

## LEISURE FOR PEOPLE WITH DISABILITY: PERCEPTIONS OF UNDERGRADUATE STUDENTS IN PHYSICAL EDUCATION

### LAZER PARA A PESSOA COM DEFICIÊNCIA: PERCEPÇÕES DE ALUNOS DE GRADUAÇÃO EM EDUCAÇÃO FÍSICA

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#### RESUMO

O lazer é um direito constitucional dos brasileiros. As pessoas com deficiência foram um grupo que pode se deparar com barreiras arquitetônicas e atitudinais para o acesso ao lazer, por isso é relevante estudar compreensões que permeiam essa temática. A presente pesquisa investigou o entendimento sobre lazer para pessoa com deficiência de alunos de graduação em educação física de instituições públicas do estado de São Paulo. A pesquisa foi qualitativa. A amostra contou com 322 estudantes de graduação, de 9 campus de universidades do estado de São Paulo, cursando o último período do curso, que preencheram um questionário. A análise dos dados foi realizada com o programa Iramuteq, usando o método Reinert para análise dos corpus textuais. Os resultados demonstraram que o entendimento dos estudantes de graduação em educação física estão de acordo com a produção científica do contexto brasileiro. Como conclusão eles compreendem: (1) o lazer é o mesmo para pessoas com e sem deficiência; (2) lazer é uma possibilidade para a pessoa com deficiência; (3) lazer está relacionado ao prazer; (4) atividades devem ser compreendidas como lazer; (5) espaços de lazer devem ser adaptados para receberem a pessoa com deficiência de modo apropriado.

**Palavras-chave:** Formação inicial. Deficiência. Lazer.

#### ABSTRACT

The leisure is a constitutional right for Brazilians citizens. People with disability form a group that may encounter architectural and attitudinal barriers to access leisure, therefor is relevant to study the understanding of this theme. The present research investigated how physical education undergraduates in public institutions of the state of São Paulo understand leisure for people with disability. A qualitative design was used. A sample of 322 undergraduate students attending senior year, from 9 campi of universities in state of São Paulo, answered a semi-structured questionnaire. Data analysis was performed with Iramuteq software, using Reinert method to analyze the corpus clusters. Results showed that the students understanding of leisure for people with disability overlaps with the conventional definitions used in scientific literature in Brazilian context. As a conclusion, they understand: (1) leisure is the same for people with and without disability; (2) leisure is a possibility for people with disability; (3) leisure is about pleasure; (4) activities that may be understood as leisure; (5) spaces need to be adapted to received people with disability properly.

**Keywords:** Initial training. Disability. Leisure.

#### Introduction

The leisure field in Brazil was influenced by Joffre Dumazedier<sup>1</sup>. The most cited definition was based on three functions identified in his research: rest or relaxation, entertainment or fun, and personal development or disinterested information (engagement in voluntary, educational or creative activities). The concept of leisure is oriented to self-fulfillment after social obligations as work and family. Dumazedier identified leisure activities characterized by the following five categories: sports (e.g., walking, running, and gym), artistic (e.g., going to dance presentations or shows), intellectual (e.g., book reading), manual (e.g., embroidery and painting), and social (e.g., meeting friends)<sup>1-3</sup>.

The classic understanding of leisure in Brazil influenced the academic thinking, especially the theories of Marcellino<sup>4</sup>, which highlighted the existence of two dimensions of leisure: time (free time from work after social obligations) and hedonism/pleasure (between subject and experience or satisfaction). In this paper, we will use these two understandings of leisure, since it is the Brazilian references for that field.

As described by Aitchison<sup>5</sup>, the origins of leisure refer to understanding the employed body, the active body, distinguishing the able body from those who do not fit in. The idea that people with disability are not productive has enhanced increased disparity in access to social rights, such as work and leisure.

The debate on access of people with disability to leisure has been intensified in the past years<sup>6</sup> and the undergraduate students' perception of the physical education program, professionals who will be able to work in the field, has undergone a process of change. This program has now focused on determinants for leisure participation<sup>7</sup>, the meaning of leisure for people with disability<sup>8</sup> or facilitators, and barriers to participate in leisure activities<sup>9</sup>.

