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LEARNING PROCESS FOR LEARNER WITH INTELLECTUAL  
DISABILITY AND ITS OUTCOMES: A SYSTEMATIC REVIEW**Ding Lei<sup>1\*</sup>, Adenan Ayob<sup>2</sup>, Mohd Rain Shaari<sup>3</sup>, Zulkeflee Yaacob<sup>4</sup><sup>1</sup> Faculty of Social Sciences and Liberal Arts, UCSI University  
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This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

This study aims to explore the primary school physical education teaching and learning process for learner with intellectual disability and its outcomes. Educational inclusion has experienced significant changes when special-needs schools were largely focused on giving instruction to the intellectual disability. Narrative development takes place in an environment of historical turning points and legislative changes, and it emphasizes world-wide dedication to offering top-notch education to all of its residents, regardless of their particular requirements and difficulties. The special education environment in the nation has changed throughout time, bringing in an era of inclusion and catering to the various learning requirements of student with disability. The first objective of this study is to explore the primary school physical education teaching and learning process for learner with intellectual disability. The second objective is to explore the outcomes of primary school physical education teaching and learning process for learner with intellectual disability. The exploring is concerned on the platform of systematic literature review (SLR). Text analysis is done as a method that align to SLR. The finding that based on the first research question shows that physical education offers a wide range of advantages that go beyond physical health and include the improvement of cognitive, social includes environmental, and emotional skills. There are many benefits of physical education for students with disability are explored in this portion of the literature study. It highlights the connection between physical activity and higher motor abilities, self-esteem, social relationships, and general well-being. From the second research question, the findings show that

via the quantitative and qualitative research design, respectively the results are mostly significant, and the phenomenon are varied that based on the specific thematic coding. As an implication, the researcher needs to understand the cultural context of how intellectual disability is defined in different perspectives. It is imperative that research in all countries be driven by local initiatives.

**Keywords:**

Physical Education, Teaching And Learning Process, Intellectual Disability, Outcomes, Systematic Literature Review

**Introduction**

This study explores the primary school physical education teaching and learning process for learner with intellectual disability and its outcomes. The exploring of this specific matter is concerned on the platform of systematic literature review.

**Objectives of the Study**

In this study, two objectives were set-up. The objective is to explore the:

- i. primary school physical education teaching and learning process for learner with intellectual disability; and
- ii. outcomes of primary school physical education teaching and learning process for learner with intellectual disability.

**Literature Review*****Physical Education for Learner with Intellectual Disability***

In this study, the main focus is to explore the primary school physical education teaching and learning process for learner with intellectual disability and its outcomes. Physical education (PE) is an essential component of a well-rounded education. Its general advantages extend beyond physical health to enhance the social interactions. It is good to enhance intellectual credibility via social interactions (V. Valkanover, Eckhart, & Nagel, 2020). Actually, primary school physical education is important in the complete development of student in many nations. Certain disadvantage also may occur. For instance, limited participation, social exclusion, and low learning expectations.

Physical education programs were implemented for student with intellectual disability can result in a variety of physical advancements in addition to academic advantages or benefits. Cardiovascular fitness represents one of the most noteworthy areas. Regular aerobic exercise like jogging and cycling may greatly enhance cardiovascular health. This development is crucially important because student with intellectual disability likely to experience heart issues as a result of uncomfortable physical situation like sitting too long or drug side effects. According to Joel Paul and Marlon Melville (2024), physical education is essential to the development of all students, including those in primary school.

Individual with intellectual disability can benefit from driven physical education programs that include an equal focus. The organize exercise can maintain an appropriate body weight and lower the obesity-related issues.

Physical education can also have a favorable effect on muscular endurance and stamina. Exercises for strengthening that focus on certain muscle groups can improve general mobility, power, and functional ability. Via these advancements, student may be able to carry out daily duties on their own, which will increase self-assurance and self-worth.

In another part, physical literacy requires the ability to balance and coordinate which can be difficult for those with intellectual disability. However, specialized physical education courses might include drills and games that are intended to improve abilities. An increase of physical confidence and a decreased risk of falls and injuries can be attributed to better coordination and stability. It is learned that self-expression and self-efficacy can functioning effectively. The study by Jang (2020) shows that the movement program that applied art integrated education that relevant to self-expression of student with intellectual disability is an effective education to increase self-efficacy.

