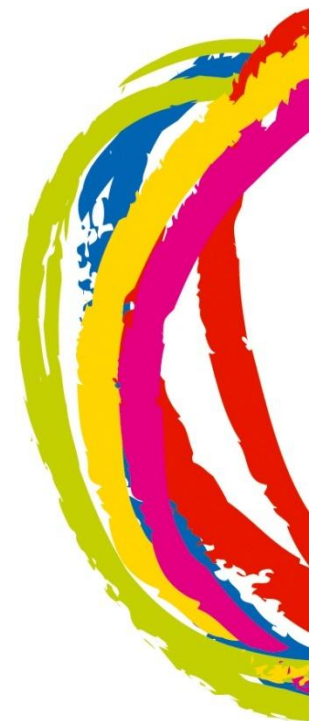


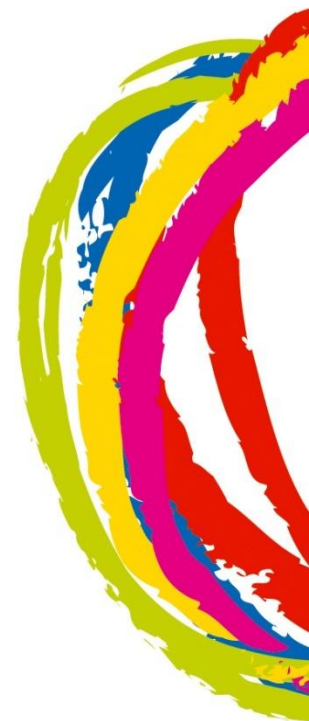
Overview of EIPET

INSTITUTE OF TECHNOLOGY
TRALEE
INSTITIÚID TEICNEOLAÍOCHTA TRÁ LÍ



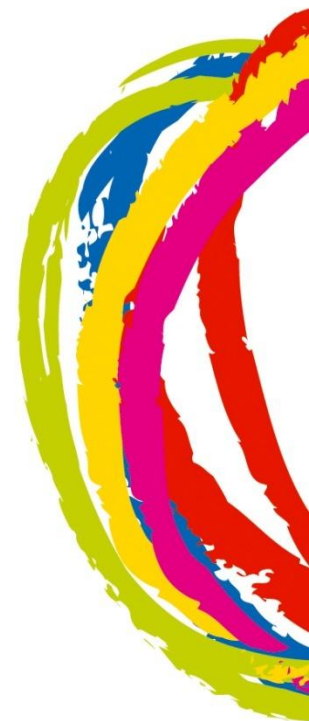
EIPET

Origins



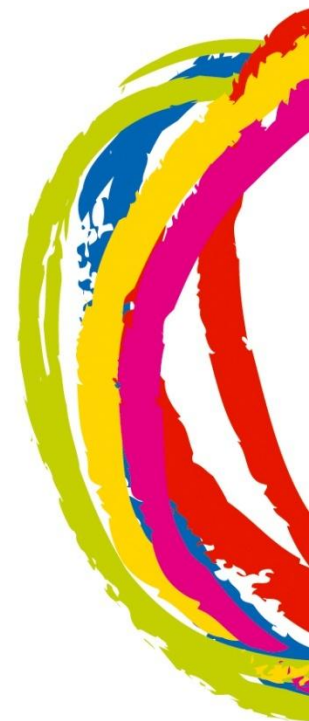
Outline

- Presentation Waterford PE Programme
- APA@ITT
- EIPET development
- EIPET Model
- Functional Map



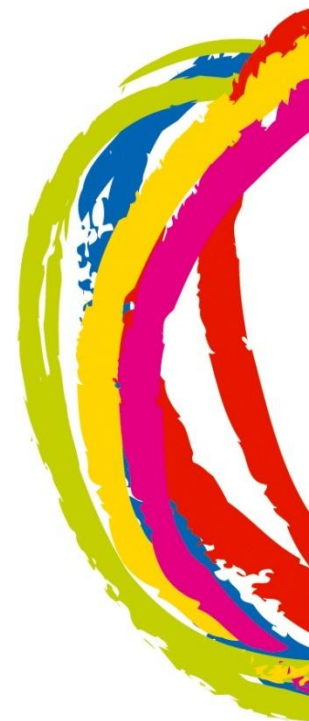


**ORIGINS: Presentation Sec School
Waterford**





Waterford Health Park



Origins

- 1998 - APA 1 Module for BSc. in Health, Fitness and Leisure Degreecompulsory
- 1999 –APA 2 Elective module offered, now Aquatic Therapy....Aoife ni Mhuiri
- 2003 – First National APA Conference Tralee
- 2005 -APE module for PE Degree Stream
 - 2nd National APA Confernce
- 2007 -CARA Centre for Adapted Physical Activity
National resource centre for APA (ISC)
- 2007 -EIPET Application to Leargas....Catherine Carty