The access of people with disability to participate in leisure activities is a recurrent political demand, since the Brazilian Federal Constitution established in 1988 that leisure is a social right. Furthermore, the constitution of Brazil stipulates that the government has a responsibility to guarantee social promotion for all citizens. The statute for the person with disability, instituted in 2015, contemplates leisure for people with disability. It is the duty of state, society, and the family to secure leisure for all<sup>10,11</sup>.

In that process, from 1987 onwards, physical education undergraduate programs in Brazil have included in their curriculum subjects that offer training to work with people with disability<sup>12</sup>. However, research showed that these specific subjects have a medical approach, emphasizing the causes and consequences of each disability condition and raising awareness about the inclusion process<sup>13,14</sup>.

Another study investigated the relationship between subjects taught in undergraduate programs, research, and projects that adequate professional qualification to work with people with disability. It is worth noting that undergraduate students are increasingly interested in basics subjects such as basketball and volleyball, suggesting that their curriculum can be adapted to include sports played by people with disability (e.g., wheelchair basketball or sitting volleyball)<sup>15</sup>.

The literature demonstrated a gap of analysis towards the physical education undergraduate programs gathering subjects as leisure and people with disability. The researches focused on the discourses about these themes<sup>3,5</sup>, participation<sup>7</sup>, the meaning of leisure for people with disability<sup>8</sup>, facilitator or barriers to access leisure<sup>9,16,17</sup>, and leisure activities<sup>18,19</sup>. A diversify population were found, such as children, adolescents, adults and elderly. In addition, the type of disability included mostly people with visual, intellectual, physical impairment.

With this gap, is relevant to analyse the understanding developed by physical education professionals about these topics because that group may promote leisure for the people with disability. The initial knowledge about what physical education undergraduate students understand about leisure and people with disability may improve the discussions about the inclusion process in the leisure field during graduation.

In this study, we investigated how undergraduate students in physical education programs of public institutions of the State of São Paulo understand the term leisure and people with disability. Using "people with disability", this study depicts that the way most Brazilians understand this term is influenced by the definition proposed by the American Psychological Association for the person-first language, although there are social factors related to this understanding<sup>20</sup>.

## Methods

The present research used a qualitative approach<sup>21</sup> to analyse how physical education undergraduate students understand leisure for people with disability.

### *Participants*

Participants were undergraduate students enrolled in physical education in public institutions situated in the State of São Paulo, Brazil. This selection was made due to three reasons: (1) these institutions offer courses on people with disability; (2) they develop a research program for people with disability, (3) they offer the opportunity of developing projects for the community, allowing undergraduate students to work with people with disability. These reasons do not considered theoretical base of leisure used by these universities, as we understand the diversity approach of this field and aims to understand a general perception from the undergraduate students about leisure for people with disabilities.

Based on these criteria, we used the data from Ministry of Education's website to search the public universities from São Paulo state. Ten campi from 5 universities were selected. In total, nine campi participated in this research. The authorization letter of one of them was received after the data collect period, so it was not included in this research.

A convenience (non-probabilistic) sample of 322 undergraduate students who were finishing their degree was recruited. They were chosen because they might have more knowledge about the general undergraduate program and have attended the specific subjects aimed at people with disability. Of those undergraduate students, 130 were completing their degree in physical education, 147 were completing the bachelor's degree in physical education, and 45 were attending the second degree (degree or bachelor's degree in physical education). In addition, 236 undergraduate students did not engaged into projects evolving directly the people with disability.

### *Instrument*

The participants answered a semi-structured questionnaire that was devised by the researchers, with open and closed questions referring to education for working with people with disability (e.g. Describe the term "inclusive physical education; What, in your opinion, may influence inclusion positively?). The questionnaire was validated by two expert professors, and the instrument underwent a pilot study to ensure accuracy and validity. For the present study, the responses to one of the questionnaire items ("Describe the term 'leisure for people with disability'") was listed below.

### *Procedures*

The institutions were contacted to obtain permission to perform the research. A copy of the planned questionnaire was sent along. After authorization, professors teaching last semester classes of the course were contacted in order to obtain the questionnaire answered during the classes.

