on all questions. It is no test, so all answers are correct. It is valuable for me to know your name, but besides me nobody else will know what you have answered, so you can be free to answer anything.

Good luck with answering the questions and please wait until a sign is given that you may turn your page!

My name is: _____

Question 1: What is your age?

Answer: _____

Question 2: If you look at the child on the photo, what is the first thing that comes to mind? Please write that down below.

Answer: _____

Question 3: What do you think about the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. He is not piteous
- E. He is piteous
- F. I do not know

I think this, because:

Question 4: What do you think about the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. He is smarter than me
- E. He is as smart as me
- F. He is dumber than me

I think this, because:

Question 5: What do you think of the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. He needs less help than me
- E. He needs as much help as me
- F. He needs more help than me

I think this, because:

Question 6: What you think about the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. He is scary
- E. He is not scary
- F. I do not know

I think this, because:

Question 7: How do you think about the child on the photo? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. He is kind
- E. He is not kind
- F. I do not know

I think this, because:

Question 8: What do you think of the child on the? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. He is nice
- E. He is not nice
- F. I do not know

I think this, because:

Question 9: If the child on the photo would be in your class and a friend of yours would like to play with him, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. I would play along
- E. I would ask my friend not to play with him
- F. I would not do anything and let my friend play with him

I would do this, because:

Question 10: If the child on the photo would be in your class and you would see he needs some help, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. I would help him
- E. I would not help him on purpose
- F. I would not do anything

I would do this, because:

Question 11: If it was your birthday and the child on the photo would be in your class, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. I would invite him to my party
- E. I would not invite him to my party as the only child of the class
- F. I would not invite him and some others of my class to the party

I would do this, because:

Question 12: If you are playing with a group of children and the child on the photo wants to play along, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. I would invite him to play along
- E. I would tell him that he cannot play along
- F. I would not do anything

I would do this, because:

Question 13: If the child on the photo is in your class, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. I would play with him
- E. I would make sure that he cannot play
- F. I would not do anything

I would do this, because:

Question 14: If the child on the photo would be in your class, what would you do? (Please circle your answer first and then explain why you have chosen this answer)

Answer:

- D. I would be nice to him
- E. I would not be nice to him
- F. I would not do anything

I would do this, because:

Question 15: What did you think of doing sports with children of the Groote Aard?

Answer:

This is the end of the questions, thank you for answering! You may place your pages text down on your table.

Appendix 5. Topic guide interview regular education, pre-sports day

Topic Guide Master Thesis

Pre sports day teachers interview St. Jacobus.

What are the underlying factors contributing to tolerance from 'regular children' towards children with a cluster 3 mental disability in a school environment, to what extent does tolerance exist and to what extent can sports contribute to this tolerance?

OBJECTIVE

- Gaining insight in the degree of tolerance from 'regular children' towards children with a cluster 3 mental disability before the sports day.
- Gaining insight in de possible influence that the first questionnaire for the children has had on the attitudes and behaviour of children towards cluster 3 children.
- Gaining insight in the degree of group pressure.

INTRODUCTION

- Introduce yourself
- Introduce the research and main research goal
- Explain conditions of the interview (non-anonymity, recording, anonymity of children)
- Explain the course of the interview

1. Personal information

- Position at school
- Summary of current activity (work/position)
- Duration of employment in the current school and class

Explain the tolerance concept. Build up by attitudes (also opinions and feelings) and behaviour. Explain the cluster 3 concept. Education specialised on mentally and physically limited children or children with long-term diseases. This research focusses on children with a mental disability. ZMLK education. Intelligence level <70.

2. Attitudes

- Feelings of 'regular children' towards cluster 3 children
- Opinions of 'regular children' towards cluster 3 children
- General attitudes of 'regular children' towards cluster 3 children before questionnaire
- Changed attitudes after questionnaire

3. Behaviour

- General behaviour of 'regular children' towards cluster 3 children
- Behaviour of 'regular children' towards cluster 3 children before the questionnaire
- Changed behaviour after questionnaire

4. Tolerance

- Overall level of tolerance of 'regular children' towards cluster 3 children
- Level of tolerance before questionnaire
- Level of tolerance after questionnaire
- Influence of tolerance/intolerance on attitudes and behaviour of cluster 3 children

5. Group pressure

- Group pressure among 'regular children' on attitudes in general
- Group pressure among 'regular children' on behaviour in general
- Group pressure among 'regular children' on tolerance towards cluster 3 children before questionnaire
- Group influence among 'regular children' on tolerance towards cluster 3 children after questionnaire

6. Closure

- Questions or comments related to the topic
- Inform about observation during sports day
- Appointment 2nd questionnaire (18 April) and interview (25 April)

CLOSURE:

- Thank you for time and effort.
- Questions (non-topic related)
- Results available.