### ***The Concept of Intellectual Disability***

Generally, the meaning of intellectual disability is concerned on mental development. Intellectual disability is a term used when a person has certain limitations in cognitive functioning and skills (Sonia & Sarungbam Sarju Devi, 2023). It also refers to a serious impairment in cognitive functioning and adaptive behavior. An individual's capacity for learning, reasoning, problem-solving, effective communication and environmental adaptation is clearly limited. Before mature, it is a disorder that is characterized by deficiencies in intellectual as well as adaptive abilities. Individuals with intellectual disability might have quite different ranges and levels of impairment. Some student may struggle in some academic courses due to moderate intellectual limitations, but with the right assistance, they may become functionally independent. Student with intellectual disability requires customized educational solutions catered to their specific requirements and independent of the underlying reason.

In a teaching process, teacher and students work towards the achievement of a set of objectives. The effectiveness of the teaching-learning process in responding to the needs of students in the new century. According to Marín-Suelves, Ramon-Llin & Tijeras-Iborra (2023), student has the right to participate in the process of learning. Actually, learning is the process of acquiring new information, skills, values, attitudes and preferences through the acquisition of new understanding knowledge. Some learning happens once as a result of a single event, but many skills and information are acquired over time. It is difficult to tell the difference between learning that seems 'lost' and learning that is irretrievable.

The concept of learning is to intricate and multidimensional, requiring the active engagement of both teacher and student. It acts as a link between the emergence of abilities, ideals, attitudes, and personal tastes and the gathering of knowledge. Examining the efficiency of the methods of instruction and learning and their ability to adapt to the different requirements that students have in the 21st century is crucial in the quickly changing educational environment of today. Environment should be related with the motor skill development. Marín-Suelves and Ramón-Llin (2021) suggest that it can be done by creating habits.

Inclusive sporting activities influences student with intellectual disability has been studied widely. In addition to giving them chances to develop their skills and physical activity, it has also improved their psychological, social well-being and promoting motor skills. These pupils taking part in comprehensive physical education programs have facilitated interactions with

peers, relationships, and an overwhelming feeling of being a part of the educational community. Additionally, comprehensive physical education has advantages outside of the classroom. It could help foster a kinder and more accepting culture where people with developmental disabilities are valued for their talents as opposed to their impairments. Perceptions and preconceptions are contested when student who suffer from cognitive challenges participate in physical activities for instance via game with other students, promoting a more equal and egalitarian environment. Game has an influence on student's motor skills (Priyono & Hendrayana, 2021).

### ***The Primary School Physical Education Teaching And Learning Process For Learner With Intellectual Disability***

Since the middle of the new century, educational inclusion has experienced significant changes when special-needs schools were largely focused on giving instruction to the hearing and vision handicapped. The special education environment in the nation has changed throughout time, bringing in an era of inclusion and catering to the various learning requirements of student with disabilities. Physical education (PE) can pursue development goal for the quality of learning. Marín-Suelves and Ramon-Llin 2021), reviewed that PE is a core factor in ensuring quality education.

The narrative of development takes place in an environment of historical turning points and legislative changes. It emphasizes world-wide dedication to offering top-notch education to all of its residents, regardless of their particular requirements and difficulties. It is to be examined for the formation of learning disability education, modifications in enrollment patterns for students with hearing and sight impairments, as well as the growth of classrooms and educators based on training that regards with psychological matter. Intensive interval training may positively influence psychological needs (Rico-Gonzalez, 2023).

At the beginning, specialized schooling may be dated to the middle of the new century when the needs of students with visual and auditory disabilities were largely addressed. The nation began its quest to offer particular schooling, marking a critical turning point in its dedication to inclusive education. Particular schools were formed during this time with the main goal of serving the needs of students in learning that related to technological games for thinking. Rico-Gonzalez (2023) highlighted that games that demand more cognitive function seem more beneficial. These organizations played a crucial role in offering specialized training, assistance, and resources catered to the particular difficulties these students faced. To successfully teach and support kids with sensory problems, educators undertook specific training, guaranteeing that they got an egalitarian education.

The subject of physical education as a main co-curricula activity offers a wide range of advantages that go beyond physical health and include the improvement of cognitive, social, and emotional skills. There are many benefits of physical education for students with disabilities are explored in this portion of the literature study. It highlights the connection between physical activity and higher motor abilities, self-esteem, social relationships, and general well-being. Another benefit is enhanced psychological well-being (Wium, 2021). The literature emphasizes how physical education may empower people with disabilities and promote their involvement in a variety of spheres of life.