2008 - Sports Inclusion Disability Officers

(SIDO) 21 located around country

- Development of Halliwick programme
- 3rd National APA Conference Killarney

2009 - Specialised Degree Stream in APA

Programme involves 250 children and adults and
170 students

- Expansion of CARA APA Centre
- Plan for 4th National APA Conference
- Bid to host EUCAPA in 2012



AIM

To provide the students with practical experience and theoretical knowledge of APE while providing a high quality individualised activity programme for people with disabilities.

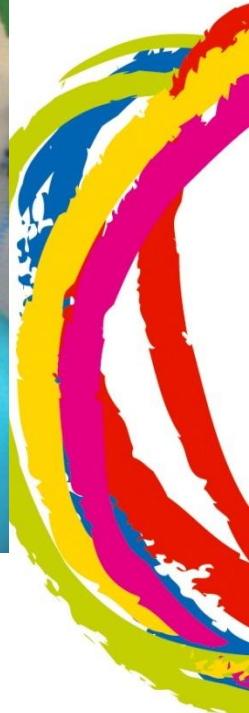
Emphasis on ability not disability



Organisations

- Kerry Down Syndrome Association
- Enable Ireland
- Braille and IT Group
- National Learning Network
- Brothers of Charity (Autism)
- St Ita's and St Joseph's Special School
- Kerry General Hospital (Physio Dept)
- Kerry LSP...Graduate Programme







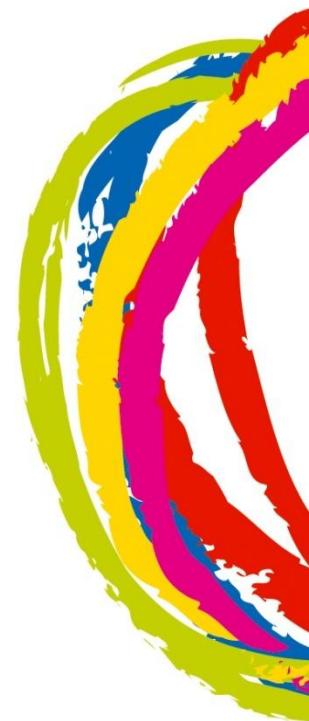
ORGANISATION	DAY	TIME	ACTIVITY	CLIENTS	STUDENTS	VENUE	TUTOR
Down's Syndrome Association	Monday	7-8pm	Swimming	6	4	Pool	1
	Wednesday	4-5pm	Swimming	12	8		1
		7-8pm	Swimming	6	4		1
Breannan Services	Wednesday	4-5pm	Gym	14	5	SHAPE	2
		5-6pm	Games	18	5	Complex	3
Braille and IT	Tuesday	12-1pm	Goalball	12	4	Complex	3
	Wednesday	12-1pm	Gym	12	5	SHAPE	2
Autistic Unit	Thursday	4-5pm	Halliwick	8	7	Manor	4
National Learning Network	Friday	11-12pm	Swimming	12	4	Brandon	4
St. Ita's and St Joseph's School	Friday	1.30-2.30pm	PE	25	4	Cuman Ioseaf	2
Total				125	50		



Why so successful?

