



Lifelong Learning Programme



Education and Culture DG



european **inclusive**  
**physical education** training

# EUROPEAN *INCLUSIVE* PHYSICAL EDUCATION TRAINING

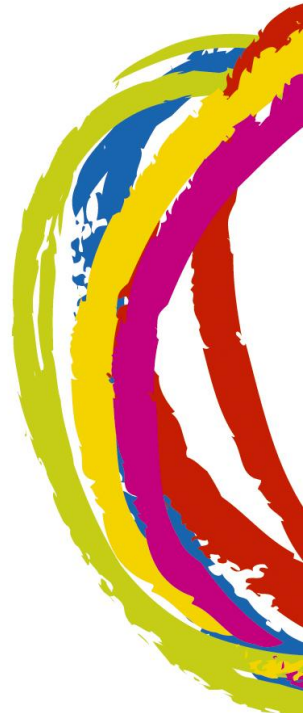
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European Federation of Adapted Physical Activity

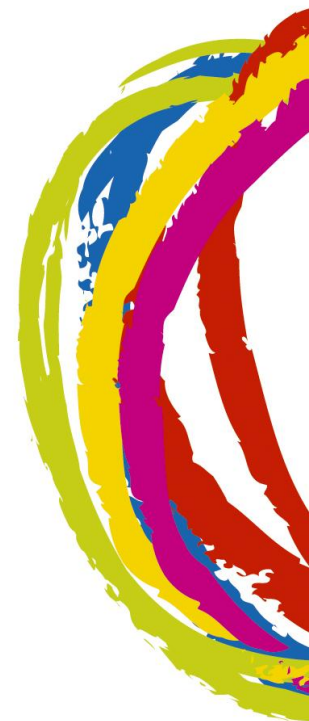
[www.eufapa.eu](http://www.eufapa.eu)





# INCLUSIVE PHYSICAL EDUCATION

- The **practice** of placing many different kinds of students together in general physical education, and the **philosophy** that students should be educated **together in one classroom** instead of separate classrooms designed to meet special needs.
- Inclusion means the **general PE teacher** will make the **necessary changes** in didactics, pedagogy, and curriculum to assure that **all students** will achieve their **PE goals** and **feel safe, happy, comfortable**, and **successful** in the PE setting.”





# Do we need this?

- Lienert, Sherrill, and Myers (2001)
  - Teacher had personal concerns about uncertainty and worry about everyday demands and their **competence** to meet these demands.
  - **lack of resources,**
  - **large class sizes and**
  - **inadequate facilities.**
  - teaching was also reported to be **much more difficult in an inclusive setting.**
  - **collaboration concerns** about support and team teaching with other professionals or support personnel.
- Morley, Bailey, Tan and Cooke (2005) belong to few Europe based studies focused on **perceptions (views) of forty three teachers on inclusion**  
Main concern to be about:
  - **the level of participation,**
  - **lack of support services,**
  - **and training,**
  - **accessibility of environment.**



# Students of inclusive PE

- **Goodwin and Watkinson (2000)**
  - Good experiences were expressed as: **a) sense of belongings, b) skillful participation, and c) PE benefits**
  - Bad experiences were: **a) isolation, b) questioned competence, and c) isolation.**
- **Goodwin (2001) interaction or rather perception.**
  - **meaning of help** by non-disabled peers and found out that help (assistance)
  - positive (**supportive, empowering**) and
  - negative (**disempowering**).
  - It is crucial to understand the ways of appropriate reinforcement and to teach it to elementary school children.