Student with intellectual disabilities was able to show improvement in communication skills, safety, and self-care. Some studies showed that the fundamental benefits of training motor skills for intellectually disabled learners relate to how physical education assists them to improve functioning skills related to essential movement. Some studies also showed that physical education assists students with intellectual disabilities to reduce depression and anxiety, most especially as the chemicals released during exercise help fight depression and anxiety while moving the body. Physical education assists in reducing depression and anxiety, especially as the chemicals released during exercise help fight depression and anxiety while moving the body. Physical education is required for student to build their skills, collaborate, and simply enjoy moving their bodies. Physical education is an arena where student can develop and practice skills related to collaboration (Wium, 2021).

The institutions of education saw a substantial transition over a three-year period, notably in combined programs for kids with learning difficulties. Elementary schools had a more noticeable increase, with the number of students with learning difficulties enrolled more than tripling. With this sharp rise in special education demands came a simultaneous expansion in the total number of programs for students with special needs, which is thought to have increased. The urgent need for an equitable approach to education is underscored by this fundamental change in educational environment. It highlights the need for further integration initiatives, not just in the elementary school system but also in the secondary one. It is critical to increase the number of committed teachers who are equipped to serve kids with a range of learning needs in order to adequately meet this growing demand. Along with having excellent teaching techniques, these educators ought to have received in-depth training steps to provide them with the skills needed to successfully negotiate the challenges of inclusive education. Wu et al. (2021) view that step training increased the stability of the student's body axes.

In another aspect, an increasing understanding of students' varied learning demands and the necessity of creating learning settings that meet those needs. The dedication to building a public school system that accepts learners who have disabilities as essential members of the academic community is demonstrated through comprehensive programs. Align with the increase in enrolment, the growth of special education programs is a strong sign of how educational system constructive health. Health-related physical fitness is vital for children with intellectual disability to gain healthier lives (Xu et al., 2020). The country's pro-active reaction to the rising need for specialized educational support is shown by the expected growth rate in the total number of specialized school programs. These programs reflect a major shift in educational paradigms, not only an enhancement of current educational systems. They represent a dedication to customized support, specialized training, and an inclusive culture that permeates the educational environment. A dynamic reinvention of education, one that values diversity, inclusion, and fair access to high-quality education for everyone, is reflected in the increasing number of personalized education programs.

It can be viewed that educators are at the center of inclusive education because they are essential to creating a welcoming and equal learning environment. An identical rise in the number of competent and committed instructors who are prepared to help kids with a variety of learning needs is required, given the spike in integration programs. Along with having a strong commitment to inclusion, these educators ought to have had thorough training in inclusive educational methodology. Teaching and supporting kids with learning difficulties requires a variety of skills and competencies that call for specific training. Teachers should be



prepared to use a variety of teaching techniques, differentiate instruction, offer customized support, and build inclusive learning settings that are tailored to the requirements of each student in the class. Education for all has a revolutionary goal that goes beyond practice and policy. It is a cooperative project that requires the combining of social information and assets from diverse industries. The creation and administration of particular institutions and initiatives, which are vital elements of an equitable educational landscape, are made possible thanks to these cooperative efforts. The provision of a sufficient supply of qualified instructors and well-equipped physical resources is essential to this collaborative endeavor via adaptive physical education. According to Krutsevich et al. (2020), with the help of specially methods of adaptive physical education, it is possible to increase the level of physical fitness.

Disabled students identification in conventional educational settings is made possible via outreach activities. All students have access to educational possibilities shows positive attitude towards these initiatives, which act as a link between communities and institutions of learning. Collaboration with foreign organizations gives inclusive learning an international dimension. Knowledge exchange, joint research projects, and access to international best practices are all possible outcomes of this cooperation. International organizations frequently offer helpful advice and materials that support the creation of equitable educational initiatives. There has been a considerable increase in the number of students with learning impairments enrolling in integrated programs, which represents a big step forward for the country's pursuit of inclusive education. This change demonstrates a dedication to offering equal educational opportunities to all children, notwithstanding their various learning requirements. There is an appetite for the growth of both policy and human resources to fulfill the increasing demands for connection programs. This entails developing more integration initiatives, educating teachers in inclusive teaching methods, ensuring the availability of required materials and provide participation via social interaction and motivation. Through participation in physical activities, student experiencing progression in achievements (Hansen & Ohlsson, 2021).

Many studies also have shown that physical education for students with impairments is a sector plagued with difficulties. It draws attention to important problems with tools, buildings, and infrastructure. The results highlight the urgent issue that poor physical education for students with disabilities is a direct result of inadequate facilities, a lack of qualified teachers, and a lack of appropriate equipment in elementary schools. These elements work together and support to create strong obstacles to the inclusive growth and participation of impaired pupils in physical education. Hansen and Ohlsson (2021) have the opinion that support is crucial for challenging in basic skills in learning. It reveals the unsettling truth that people with intellectual impairments struggle to develop some basic skills, which are generally learned by the time they are five years old or younger. As a result, teaching these people requires careful planning and specialized methods, sometimes incorporating physically demanding activities. The critical need for specific educational approaches to close the achievement gap and enable students with disabilities to develop the skills required for involvement in physical education is highlighted by this study.