Appendix 6. Topic guide interview special education, pre-sports day

Topic Guide Master Thesis

Pre sports day teachers interview Groote Aard.

What are the underlying factors contributing to tolerance from 'regular children' towards children with a cluster 3 mental disability in a school environment, to what extent does tolerance exist and to what extent can sports contribute to this tolerance?

OBJECTIVE

- Gaining insight in the degree of tolerance from 'regular children' towards children with a cluster 3 mental disability.
- Gaining insight in the attitudes and behaviour of cluster 3 children towards 'regular children'.
- Gaining insight in the degree of group pressure.

INTRODUCTION

- Introduce yourself.
- Introduce the research and main research goal.
- Explain conditions of the interview (non-anonymity, recording, anonymity of children).
- Explain the course of the interview.

1. Personal information

- Position at school
- Summary of current activity (work/position)
- Duration of employment in the current school and class

Explain the tolerance concept. Build up by attitudes (also opinions and feelings) and behaviour.

2. Attitudes

- Feelings of 'regular children' towards cluster 3 children
- Opinions of 'regular children' towards cluster 3 children
- General attitudes of 'regular children' towards cluster 3 children
- Attitudes of 'regular children' seen from the cluster 3 children's perspective

3. Behaviour

- General behaviour of 'regular children' towards cluster 3 children
- Behaviour of 'regular children' seen from the cluster 3 children's perspective

4. Tolerance

- Overall level of tolerance of 'regular children' towards cluster 3 children
- Tolerance of 'regular children' seen from the cluster 3 children's perspective

5. Attitudes and behaviour of cluster 3 children

- Feelings of cluster 3 children towards 'regular children'
- Opinions of cluster 3 children towards 'regular children'
- General attitudes of cluster 3 children towards 'regular children'
- General behaviour of cluster 3 children towards 'regular children'
- Influence of tolerance/intolerance on attitudes and behaviour of cluster 3 children

6. Group pressure

- Group pressure among cluster 3 children on opinions in general
- Group pressure among cluster 3 children on behaviour in general
- Group pressure among 'regular children' on attitudes in general
- Group pressure among 'regular children' on behaviour in general
- Group influence among 'regular children' on tolerance towards cluster 3 children

7. Closure

- Questions or comments related to the topic
- Inform about observation during sports day
- Appointment 2nd interview (24 April)

CLOSURE:

- Thank you for time and effort.
- Questions (non-topic related)
- Results available.

Appendix 7. Topic guide interview regular education, post sports day

Topic Guide Master Thesis

Post sports day teachers interview St. Jacobus.

What are the underlying factors contributing to tolerance from 'regular children' towards children with a cluster 3 mental disability in a school environment, to what extent does tolerance exist and to what extent can sports contribute to this tolerance?

OBJECTIVE

- Gaining insight in the degree of tolerance from 'regular children' towards children with a cluster 3 mental disability after the sports day.
- Gaining insight in the possible influence of the second questionnaire on the attitudes and behaviour of the 'regular children' towards cluster 3 children.
- Gaining insight in the degree of group pressure.

INTRODUCTION

- Introduce yourself.
- Introduce the research and main research goal.
- Explain conditions of the interview (non-anonymity, recording, anonymity of children).
- Explain the course of the interview.

1. Personal information

- Changes after first interview in (personal) situation at school?

Explain the tolerance concept. Build up by attitudes (also opinions and feelings) and behaviour. Explain the cluster 3 concept. Education specialised on mentally and physically limited children or children with long-term diseases. This research focusses on children with a mental disability. ZMLK education. Intelligence level <70.

