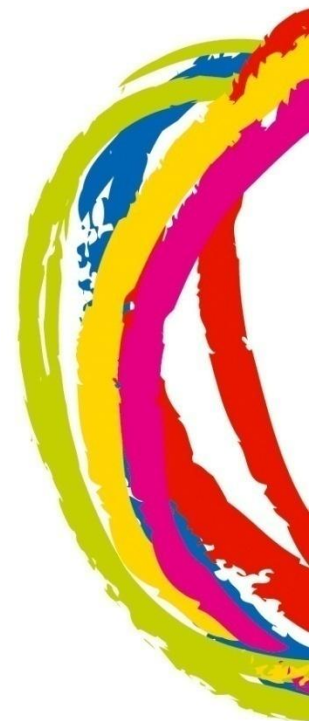




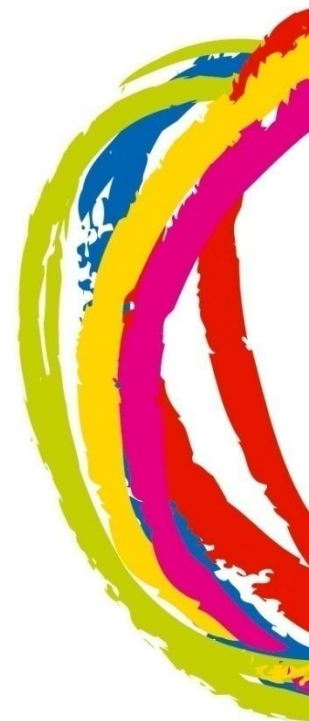
Resource Pack

Ursula Barrett
Pat Flanagan



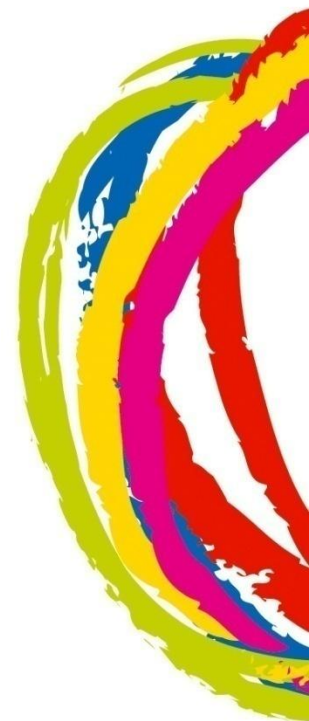
Available Formats

- Online interactive version
- Hard copy
- CD/USB
- Available in English, Lithuanian & Czech



What does pack include?

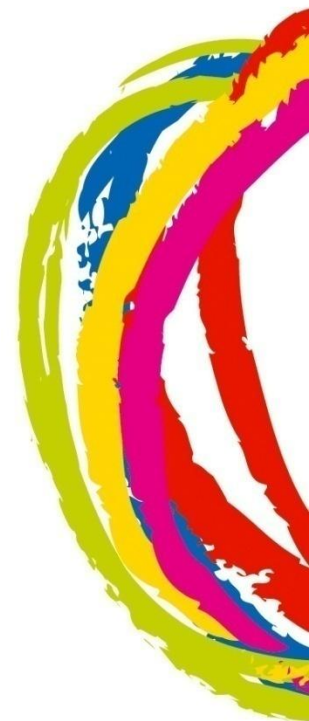
- Everything you need to deliver this module
 - Module template
 - Lectures with detailed notes
 - Tutorial resources
 - Worksheets, case studies, video clips
 - Detailed activities for practicals
 - Assessment marking schemes and sample questions