# Inclusion vs. LRE

- 1. Full inclusion with no adaptations or support**
- 2. Full inclusion with curriculum adaptations**
  1. multilevel curriculum-presenting the same content but at different levels
  2. curriculum overlapping-presenting alternative curriculum goals within the same activity
- 3. Full inclusion with trained peer tutors**
  1. traditional/unidirectional peer tutoring
  2. reciprocal/bidirectional peer tutoring: both students with special needs and their typically developing peers take turns tutoring each other based on the task at hand
  3. cross-aged peer tutoring: older students with or without special needs tutor younger students with special needs
  4. class-wide peer tutoring: teams are formed and given specific sheets to practice; tutoring occurs reciprocally;
- 4. Full inclusion with teacher assistants**
  1. full time: assistant accompanies child full time throughout the day
  2. flexible schedule: assistant accompanies child only when necessary
- 5. Full inclusion with interpreter**





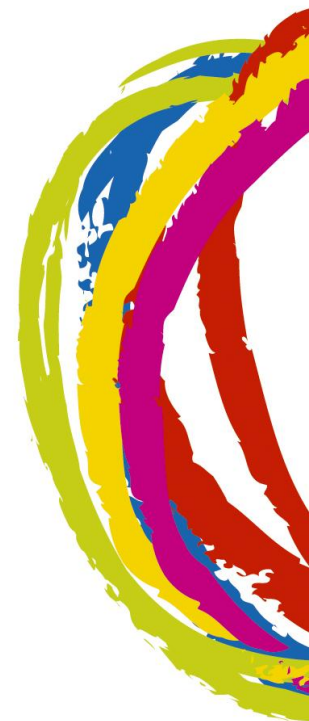
# Inclusion vs. LRE

## 6. Part- Time Segregated Placement Options

- Split placement without support
  1. student-directed: student directs unit modifications as needed
  2. teacher-directed: teacher directs unit modifications as needed
- Split placement with support
  1. flexible schedule: child attends both integrated and segregated classes, based on unit of instruction, with support
  2. fixed schedule: child attends both integrated and segregated classes with support

## 7. Community-Based Options

- Part time: child's time is divided between community- and school-based activities
- Full time: curriculum is implemented through community-based activities





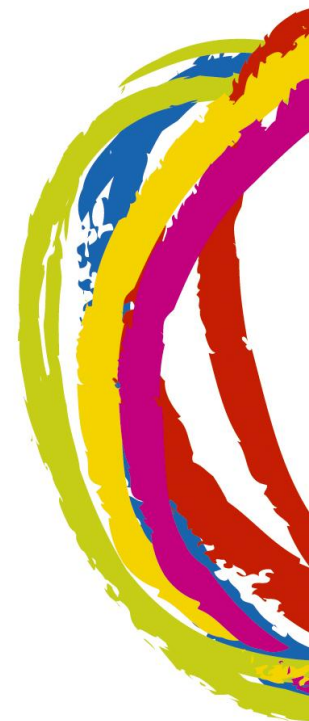
# Inclusion vs. LRE

## 8. Full-Time Segregated Placement Options Within a Regular School District

- Small group
  1. reverse integration: typically developing peers attend classes with peers with disabilities and assist as needed
  2. specialist-directed: specialist directs activity of group
- One-to-one
  1. reverse integration: typically developing peer attends class with peer with disability
  2. specialist-directed: specialist directs activity of student

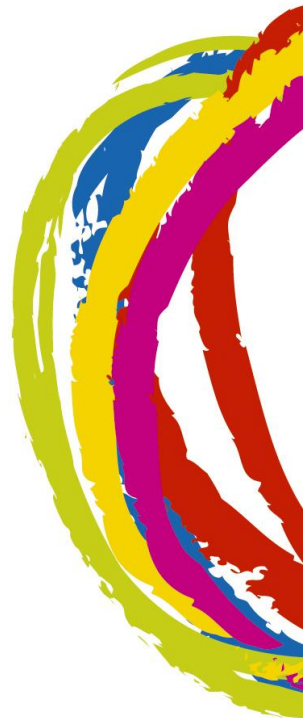
## 9. Segregated Placement Options

1. Day school for specific disabilities
2. Residential school for specific disabilities
3. Home schooling
4. Hospital setting