The main author went to the nine campi in order to explain the research and clarify possible doubts. The volunteers were those undergraduate students that were present during the main author visit. There was no further contact with the absentees. All volunteers received information before giving written consent. Only 8 undergraduate students did not accept to participate and 2 were not able to participate due not be at last semester.

The average completion time of the study was approximately 20 minutes. The present research protocol was approved by the ethical committee, of the School of Medical Sciences at the State University of Campinas (no. 812/2011).

### *Data analysis*

Data was analyzed using Iramuteq (Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires)<sup>18</sup>, which is hosted in the *software R*.

The tabulation of the answers coded (corpus) involved an analysis by the Reinert method, a descending hierarchical classification (DHC). The clusters, generated by the

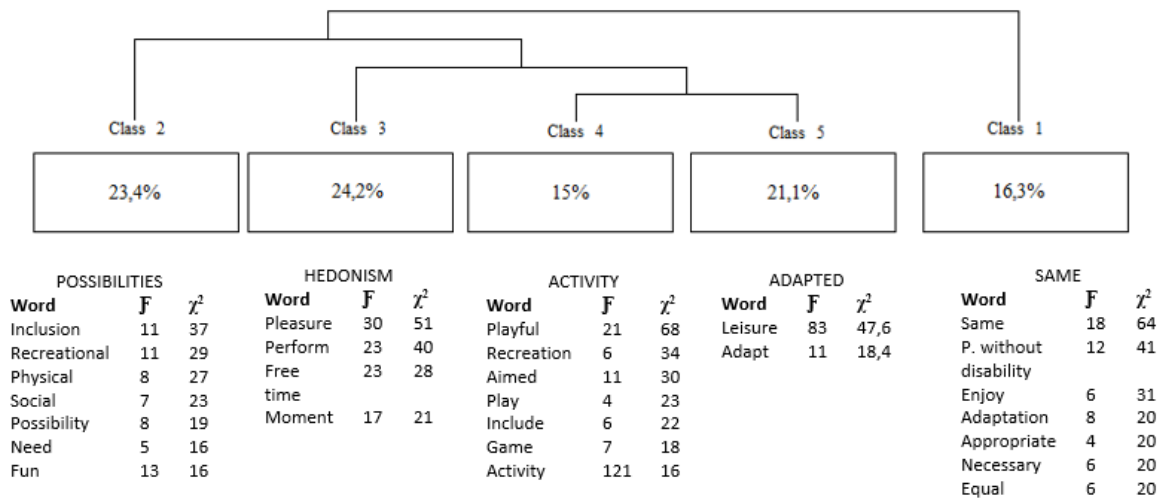
program, were classified according to the frequency of their respective words and the resulting group divided based on the reduced forms, which was developed from the word stems (*lemmatisation*) [ $\chi^2(1) \geq 3.84, p < .01$ ] to select the relevant ones<sup>22</sup>. From analyzing those, the classes were named and represent the understanding of those students.

The corpus represents all the answers transcribed into one document used to the analyses. The program divides the corpus into text segments to perform the analyses presented.

## Results

The corpus consists of 322 text segments (TS). There was an average of 12.09 words by TS, and a total of 3,880 words in the corpus. The division made in 227 TS, represented 70.72% of the corpus classified in the analysis. The DHC performed initially allowed identifying five distinct classes, which were labeled according to their most representative descriptors.

The DHC generated dendrogram displays the correlations between classes, represents groupings generated by the program. The Figure 1 shows how the division using the bars. First, the program divided the corpus in two blocks, one with the Class 1 and a second that continued been divided until get the Classes 2 to 5. As analysed, this first two blocks represents the understanding that separated those who understand that the leisure is the same for people with and without disability (Class 1) and those who had focused in those people with disability (Class 2 to 5). The bars represents proximity between the classes.



**Figure 1** – Dendrogram and clusters

Source: Authors

As observed, the first analysis generated two sub corpus separating the Class 1 from the others (2 to 5). Class 1 ( $TS_{class1} = 37$ , which encompasses 16.3% of the total responses, was labeled *Same*, and represents the understanding that leisure should be the same for people with or without disability, even if there is a demand for accessibility.