Lectures

Areas covered

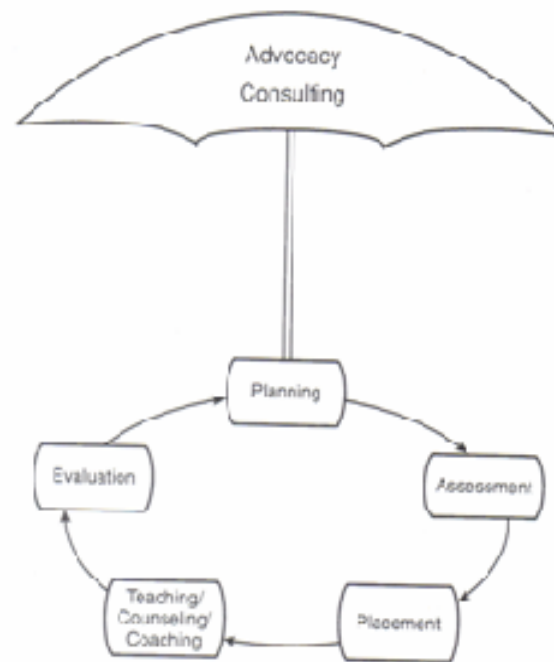
- Disability awareness
- Adapted physical education
- Inclusive planning and practice
- Information on specific disability
- Community sports and advocacy
- Notes provided
- References listed



Adapted Physical Education

Service Delivery
PAP-TE-CA Model

Service Delivery Model



The PAP-TE-CA model is illustrated on this slide. The model emphasises that the umbrella services of consultation and advocacy are processes necessary to meet the demands of educational rights for children with disabilities. The different components of the model can be pointed out here and reverted back to during the lecture as each is described in more detail.

- P** Planning, including decision making about philosophy
- A** Assessment of students and person-environment variables
- P** Placement: Including the IEP (Individual Education Plan)
- T** Teaching/counseling/coaching
- E** Evaluation of services
- C** Consultation
- A** Advocacy

It is worth noting that the PAP-TE-CA model has changed from the 1993 to 2004 editions of Claudine Sherrill's text. The content of both are presented in this lecture.

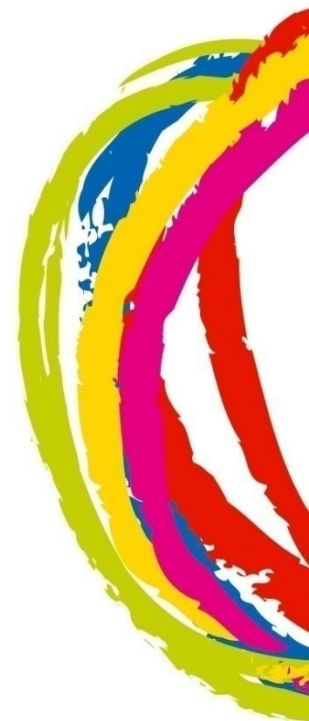
PAPTECA - Planning

- Philosophy of education
- National Curriculum
- School policy on inclusion
- Conditions of school
- Teacher training
- PE programme
- Student readiness

Planning may be a school district, school, classroom, or individual function. Where a dedicated physical education specialist exists would be responsible for the majority of the planning at school district level. At local level planning will be guided by the various factors listed on this slide. Planning at this point in the model is pre-planning i.e. before the student starts the PE programme.

Tutorials

- Review and plan practical sessions
- Discussion of issues
- Case studies
- Access audit
- Feedback on practical evaluation



Tutorials

T 5.1: evaluation of practical session

Name:

Date:

Session No

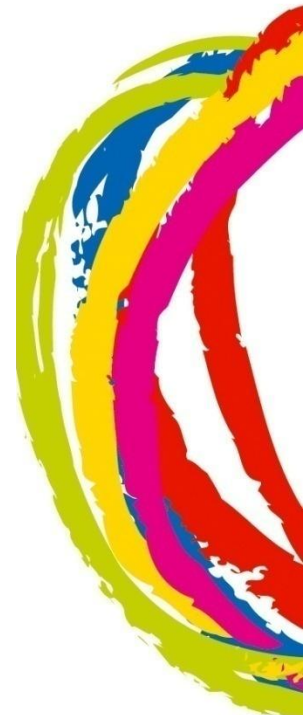
Number of participants:

Venue:

Time:

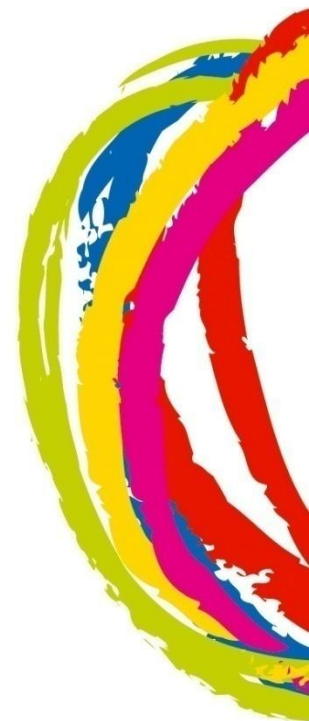
1. What was achieved (planned)?
2. What was achieved (unplanned)?
3. Appropriateness of activities?
4. Personal Evaluation of teaching?
5. Issues needing further attention?