2. Attitudes

- Feelings of 'regular children' towards cluster 3 children after the sports day
- Opinions of 'regular children' towards cluster 3 children after the sports day
- General attitudes of 'regular children' towards cluster 3 children after the sports day
- Changed attitudes after the sports day
- Changed attitudes after the second questionnaire

3. Behaviour

- General behaviour of 'regular children' towards cluster 3 children after the sports day
- Changed behaviour after the sports day
- Changed behaviour after the second questionnaire

4. Tolerance

- Overall level of tolerance of 'regular children' towards cluster 3 children after the sports day
- Level of tolerance after the second questionnaire

5. Group pressure

- General change in group pressure after the sports day among 'regular children'
- Group pressure among 'regular children' on attitudes towards cluster 3 children after the sports day
- Group pressure among 'regular children' on behaviour towards cluster 3 children after the sports day
- Group pressure among 'regular children' on tolerance towards cluster 3 children after the sports day
- Group pressure among 'regular children' on tolerance towards cluster 3 children after the second questionnaire

6. Sport

- Effect of the sports day on 'regular children'
- Effect of the sports day on cluster 3 children
- Effect of the sports day on attitudes (feelings and opinions) of the children towards each other
- Effect of the sports day on the behaviour of the children towards each other
- Effect of the sports day on tolerance of 'regular children' towards cluster 3 children
- Effect of the sports day in general

7. Closure

- Questions or comments related to the topic

CLOSURE:

- Thank you for time and effort.
- Questions (non-topic related)
- Results available.
- Thank you gift

Appendix 8. Topic guide interview special education, post sports day

Topic Guide Master Thesis

Post sports day teachers interview Groote Aard.

What are the underlying factors contributing to tolerance from 'regular children' towards children with a cluster 3 mental disability in a school environment, to what extent does tolerance exist and to what extent can sports contribute to this tolerance?

OBJECTIVE

- Gaining insight in the degree of tolerance from 'regular children' towards children with a cluster 3 mental disability after the sports day
- Gaining insight in the attitudes and behaviour of cluster 3 children towards 'regular children' after the sports day.
- Gaining insight in the degree of group pressure.

INTRODUCTION

- Introduce yourself.
- Introduce the research and main research goal.
- Explain conditions of the interview (non-anonymity, recording, anonymity of children).
- Explain the course of the interview.

1. Personal information

- Changes after first interview in (personal) situation at school?

Explain the tolerance concept. Build up by attitudes (also opinions and feelings) and behaviour.

2. Attitudes

- Feelings of 'regular children' towards cluster 3 children after the sports day
- Opinions of 'regular children' towards cluster 3 children after the sports day
- General attitudes of 'regular children' towards cluster 3 children after the sports day
- Attitudes of 'regular children' seen from the cluster 3 children's perspective after the sports day

3. Behaviour

- General behaviour of 'regular children' towards cluster 3 children after the sports day
- Behaviour of 'regular children' seen from the cluster 3 children's perspective after the sports day

4. Tolerance

- Overall level of tolerance of 'regular children' towards cluster 3 children after the sports day
- Tolerance of 'regular children' seen from the cluster 3 children's perspective after the sports day

5. Attitudes and behaviour of cluster 3 children

- Feelings of cluster 3 children towards 'regular children' after the sports day
- Opinions of cluster 3 children towards 'regular children' after the sports day
- General attitudes of cluster 3 children towards 'regular children' after the sports day
- General behaviour of cluster 3 children towards 'regular children' after the sports day
- Influence of tolerance/intolerance on attitudes and behaviour of cluster 3 children after the sports day

6. Group pressure

- General change in group pressure after the sports day among cluster 3 children
- Group pressure among cluster 3 children on attitudes towards 'regular children' after the sports day
- Group pressure among cluster 3 children on behaviour towards 'regular children' after the sports day
- Group pressure among 'regular children' on attitudes towards cluster 3 children after the sports day
- Group pressure among 'regular children' on behaviour towards cluster 3 children after the sports day
- Group influence among 'regular children' on tolerance towards cluster 3 children after the sports day

7. Sport

- Effect of the sports day on 'regular children'
- Effect of the sports day on cluster 3 children
- Effect of the sports day on attitudes (feelings and opinions) of the children towards each other
- Effect of the sports day on the behaviour of the children towards each other
- Effect of the sports day on tolerance of 'regular children' towards cluster 3 children
- Effect of the sports day in general

8. Closure

- Questions or comments related to the topic

CLOSURE:

- Thank you for time and effort.
- Questions (non-topic related)
- Results available.
- Thank you gift

Appendix 9. Topic guide group interview sports teachers

Topic Guide Master Thesis

Group discussion with the sport teachers after the sports day.