A main reluctance among some parents to actively participate in the intervention process, despite the fact that parents normally play a crucial role in their child's educational path. Even though they claim to want to see their kids get well, these parents frequently lack dedication to intervention programs. In addition, many parents appear to disconnect after enrolling their kids

in special education schools, skipping follow-up and assistance. This lack of parental involvement conveys a depressing message about the effectiveness of physical education programs for students with disabilities and can seriously demotivate teachers. For this matter, skills are important. Agarwal and Burke (2021), describe that life can be improved by increasing skills in key area; academics.

The approach of active justification is required to address the problem of school dropout among elementary school students. Dropout rates can be greatly decreased by implementing extensive initiatives that cater to the special requirements of children with challenges, such as supplying tailored support, developing a supportive learning environment, and offering mental health services. The plan should also include tackling the social and economic issues that frequently make the issue worse, such as poverty and limited access to healthcare. It is crucial to fill the deficit in teachers' qualifications in the field of physical education. Another aspect is attitude. Physical education can enhance student's attitudes towards inclusion (Carvalho, et al., 2020). Giving instructors the information and abilities, they need to instruct and inspire students with disabilities in physical education lessons can enhance engagement and provide better results. This might entail specialized seminars, certification courses, or collaborations with businesses that focus on equitable physical education.

The increasing number of instances of high school graduation, particularly among primary school pupils in Malaysia, and the rising frequency of learning difficulties, especially in those who have developmental disabilities, highlight the dire need for thorough treatments. A multimodal strategy that includes prevention, equitable learning, specialist teacher preparation, and addressing socioeconomic concerns is essential for successfully addressing these issues. Iteration is a fundamental part of the research process. Each study adds to the corpus of knowledge by expanding on earlier research and laying the groundwork for further studies. Its function is to master physical skills. Fernandes, Milander and Van der Merwe (2022) highlight that physical skills enable student to participate successfully in activities.

### ***The Outcomes Of Primary School Physical Education Teaching And Learning Process For Learner With Intellectual Disability***

The method that teachers choose to teach has a significant impact on how student coordinates motor intervention programme. Fernandes, Milander Van der Merwe (2022) study outcomes show that six-week motor intervention programme improved the total scores of experimental groups. The need-supportive teaching method is one such strategy that has attracted a lot of interest. This strategy is focused on giving students framework, independence support, and engagement in order to meet their inner requirements for proficiency and individuality. Although this strategy is applicable in a variety of educational environments, learners with impairments make its value even more apparent. Everyone examines the wide-ranging effects and significance of the need-supportive teaching strategy for learners who have challenges in this thorough investigation. The fundamental tenets of self-determination theory (SDT), a recognized behavioral framework for comprehending student's drives and behaviors, serve as the foundation for the need-supportive teaching style. Therefore, need-supportive teaching aims to satisfy these essential emotional needs within the overall setting of instruction.

Need-supportive teaching align with the strategy to increase its importance. These students frequently suffer particular difficulties that may have an effect on their inspiration, dedication,

and general learning situations. In order to effectively meet their different requirements, a conscious modification of traditional teaching approaches is required. Giving structure to students with impairments becomes very important. These pupils are better able to navigate the classroom environment thanks to clear instructions and well-organized instructional materials. Structure also offers a framework for developing abilities and encouraging a sense of accomplishment when pupils reach significant learning thresholds. Even for students with impairments, the need-supportive teaching style recognizes the value of independence and encouragement in addition to the necessity of structure. Providing options and chances for self-management within the limits of the learners' skills is what autonomy support entails, rather than total independence and integration movement. Due to their feeling of responsibility and authority over their education, student who have more autonomy report higher levels of inspiration and self-esteem. Integration movement program had an impact confidence in contents self-expression (Jang, 2020).