Note to lecturer: This form is completed by each student after each practical prior to the weekly tutorial.



Practicals

- Simulated activities and disability awareness in early weeks to give students early positive exposure to subject area
- Tutor led session to introduce group
- Student led session with support & feedback
- Details of simulated activities
- Sample lesson plans and template
- Video of sessions
- Roles of educational & disability organisations



Sample Lesson Plan

Date: 19th November 2009
Session No. 7

Name: Joe Bloggs
Pool: Sports Complex

Class: HL400
Time: 1600hrs

Participant: Mary
Duration: 45 mins

Equipment needed: Floats, woggles, ball

Aim of session: 1) To improve water confidence; 2) To improve leg kick on front and back without my support

Objectives of session: By the end of the session Mary will be able to:

- 1) Front crawl leg kick on her front using a float;
- 2) Leg kick on back using a woggle as an aid;
- 3) Begin using her arms whilst swimming on her front

Contraindications:

Method of evaluation: Meeting session objectives

LESSON PHASE	TEACHING POINTS	EQUIPMENT	ADAPTATIONS	TIME
Entry By the steps	One step at a time Both hands on the rails	None	Standing behind	5 mins
Water familiarisation	Allow Mary time to adjust to aquatic water environment having own water space time		Stand close and observe	
Warm Up Floating shapes on back	Make shapes whilst floating on her back in a horizontal position, e.g. star, pencil	None	Stand by her side Hand on small of Mary's back	5 mins



Link between knowledge & delivery

Weekly links to be made between theory, tutorial and practicals.

Examples

1. Lecture: Barriers to participation

Tutorial: Access audit

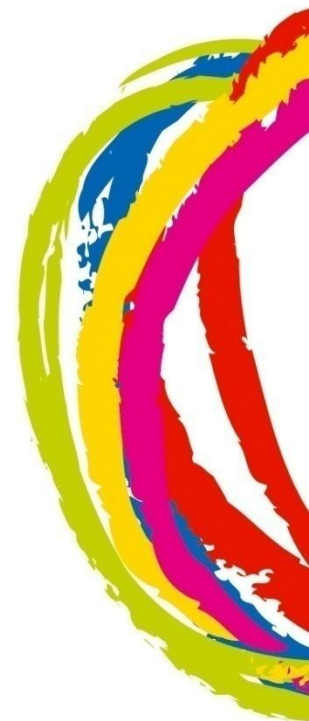
2. Lecture: Teaching styles

Tutorial and practical: review, plan and deliver using appropriate learning style



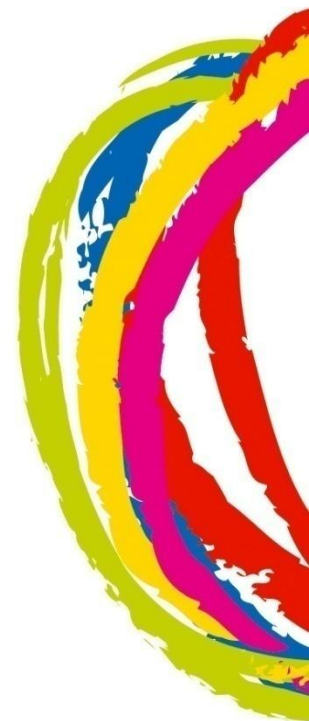
Assessment

- Eleven competencies
- Emphasis on practical process
 - Planning
 - Delivery
 - Review
- Application of knowledge
 - Recall to synthesis