What are the underlying factors contributing to tolerance from 'regular children' towards children with a cluster 3 mental disability in a school environment, to what extent does tolerance exist and to what extent can sports contribute to this tolerance?

OBJECTIVE

- Gaining insight in the influence of sport on tolerance

INTRODUCTION

- Introduce yourself
- Introduce the research and main research goal.
- Explain conditions of the discussion (non-anonymity, recording, anonymity of children).
- Explain the course of the discussion

Explain the tolerance concept. Build up by attitudes (also opinions and feelings) and behaviour.

Sport

- Effect of the sports day on 'regular children'
- Effect of the sports day on cluster 3 children
- Effect of the sports day on attitudes (feelings and opinions) of the children towards each other
- Effect of the sports day on the behaviour of the children towards each other
- Effect of the sports day on tolerance of 'regular children' towards cluster 3 children
- Effect of the sports day in general

Closure

- Questions or comments related to the topic

CLOSURE:

- Thank you for time and effort.
- Questions (non-topic related)
- Results available.
- Thank you gift.

Appendix 10. Planning Master Thesis process

TIME SCHEDULE MASTER THESIS			
Date		Activity	
From:	to:	Time	
MO. 11-03-13			Sending letters to parents, including request for photos.
FRI. 05-04-13	FRI. 12-04-13		Conducting first qualitative questionnaire and individual interviews. Transcribing, coding and processing data into thematic charts.
FRI. 05-04-13		11:00-11:30	Conducting first qualitative questionnaire on the 'regular children'. Informing teacher about observation after questionnaire.
THU. 11-04-13		15:00-15:45	Conducting first individual interview with the teacher of thee Groote Aard. Informing teacher about observation during sports day.
FRI. 12-04-13		15:30-16:15	Conducting first individual interview with the teacher of St. Jacobus. Informing teacher about observation during sports day.
TUE. 16-04-13			Sports day. Conduct observation and evaluate observation afterwards with other observers. Informing teachers about observation after sports day.
FRI. 19-04-13		14:15-14:45	Conducting second qualitative questionnaire on the 'regular children'. Informing teacher about observation after questionnaire.
WED. 24-04-13		12:45-13:30	Conducting second individual interview with the teacher on the Groote Aard.

THU. 25-04-13		15:30-16:15	Conducting second individual interview with the teacher on the St. Jacobus.
FRI. 26-04-13		15:30-16:30	Conducting group interview with sports teachers.
TUE. 16-04-13	FRI. 31-05-13		Transcribing, coding and processing data into thematic charts, writing results.
MO. 03-06-13	FRI. 07-06-13		Write conclusions, recommendations, discussions, preface, summary.
MO. 10-06-13	FRI. 14-06-13		Putting everything together, checking document, also by others.
MO. 17-06-13	TUE. 18-06-13		Final adjustments and checks.
WED. 19-06-13			Printing, binding research.
THU. 20-06-13			Hand in first draft report Master Thesis!
TUE. 02-07-13			Receiving feedback on Master Thesis
WED. 03-07-13	WED. 15-08-13		Adapting Master Thesis
WED. 15-08-13			Hand in final report Master Thesis!