The results indicate that the students believed that there should not be a separation between people with and without disability, as the examples depicted in Chart 1:

**Chart 1.** Most representative text segments of Class 1

$\chi^2$	Text Segments ( $\chi^2$ )
CLASS 1 – SAME	
64	‘Leisure for the person with disability must be the <b>same</b> as what is provided to the person without disabilities’
41	‘Has the same function as for <b>people without disabilities</b> ’
31	‘Do what they <b>enjoy</b> in their free time with no limitations’
20	‘The same as for the so-called ‘normal’ people, however, with the proper <b>adaptations</b> ’
20	‘The same as for the person without disabilities that should be <b>appropriate</b> to the target public’
20	‘The same leisure for everyone, but with the <b>necessary</b> changes’
20	‘Whatever they like doing, leisure is <b>equal</b> for everyone’

**Note:**  $\chi^2$  chi square

**Source:** Authors

Following the divisions, the second sub corpus of TS generated the classes 2 to 5, which discuss closely leisure for people with disability. Class 2 (TS<sub>class2</sub> = 53, corresponding to 23.4% of the total responses) was named *Possibilities*, which encompasses broad characteristics that facilitate the inclusion process and access to leisure – space, social agents, and access to it which can be established by appropriate equipment and public spaces.

A larger number of words was observed in Class 2 in relation to Class 1, which presented as a central idea the materialization of real conditions in which leisure activities can be performed with appropriated equipment suitable for everyone, especially for people with disability. Chart 2 shows the most representative text segments proposed by the undergraduate students.

**Chart 2.** Most representative text segments of Class 2

$\chi^2$	Text Segments ( $\chi^2$ )
CLASS 2 – POSSIBILITIES	
37	‘It is added to <b>inclusion</b> because it inserts opportunities for the individual to have a social life without any restrictions due to their limitation’
29	‘ <b>Recreational</b> activity adapted to every individual’
27	‘Diverse practices aimed to the well-being in several social, psychological, <b>physical</b> spheres for the people with disability’
23	‘It is added to inclusion because it provides opportunities for the person to have a <b>social</b> life without any restrictions due to their limitation’
19	‘Leisure for the person with disability is related to the <b>possibility</b> of practice related to leisure and their social inclusion’
16	‘Activities in the area of leisure that meet the diversities and <b>needs</b> of the person with disability’
16	‘ <b>Fun and</b> accessibility for people with disability’

**Note:**  $\chi^2$  chi square

**Source:** Authors

The possibilities listed on Chart 2 suggest that access to leisure is associated with social skills and the need of people with disability to be part of this moment. Participants also associated happiness and pleasure with leisure. Therefore, Class 3 ( $TS_{class3} = 55$ , which encompasses 24.2% of the total responses) was named Hedonism, shows that leisure is related to pleasure during free time and allows one to disconnect from work and everyday obligations. Participants perceived that people with disability as also have both work and free time, suggesting that they were not perceived as inactive.

The examples of the phrases elaborated by the students referring to hedonism and the search for pleasure are highlighted in Chart 3.

**Chart 3.** Most representative text segments of Class 3

$\chi^2$	Text Segments ( $\chi^2$ )
CLASS 3 – HEDONISM	
51	‘Any activity that removes the individual from their everyday life and provides him with <b>pleasure</b> ’
40	‘Something that brings pleasure when <b>performing</b> an activity, such as walking, watching and participating’
28	‘Activity related to the person with disability in their <b>free time</b> ’
21	‘Fun <b>moment</b> that generates pleasure for the person with disability, like sports, cinema, and theatre’

**Note:**  $\chi^2$  chi square

**Source:** Authors

The idea of hedonism depends on the moment, goal, or place where the leisure activities are performed, and the undergraduate students understand that this is or should be part of the lives of people with disability.