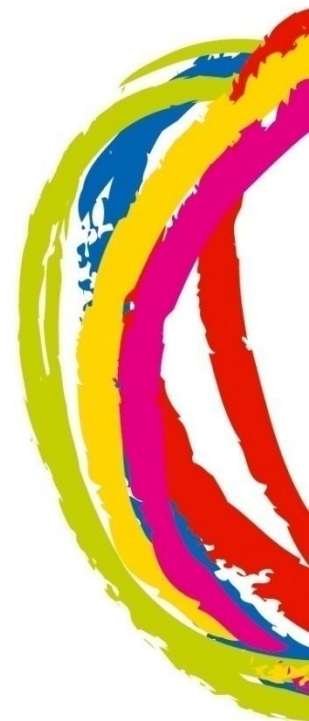
Modes of Assessment

- Assignment 15%
- Practical rubric *2 30%
- Logbook 15%
 - Lessons plans
 - Evaluations
 - Profile of participants
- Final exam 40%



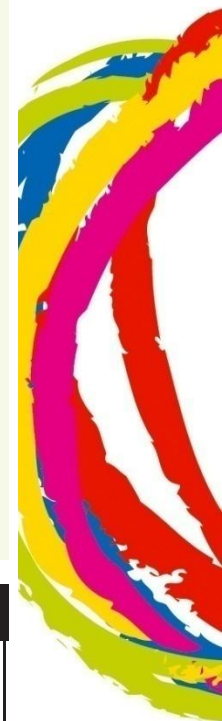
Assessment Resources

- Assignment sample titles and marking scheme
- Practical Rubric
- Logbook marking scheme
- Sample exam paper





**Inclusive
Action Training**



STUDENTS NAME	CLIENTS NAME/ORG	ACTIVITY	DATE	VENUE	EXAMINER

M	Attendance (10)	M	Lesson Plans (30)	M	Ability to teach (40)	M	Ability to evaluate teaching (20)
0	Unsatisfactory: <60% attendance	5	Incomplete, Unclear, Inappropriate, lesson plan not available	5	Little or no instruction, poor communication, poor motivation	0	Not complete, unable to engage in post class review
5	Satisfactory <80%: punctuality	15	Clear objectives, appropriate activities, good and safe use of equipment.	15	Clear instruction, good communication, good motivation	5	Attempts to relate to objectives but points vague or not relevant.
7	Excellent 90% Good Punctuality	20	Clear, detailed. Progression of class clear, groupings planned, ability levels and placements appropriate	25	Teaching style described and clear, student's communication valued, show engagement in class, can teach as part of team	10	Clear evaluation relevant to objectives
10	Excellent ; 100% Excellent Punctuality	25	Progressions and adaptations for individuals and groups identified. Evaluation of class objectives integrated.	30	Communication appropriate for class, highly motivated, clear feedback to students at class closure. Team teaching ability	15	Clear insight into own teaching ability. Strengths and weaknesses identified. Identifies unplanned outcomes
		30	Varied objectives: Psy- chomotor, cognitive and affective developed when possible	40	Ability to adapt material and pace of session and plan when required. Creativity	20	Shows mature reflection on own ability to coach and learning experience of client. Identifies implications for next lesson and own teaching

TUTOR COMMENTS	ACTIONS REQUIRED
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Part of sample exam paper

Internal Examiner:

External Examiner:

Date: Time: 3 hours

Instructions to Candidates: Answer question 1 and any 3 other questions.

Q1. Compulsory Question

You have just taken a physical educator post in a post-primary school. You will be teaching PE to the junior cycle students. In two of your first year classes you are told that there are students with disabilities (one student has a visual impairment the other has spina bifida and uses a wheelchair) – this is the first time the school has catered for students with disabilities.

Describe how you would cater for the inclusion of these students in your PE classes. (100 marks)

Q2. Various teaching/instructional styles are used when teaching children with disabilities.

- (a) Clearly explain the various styles and their main characteristics. (60 marks)
- (b) In behaviour management explain procedures for both increasing and decreasing behaviours. (40 marks)

Q3. (a) Explain the various forms of Cerebral Palsy. (40 marks)

- (b) A number of common medical concerns have been identified relating to exercise for people with spinal cord injury. Explain any five of these concerns (25 marks)
- (c) Outline the main physiological and medical conditions linked with Down Syndrome. (35 marks)