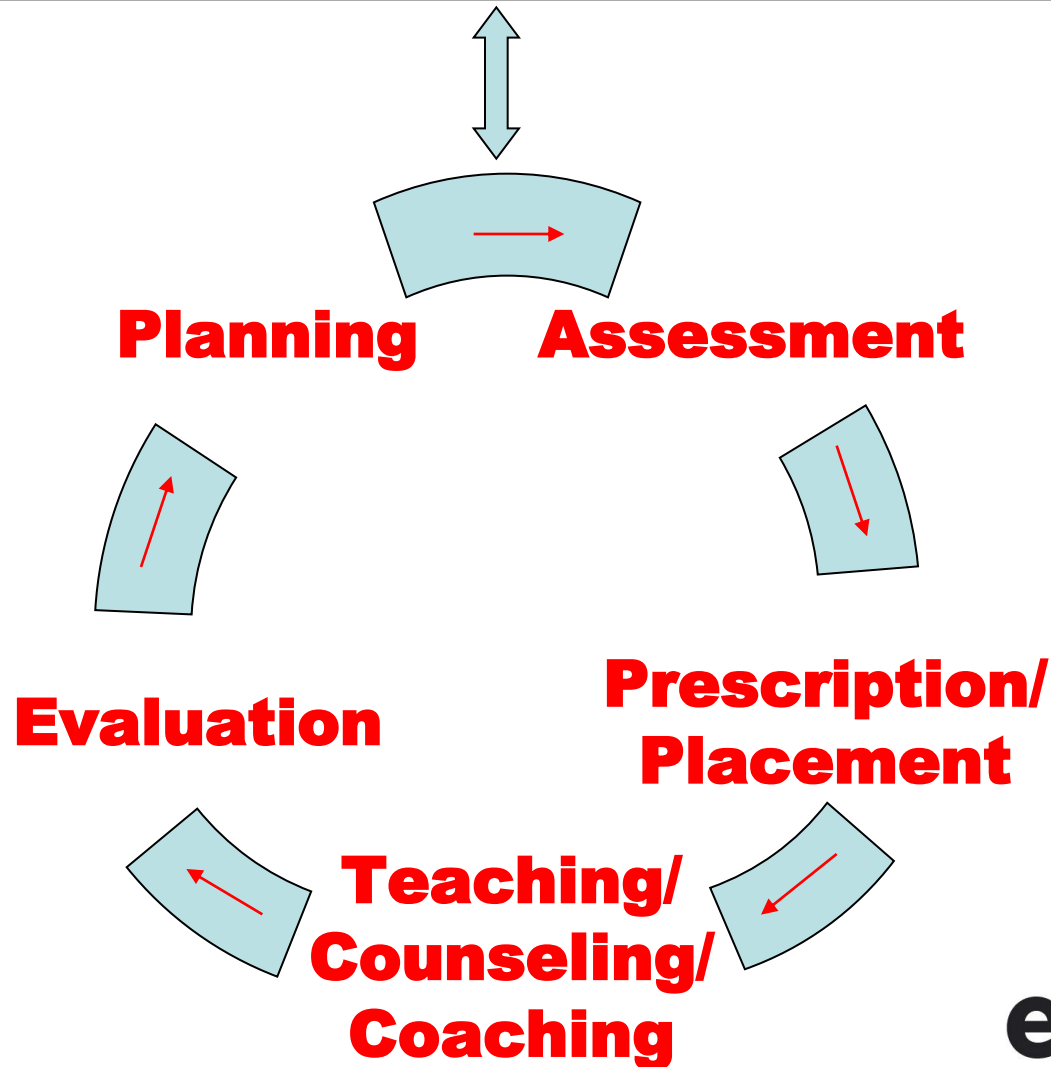
# EIPET FUNCTIONAL MAP OF THE ROLES OF GPE TEACHERS IN AN INCLUSIVE SETTING

- **General physical education (GPE) teacher** in an inclusive setting can be expected to perform (take part) in roles (functional map).
- We believe that in order to assure good quality learning of students with disabilities **support services** should be available for GPE teachers.
- These **support services** should consist of
  - Adapted Physical Education Specialist and where appropriate
  - paraeducators,
  - peer tutors or
  - adapted equipment.
- Still GPE teachers should have good understanding of inclusive PE to be ready to teach students with disabilities in an inclusive environment.