Class 4 ( $ST_{class4} = 34$ , which encompasses 15% of the total responses), was called *Activity*, and contains examples of practices that can be considered leisure. From the data analysis, it was possible to observe that the understanding of leisure for the undergraduate students is associated with activities and accomplishment of tasks that do not require formality or strict rules. The word “include” in this class may represent the understanding from the undergraduate students that people with disability are still excluded and demand some modifications to be part of the activity. This suggest that the leisure activities provide to the people with disability are more playful, fun and recreational, without strict rules or competitive goals.

Undergraduates’ perception of specific activities of leisure for people with disability is directly linked to playful aspects, fun, recreation, and games. Chart 4 shows the most representative responses.

**Chart 4.** Most representative text segments of Class 4

$\chi^2$	Text Segments ( $\chi^2$ )
CLASS 4 – ACTIVITY	
68	‘ <b>Playful</b> activity which the person does for pleasure’
34	‘Activities done off work with <b>recreational</b> nature’
30	‘Several forms of fun <b>aimed</b> to the person with disability
23	‘Ways which bring motivation through activities which escape obligations, those activities can be sports, <b>plays</b> and games, among others’
22	‘Recreation and leisure that <b>include</b> the person with disability’
18	‘Activities which provide leisure to the person with disability like <b>games</b> , recreation and others’
16	‘ <b>Activities</b> with a more playful and recreational aspect for a the person with disability’

Note:  $\chi^2$  chi square

Source: Authors

Class 4 presented an idea related to class 3 about pleasure, but class 4 focused on the understanding of activities that may be accomplished, while class 3 indicated the sensation of doing them. As seen at the chart 4, there is a blend of activities as games and sports, which aimed recreation and a playful time. Although the undergraduate students did not exemplified any of these suggestions, it indicated a context of activities and forms of fun that include the people with disability.

The last category, Class 5 ( $TS_{class5} = 48$ , which encompasses 21.1% of the total responses) was named *Adaptation*, which contains aspects related to leisure adaptation to the person with disability. The focus of the responses lies on the necessity of environment adaptation for people with disability have access to leisure.

The adaptations of leisure practices as a way to ensure full inclusion and the right to exercise were the most common responses (Chart 5).

**Chart 5.** Most representative text segments of Class 5

$\chi^2$	Text Segments ( $\chi^2$ )
CLASS 5 – ADAPTATION	
47	‘Activities that the people with disability does for pleasure, being very difficult for him/her due to the need of adaptation’
18	‘ <b>Adapt</b> the same mechanisms and tools so that they can provide leisure to the person with disability’

Note:  $\chi^2$  chi square

Source: Authors

Class 5 suggests the influence of physical education programs that aim to study the inclusion process of people with disability. Specifically, the inclusion process heavily incorporated the adaptation of previously known activities to be accessible by people with disability. In this context, the adapted sport is highlighted, which is based on conventional sports and adaptation of rules, spaces, and materials to promote practice and competition for groups of people with disability<sup>12,23</sup>.

## Discussion

The classes presented by this form of analyses, indicated 5 classes correlated, highlighting understandings of leisure for people with disability. The concept of leisure was not expressed at the charts, but there are some interesting subjects related with the theoretical bases used in Brazil.

The present research found that the way physical education undergraduate students perceive leisure for people with disability can be clustered into five classes and none indicated that leisure is not for people with disability, so the undergraduate students understand the rights of people with disability to access leisure.

Their understanding also indicated that there is no difference between leisure for people with and without disability, though some classes suggested the need to adapt and change the environment and rules to provide access to leisure.

Aitchinson<sup>5</sup> argued that leisure fields routinely exclude people with disability, or disabled people, a term used by her. According to Aitchinson, leisure time can be conventionally categorized into four clusters: leisure time, leisure spaces, leisure activities and leisure freedom.

The undergraduate students in the present research also mentioned those clusters. Elements such as free time, satisfaction, performing, pleasure, and non-work space can be found across the numerous publications that discuss leisure in context of Brazilian physical education, according to Dumazedier<sup>1</sup>.