Appendix 11. Part of the thematic chart of the first qualitative questionnaire

Leeftijd	Eerste gedachte	Leuk/ niet leuk
9	Dat het kind gehandicapt is	C. Ik vind hem er een beetje raar uitzien en ik heb geen idee
9	Het is iemand die een handicap heeft. Maar hij ziet er vrolijk uit.	A. Hij ziet er vrolijk uit en ik denk dat het wel leuk is om met hem te spelen.
10	Is dit een gehandicapte	C. Ik weet het niet.
10	Hij is gehandicapt	C. Ik hem alleen op een foto heb gezien.
9	Een kind en een beetje aan atletiek	A. Hij lacht en hij lijkt me aardig.
10	Zijn glimlach is wel grappig. Ik denk ook dat hij een beetje ziek is (ziekte) (handicap) maar hij lijkt mij een beetje normaal.	A. Hij lijkt me leuk om mee te spelen. Hij mij heel enthousiast en ik zou hem best als mijn vriend willen.
10	School (kind op school). Keeper uit mijn vriend's voetbalteam.	A. Hij lijkt me grappig.
10	Gehandicapt omdat je dat eigenlijk wel een beetje ziet. En school aan de boeken en de sommen.	C. Ik ken hem niet dus ik weet niet hoe die is.
9	En jongetje die ziek is geweest of die gehandicapt is. Maar hij heeft wel gewoon een goed leven.	A. Hij ziet er leuk uit en lijkt me aardig.
9	Een beetje gehandicapt	C. Ik weet het niet.
10	Gehandicapt.	A. Hij ziet er wel vrolijk uit.
9	Het is een jongetje dat gehandicapt is volgens mij en misschien leest hij heel veel boeken want daar achter hem staat een boekenkast.	C. Omdat hij er een beetje uitziet alsof hij iets wil gaan doen en ik weet niet wat, daarom C.
10	Gehandicapt, blij.	C. Ik weet niet hoe ik dat moet uitleggen.

10	Gehandicapt en grappig.	A. Hij lijkt mij spontaan.
9	Hij is blij. En je kunt zien dat hij gehandicapt is dat zie je. En volgens mij zit hij op school op de Groote Aard.	A. Omdat hij er blij uitziet, dus hij is gewoon een leuke jongen. Hij staat er ook heel vrolijk bij met zijn glimlach.
10	Hij ziet er lief uit, schattig en hij lacht.	A. Ik vind hem gewoon er lief uitzien.
10	Gehandicapt	A. Hij lacht heel vrolijk. Hij staat wel leuk op de foto.
10	Raar en ondeugend	B. Hij kijkt alsof hij altijd (geen leuke) grappen uithaalt.
10	Gewoon een normale jongen (maar met een kleine ziekte)	A. Hij is blij en vrolijk
9	Kind.	C. Ik ken hem niet.
9,5	Een gehandicapt kindje die lacht.	A. Hij lacht leuk en hij lijkt mij best aardig.
10	Een blij jongetje met een beetje apart gezicht.	C. Het is nog een foto, dus ik weet het niet. Maar ik denk wel dat hij leuk is.
10	Gehandicapt en syndroom van down.	A. Niemand is niet leuk.
10	Dat hij een beugel heeft en dat hij op school is. En dat hij moe is.	A. Omdat hij een best wel grappig gezicht heeft.
10	Ik denk dat hij gehandicapt is, maar dat zie je eigenlijk bijna niet.	A. Hij ziet er vrolijk uit en het maakt niks uit dat hij iets heeft.
9x 9 jaar 16x 10 jaar	17 kinderen noemen het woord handicap/ gehandicapt als één van de eerste dingen waar ze aan denken bij het zien van de foto. 8 kinderen noemen dit woord niet, maar 1 daarvan noemt wel het woord 'ziekte' en 2 anderen verwijzen naar een kind wat ze kennen en ook bij vraag 15 vermelden. Verder wordt er 9 keer positief geoordeeld over de jongen. 6 keer wordt een schoolse omgeving genoemd door onder andere de boeken op de achtergrond. 3 kinderen zijn minder positief, 1 daarvan vind hem er moe uitzien en 2 vinden hem raar of ondeugend.	15xA, 1xB, 9xC. De reden waarom voor 'niet leuk' is gekozen is omdat deze persoon denkt dat de jongen altijd geen leuke grappen uithaalt. De redenen waarom kinderen geen idee hebben lopen uiteen van het niet kennen van de jongen en daarom niet in staat zijn om te oordelen, maar er is ook iemand die hem er raar uit vindt zien en 1 kind dat denkt dat hij iets wil gaan doen, maar hij/zij weet niet wat. De redenen waarom de jongen wél leuk wordt ingeschat zijn vrolijk, grappig, blij, aardig, leuk. Er is 1 iemand die antwoord dat niemand niet leuk is (mogelijk sociaal wenselijk antwoord).