# PAPTECA - SERVICE DELIVERY MODEL

**Advocacy/Coordination of Resources/ Consulting**



# Legislature – WORLD/USA

- USA - Since 1960s
  - IDEA (Individuals with Disabilities Education Act)
  - LRE (Least restrictive environment)
  - Continuum of placements
- PE considered direct service
  - Physiotherapist, Occupational therapist – considered supportive service
- **Convention on the Rights of Persons with Disabilities United Nations**

# Legislature - EU

- Every country is different ([www.eufapa.eu](http://www.eufapa.eu))
- Common policy
  - Recommendation Rec(2003)6 of the Committee of Ministers to member states on improving physical education and sport for children and young people in all European countries
  - Considering children WITH disability

# Recommendation of EU ministers (1)

- study ways in which the provision of **physical education and sport** can be **improved** in their countries for all children and young people, **including those with disabilities**;
- to consider the need to **improve the quality** of physical education and sport available for children and young people in schools and ensure the necessary time, for example, three hours of physical education classes for each child each week, to achieve the goals set;
- to examine the following areas: the curriculum, the status of the subject, the financial resources available, the availability and condition of facilities, gender and **disability issues**;

# Recommendation of EU ministers (2)

## IV. The Development of National Policies

1. **Each country** will have its own specific problems in this area, and will need to select and implement its **own priorities**, develop both short- and long-term plans and lay down clearly the lines of responsibility in each area.

### Short-term plans could prioritise

- minimum standards in the **quality and quantity of PE in schools**;
- **improving the training of physical education teachers**, trainers and volunteer helpers;
- upgrading facilities.

### Long-term plans could include

- developing inter-regional co-operation;
- developing co-operation between local and national authorities;
- further training programmes for the above-mentioned groups, for example, teachers;

**ensuring equal treatment in the area of gender and for those with disabilities.**

# Former EU APA related initiatives

- THENAPA (Thematic Network in Adapted Physical Activity) 1999-2002
- Sports participation for inclusion of persons with a disability in European Countries (2004-2006)
- Paralympic School Day
- European Masters Degree in APA (EMDAPA --- EMMAPA)
- European Diploma in APA (DEUAPA -- EUDAPA)



# THENAPA

- **Educational and Social Integration of persons with a handicap through Adapted Physical Activity (APA)"**
- **Aim**
- The aim of Thematic Network Projects (TNP) is to define and develop a European dimension within a given academic discipline
- **Objectives**
- 1) to analyse existing structures of education and formation, inter-university structures, European Associations on APA, governmental organisations and structures on the one hand.
- 2) to set up a network of 'reflection and action' towards educational and social integration of persons with a handicap through Adapted Physical Activity in the different partner countries.
- **ADAPT CD**



# THENAPA

**PHYSICAL EDUCATION**

	LEVEL V															
	THEN	AUST	BEL	BUL	CZ	DEN	FIN	FR	HUN	I	LAT	LIT	NOR	ROM	SLO	SW
- APA General Concept	2		2	2	2-3			2	1	2	2.5	2	6			0-3
- Applied human/sport science to APA	2		0-1	---	3			2-16	1	2	---	8	6			0-3
- Applied assessment/evaluation	2		0-1	---	2			2	---	2	---	3.5	4			0-3
- Applied kn on disability, disease, injuries	2		0-1	---	10			3-8	1	2	---	2	8			0-3
- APA sport techniques	2		0-1	---	18			1-12	1	2	---	---	9			0-3
- Applied research methodology	2		0-1	---	8			2-4	---	2	1	1.5	9			0-3
- Teaching practice in APA	3		0-3	---	3-18			6-12	1	3	---	3	18			0-3
<b>TOTAL</b>	15		2-10	2	5-60*	10		18-56*	5	15	3.5	20	60*			0-30