Bellefleur<sup>24</sup> understands leisure as a manifestation of the ontological aspect of human freedom, as an existence element and as a generator of quality of life, which is related to the human rights, access to conditions of life, education, health, safety, and culture. Leisure and culture are interdependent, and, with technological changes, have become more diverse, dynamic, and with different manifestations. Contemporary leisure surpasses the world of relaxation, sports, games, and recreation, by providing creativity in a virtual context with multiple forms of self-managed hedonism. By defending a non-concept of leisure, this definition highlights the existence of several contents and versions (playful, sports, artistic, touristic, festive, social or cultural), presenting a vast market operation that focuses on seduction of freedom and hedonism.

The conceptions described above was reported in Class 3, with free time as non-work time, when people may pursue pleasure for a moment without obligations. In opposition to free time, there is work-time, which is also perceived to be associated with people with disability. As the undergraduate students indicated, people with disability have moments of productivity and, in between, leisure time. As indicated by Aitchison<sup>5</sup>, the exclusion of people with disability from leisure research agenda relates to those who are physically able and employed, thus this excluded group must be investigated, perception not demonstrated by the participants of this study.

Peers, Spencer-Cavaliere, and Eales<sup>20</sup> discussed the United Kingdom's model, which understands that the limitations imposed to people with disability are not intrinsic to them or are not a spontaneous consequence of commitments stemming from the frame established by a certain disability condition. Inequality of access is produced historically by society, culminating in isolation of people with disability and was notice by the undergraduate students that pointed the need for appropriate structure and equipment to secure the leisure for people with disability.

That means that difficulties related to access are associated with socially imposed barriers, such as architectural accessibility, absence of accessible public transportation, and the lack of professional development<sup>16</sup>.

In addition, we noticed that the undergraduate students' understanding of leisure includes a consideration about the need for activity adaptations, highlighting Class 5,



Adaptation. The word “adapted”, however, was questioned by Carmo<sup>25</sup>, who outlined that people with disabilities are excluded when activities and spaces are created specifically for them, instead of activities for both people with and without disabilities, as discussed in Class 1.

In this context, Silva and Drigo<sup>13</sup> analyzed the curriculums of universities based in São Paulo about the concerns of naming subjects and disciplines, which focus on people with disability. The word “adapted” was found associated to sports, physical activity, school physical education, and physical education, suggesting that this concept influences how the teachers understand physical practices.

Historically, the word “adapted sport” has been understood as having a basic structure, which is already known and systematic, and modified equipment and rules in order to accommodate everyone who demands changes so that they are able to perform physical practices. This concept permeates the proposal indicated by the undergraduate students and is related to Class 2. This class refers to possibilities of access to leisure activities, to meet the demands of the people with disability<sup>12,23</sup>.

Since 1987, there has been a remodeling of physical education graduation programs in Brazil with a mandatory insertion of subjects dealing with people with disability. Addressing this topic publicly has created the need for filling the gaps in knowledge and reflecting about ways of accessing and adapting activities<sup>14</sup>. Notably, research has no longer focused on activity adaptations, but on understanding ways of evaluating performance, inclusion in the schools’ physical education programs<sup>26</sup>. However, the word “adapted” remains a necessary indication in order to evaluate specific demands, even though a movement towards overcoming this division between conventional and adapted activities has become noticeable.

The segregation mentioned by Carmo<sup>25</sup> stems from the conduction of several spaces (schools, clubs, leisure equipment) when offering activities to specific groups, such as the elderly or people with disability, distancing itself from the inclusive proposal of drawing people closer and establishing interactions. As indicated in Class 1, the students’ perspective translates into overcoming that division, as they understand that leisure activities should be the same for people with or without disabilities, although they also recognize a demand for adjustments to make participation effective.

Research conducted in Brazil was designed to investigate the process of adapting leisure activities to people with disability<sup>18,19</sup>, which is also corroborated by the study described herein, as an understanding from the participants.

As indicated in Class 4, these activities must be playful, have a recreational purpose and may be inclusive, approaching people with and without disability. Salerno et al.<sup>27</sup> analysed the concept of inclusion of Brazilian undergraduate students, and it encompasses 4 items: participation, environment, access, and sense of belonging. The undergraduate students may perceive the activity itself as a way to promote these elements and create this place with an inclusive perspective.