Motivation before learning is needed in the realm of education, inspiration is crucial since it is a requirement for successful learning. The need-supportive teaching style stresses the development of motivation via teacher conduct while acknowledging the importance of motivation. Students' involvement, perseverance, and willingness to put forth effort in their academics are all fueled by motivation. The alignment of lesson plans with learners' interests and values during need-supportive teaching promotes self-motivation. The intrinsic desire of students to study is increased when teachers who encourage autonomy give them the freedom to choose subjects and assignments that speak to their interests. The need-supportive instructional method can also successfully use motivation from outside the classroom, which is generated by external incentives. Teachers may promote beneficial attitudes and successes by using external motivating factors like praise, recognition, or material gifts. External stimuli may support inner drive when used wisely, improving the learning process as a whole. Motivation and participation among students are significantly influenced by teacher conduct. Specific teacher practices within the overall framework of need-supportive education help to develop interest among students, especially those who are visually impaired. Recognizing students' viewpoints, offering options, and promoting independent education are all examples of autonomy-supporting behavior. When it comes to students with limitations, support for independence entails accepting their opinions and preferences, even when controlled learning and properly trained is involved. From the study done by Kerry et al. (2024) shows that the need for properly trained and qualified physical education teachers is significant. To encourage a sense of power and control over what they are learning, instructors should ask students what subjects, assignments, or teaching strategies they prefer.

Teachers have the responsibility to increase the motivation of students by praising their efforts, development, and successes. These statements are especially crucial for individuals who have challenges because they increase their worth and trust in themselves, which strengthens their faith in their capacity for learning and success. The most important aspect of teaching that supports students' needs is effective interaction. The full understanding of the learning goals, goals, and feedback given by teachers is ensured via straightforward interaction with students, especially those with impairments. Open discussion fosters an appropriate atmosphere for learning by lowering uncertainty and anxiety. Both classroom and pupil perceptions and expressions show the results of need-supportive learning. Knowing that they are fostering an inclusive and helpful setting for learning, instructors who take a need-supporting approach may feel satisfied and fulfilled.



In another part, the impact on student is also very important. The drive, engagement, and educational achievement of learner with disabilities undergo beneficial improvements. They are far more likely to stick with their studies, get a more comprehensive comprehension of the material, and demonstrate greater levels of competency. These encouraging developments serve as proof of the value of need-supportive instruction in fostering student achievement and emotional. Emotional is very important because it can be developed by games (Priyono, Sahudi, & Hendrayana, 2021).

Enhancements of PE could include more specialized training for educators, better tailored curriculum designs that integrate academic and emotional growth objectives, and perhaps more importantly, increased resource allocation to physical education departments within special education frameworks. Addressing these areas could lead to higher satisfaction levels and more pronounced benefits in all dimensions measured. Moreover, integrating feedback mechanisms where educators and students can continuously refine and adapt physical education practices could help in closely aligning educational planning strategies with the actual needs of students, potentially increasing the efficacy scores closer to those seen in more successful international models. The need for policies and programs can support effective planning and implementation of PE curriculum (Wiium, 2021).

The outcome from the specific study shows a clear and potent relationship between a need-supportive teaching approach and the efficiency of physical fitness for learners with intellectual disabilities in primary schools. The result from Xu et al. (2020) shows that physical fitness parameters improved significantly, especially on abdominal strength and upper limb muscle. In previous research, the outcomes consistently supports the notion that a need-supportive teaching environment significantly enhances the educational outcomes across various settings, including physical education (strength) for students with disabilities. Studies that established the self-determination theory, which posits that fulfilling student's needs for competence, autonomy, and relatedness leads to higher motivation and deeper engagement in learning activities. This theory aligns well with the related findings, which show strong correlations between these elements and the efficiency of physical education. The analysis from the study by Wu et al. (2021) revealed great improvement in abdominal strength.

For another aspect, autonomy in physical education can reflected students to take initiative and make decisions about their learning processes. It is to foster a sense of ownership and responsibility towards their educational outcomes. Analysis from one research shows student provide autonomy support are more intrinsically motivated and has more positive emotions than the student under controlling by a teacher. Teacher has the responsibility to enable students to recognize and develop interests and allow them to provide high autonomy support in PE. The outcomes of the study by Aylin Arik and Gocke Erturan (2023) shows teachers' perceptions of supporting students' autonomy were a significant positive predictor of their intrinsic motivation to teach. Students' perceptions of autonomy support were a significant positive predictor of students' intrinsic motivation.

### **Conclusion**

As a conclusion, physical education programs were implemented for student with intellectual disability can result in a variety of physical advancements in addition to the benefits of learning. The effectiveness of the teaching-learning process in responding to the needs of students in the 21st century. The special education environment in the nation has changed throughout time,

bringing in an era of inclusion. It is catering to the various learning requirements of student with disabilities. Therefore, the researcher needs to understand the cultural context of how intellectual disability is defined in different perspectives. It is imperative that research in all countries be driven by local initiatives.

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