\* Special Degree (1 year study in APA)

# Sports participation with a disability in

- <http://www.adapt-europe.eu>
- ONLINE Pdf textbook

## COUNT ME IN

A guide to Inclusive Physical Activity, Sport  
and Leisure for Children with a Disability



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# Athletics

Pillar: Respect for athletic achievements  
Activity: Athletics Track and Field disciplines  
Age: 6-15



## GENERAL GOAL

Students gain respect for the athletic performance of athletes with various kinds of disabilities

## SPECIFIC GOALS

- To experience competing with different limitations
- To gain respect of the sport abilities of athletes with a disability

## ENVIRONMENT

Athletics track, alternative: large playground/sports hall with high jump and long jump facilities.

## EQUIPMENT

Throwing devices (eg, small balls and shot puts with varying size and weight), blind-folds, stop watches, tape measure, wheelchair, throwing chair, straps or ropes to strap arms to body, score table.

## PEOPLE INVOLVED IN THE ACTIVITY

Session leader, ± 6 assistants, and athletes (optional).

## STARTING THE ACTIVITY

The students are divided in small groups of five, wherein every student simulates a different ability/disability (blindfold or eye mask, amputation of both arms, amputation of one leg, wheelchair user, able-bodied). An assistant is assigned to each group. The session leader introduces the activity and what it entails such as the performance of various Athletics disciplines focusing on the perspectives of people with a variety of disability types.

## RUNNING THE ACTIVITY

Four separate stations representing four Athletics events are set up by the session leader prior to implementation of the activity. Despite the simulated disability which the students have been assigned, the task of the students is to move from station to station and while performing the event to the best of their ability. The students measure one another's performance and document the result on a sheet of paper. In order for the level of the group performance as a whole to be high, team work among the students is encouraged.



# EQF (European Qualification Framework)

**Level 1** recognise basic general knowledge and skills and the capacity to undertake simple tasks under direct supervision in a structured environment.

**Level 2** recognise a limited range of knowledge, skills and wider competences that are mainly concrete and general in nature. Skills are applied under supervision in a controlled environment.

**Level 3** recognise broad general knowledge and field-specific practical and basic theoretical knowledge, they also recognise the capacity to carry out tasks under direction. Learners take responsibility for their own learning and have limited experience of practice in a particular aspect of work or study.

**Level 4** recognise significant field-specific practical and theoretical knowledge and skills. They also recognise the capacity to apply specialist knowledge, skills and competences and to solve problems independently and supervise others.

**Level 5** recognise broad theoretical and practical knowledge, including knowledge relevant to a particular field of learning or occupation. They also recognise the capacity to apply knowledge and skill in developing strategic solutions to welldefined abstract and concrete problems.

**Level 6 recognise detailed theoretical and practical knowledge, skill and competence associated with a field of learning or work, some of which is at the forefront of the field.**

**These qualifications also recognise the application of knowledge in devising and sustaining arguments, in solving problems and in making judgements that take into account social or ethical issues.**

**Qualifications at this level include outcomes appropriate for a professional approach to operating in a complex environment. Bachelor level (Bc.)**

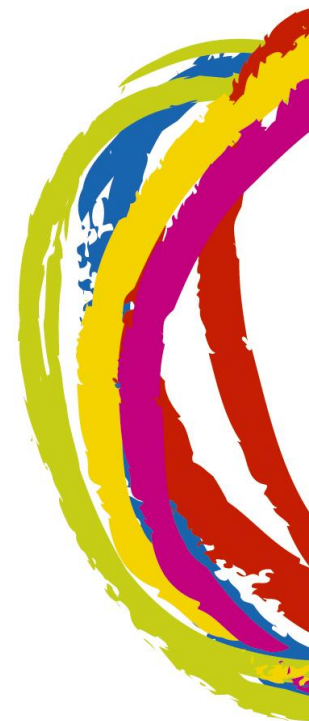
**Level 7** recognise self-directed, theoretical and practical learning, some of which is at the forefront of knowledge in a specialised field that provides a basis for originality in developing and/or applying ideas, often within a research context. **Master level (MSc.)**

**Level 8** recognise systematic mastery of a highly specialised field of knowledge and a capacity for critical analysis, evaluation and synthesis of new and complex ideas. They also recognise an ability to conceive, design, implement and adapt substantial research processes.