However, D’Angelo<sup>17</sup> interviewed people with disability attending the Commercial Social Work (SESC), a Brazilian institution that offers different leisure activities, and reported the need of specific activities for this group; surprisingly, inclusion is not achieved when they do activities with people without disability. It is interesting to observe that even in a space aiming to promote inclusion, people with disability still feel excluded.

Ellison and White<sup>28</sup> interviewed people with intellectual disability in Australia and observed that leisure spaces did not facilitate that group’s social interaction with people without disabilities. In fact, no spontaneous interaction process happened, indicating the need for mediation so that contact can be established. In this context, mediation can be understood as a transition between a society that excludes people with disability and one that starts to rethink its paradigms in order to include a larger number of people.

The elements discussed above converged in Classes 1, 4, and 5 of our study. There is a perception that leisure activities require adaptations, but leisure is the same for people with and without disabilities, with attention to the environment around those activities. These perspectives help to overcome the medical approach that was in parallel to the development of the inclusion process focusing on the absence (e.g., movement difficulty, lack of vision) rather than the potential abilities of people with disability<sup>5</sup>. Thus, there is a need to expand the current proposals in order to offer autonomy for people with disability, particularly those who present a higher level of dependence such as people with highly compromised motor ability or intellectually disability<sup>29</sup>.

Furthermore, obstacles to access remain in leisure spaces and activities, as studied by D'Angelo<sup>17</sup>. In this investigation, the interviewees indicated a need for improvement of the qualification of physical education teachers, as well as the physical structure accessibility. Improvement of these elements is key for good quality and for managing a large number of people with high turnover.

Those improvements point to a challenge regarding the oscillations in Classes 5 and 1, between adapting and being the same, since there are people who will demand more attention, care, and stimulation. The inclusion process is not always spontaneous, but the promotion of interactions by a mediator is necessary, as a way to overcome prejudice rooted in the Brazilian society. In fact, abundant research has demonstrated that contact can reduce prejudice<sup>30</sup>.

Because leisure activities allow flexibility of proposals, they present an inclusive potential, which facilitate the interaction between people with and without disabilities. This interaction depends on several other factors, such as accessibility, proper equipment, and professionals, which could help overcome inclusion paradigms<sup>30</sup>. However, in order for participation to occur among people with and without disabilities, as envisioned by Class 1 of this study, strategy planning and reorganization are critical.

As analysed, the understanding of these undergraduate students was not focused on the concept of leisure, they indicated several content related to the concept used in Brazil, eg. free time, pleasure, fun, recreation, completed by elements of the inclusion process, such as accessibility, adaptation, rights. The understanding permeates the execution of leisure and not the concept itself.

## Conclusion

The present research investigated a provocative topic: leisure and people with disability. Initially, the adapted physical activity field influenced the general mindset of undergraduate students by using the term “adapted” in most of disciplines related to that content. The adapted sports evolution influenced the undergraduate students’ thinking, implying that the activities needed to be modified to meet the demand of the served population.

The initial movement of not distinguishing leisure for people with or without disability has been recognized, but it emphasizes that certain people will require attention in a way that diversified proposals need to be addressed. Although some differences are noticeable, most of the students who participated in this study understand leisure for people with disability as a concept that contains the elements of time, space, activity and freedom. They indicated that it must be achieved with some modification to overcome the lack of accessibility in most places in Brazil, so the participation might be assured independent of individuals characteristics.

Leisure is understood as a possibility for that group to have time away from work time and a form of pleasure, interaction with other people, elements also present in the references used in the Brazilian context.

The participants of the study are the people who will eventually work in different sectors of society; thus, our findings about the current undergraduate students’ perception are an

encouraging perspective about how inclusion strategies can be used to benefit people with disability.

These data may be used to discuss furthermore with the undergraduate students the leisure for people with disability, social elements that permeates this constitutional right, possible barrier to promote leisure in different contexts.

More studies are suggested to understand which is the leisure concept of physical education undergraduate students .

The limitations of the study were not ask about the undergraduate students´ experience with people with disability and the concept of leisure.

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