# SO WHAT SHALL WE DO?

- Meet educational needs of ALL students in IPE
- **SYSTEMATIC CHANGES TO SCHOOL SYSTEMS**
- **GENERAL PE TEACHERS**
  - **COMPETENCIES** (skills, knowledge, attitudes)
  - **EIPET** (University based/In-service based trainings)
  - **What?** How much? Practical experiences?
- **SUPPORT SYSTEMS**
- **APE SPECIALISTS**
  - **JOBS** in place in school districts (schools)
  - **COMPETENCIES** (skills, knowledge, attitudes)
  - **EUSAPA**
  - **What?** How much? Practical experiences?
- **PARAEDUCATORS**
- **PEER TUTORS**
- **ADAPTED EQUIPMENT**
- **LEGISLATION and FINANCIAL SUPPORT**



## APA as profession

- Who can and who DOES work in APA?
  - Physical education
  - Rehabilitation
  - Sport/ Recreation
- What competencies these professionals need to acquire?
- Where/How should they acquire these competencies?
- CAN THESE COMPETENCIES BE TRANSFERABLE ACROSS EUROPE

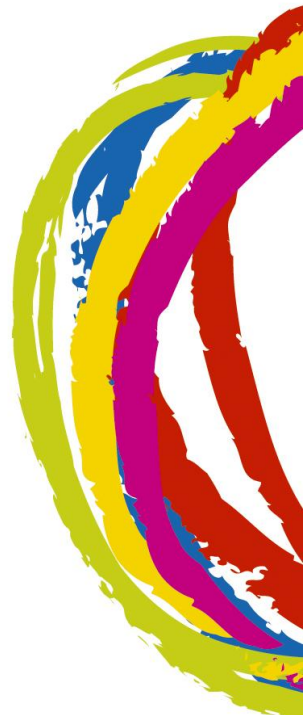
# EUSAPA

- Describe the professional competencies in each of the three areas of Adapted Physical Activities:
  - adapted physical education in schools
  - adapted sports and recreation
  - adapted physical activities in rehabilitation
- Identify the needs for each APA area in all partner countries;
- Define academic standards (subject specific competencies and learning outcomes) in the three areas of APA
- Develop international academic framework to guarantee the quality of professional preparations in the fields of APA at European level.

# SO WHAT SHALL WE DO?

## • **APA AS ACADEMIC DISCIPLINE/PROFESSION**

- **Join professional organisations/ Publish (read)**
- **APA National organisation (Sweden, France, Italy, Poland, Czech...)**
- **EUROPEAN FEDERATION (EUFAPA)**
  - [WWW.EUFAPA.EU](http://WWW.EUFAPA.EU)
  - EUROPEAN JOURNAL (EUJAPA)
  - EUJAPA 2008(2). Special Issue on Inclusion
- **EUROPEAN CONGRESS (EUCAPA)**
  - Brussels, Belgium, 1986
  - Leuven, Belgium, 1993
  - Leuven, Belgium, 1995
  - Thessaloniki, Greece, 1998
  - Vienna, Austria, 2001
  - Amiens, France, 2002
  - Dortmund, Germany, 2004
  - Olomouc, Czech Republic, 2006
  - Torino, Italy, 2008
  - Jyväskylä, Finland, 2010
  - ??? 2012 ???? Ireland





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# THANK YOU FOR YOUR ATTENTION

Martin Kudláček + eipet team

Palacký University in Olomouc, Czech Republic

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