- *Support of IT Tralee management*
- *Practical nature of programme*
- *All sessions are planned and reviewed at tutorials*
- *Tutor gives immediate feedback following class*
- *Support and active participation of disability organisations*
- *Nature of Health and Leisure course and skills set of students.*
- *Constantly changing, adapting!!!*
- *Very committed and professional staff*
- *Meeting needs of people with disabilities*
- *'We didn't have to fight for it'*







Structure

- 60 hour compulsory module
- 2 hrs theory, 1 hr tutorial, 1 hr practical
- Students can volunteer for other sessions
- Swim teaching, Halliwick, Fitness, PE
- Usually work in small teams
- Practical heavily weighted
- Awards night

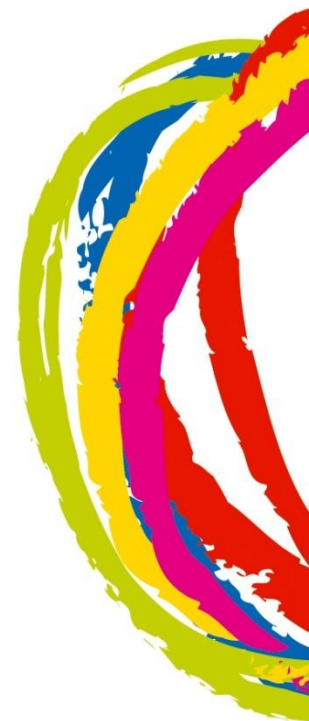


*Are we **REALLY** serious about people with disabilities having access to physical education?*



EIPET process

- Transfer of innovation
- Partners sought
- Application with detailed work plan
- Project information sheet
- Functional map
- Knowledge, skills and competencies
- Valorisation and dissemination
- Consultation
- Website
- Resource pack
- Conference
- Sustainability



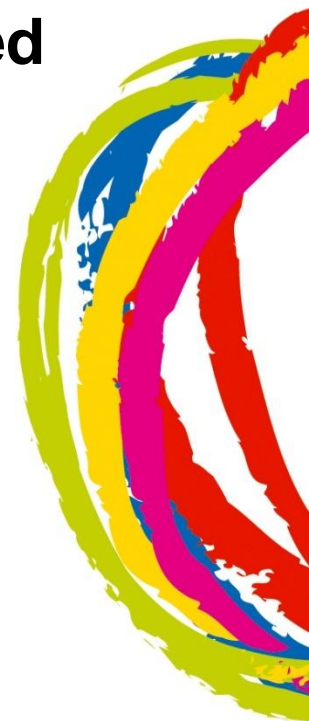
EIPET PARTNERS

The Institute of Technology Tralee, Ireland	Promoter	Catherine Carty Pat Flanagan Ursula Barrett Mary Griffin (Finance) Grace O Donoghue (multi-media)
Palacký University Olomouc, Czech Republic	Partner	Martin Kudlacek Ondre jesina
Institute of Leisure & Amenity Management Ireland	Coordinator	Kilian Fisher
Lithuanian Academy of Physical Education	Partner	Vilma Cingiene Skaiste Laskiene
Sports Coach UK	Partner	Matt Fisher Martin Crick
External Evaluator		Alan Pilkington



EIPET PROJECT

- A two year project supported by the Leonardo da Vinci fund through Léargas the National Agency for Ireland.
- To critically **examine and adapt and transfer the inclusive physical education training module in ITT** with the guidance of internationally acclaimed partner organisations and associated APA network contacts.
- To develop a **resource pack** to accompany the model and modules and make it available for download from the project website and or available on DVD.



Target Groups

- Undergraduate PE students
- PE teachers
- Primary School teachers
- Other groups



Do we need this?

- LaMaster, Gall, Kinchin, and Siedentop (1998) Teachers were constantly struggling to provide appropriate teaching.
- Instructional (how to teach particular student, how to adapt activity)
- Managerial (how to manage students' behavior).
- Teachers also stated that they felt like they were **inadequately prepared to teach effectively in integrated classes.**
- Lieberman, Houston-Wilson & Kozub (2002) study of perceptions of 148 teachers about **barriers to inclusion** for students with visual impairment in general physical education.
 - **professional preparation,**
 - **equipment,**
 - **programming,**
 - **time.**



the eipet model

the eipet model

Pre-service and In-service teacher learning and experience across the PE teacher training arena.



Segregated APA learning situations.
Practical and theoretical elements.



Integrated IPE.
Practical and theoretical elements.

rationale

The model is based upon the assumption that students bring knowledge, skills and competence in PE to the learning environment for APA & IPE. The EIPET module is designed for students in the latter years of their degree, or for inservice delivery, for those with experience teaching PE.



The segregated environment enables students to gain valuable experience of working with a wide range of individuals with a range of disabilities.



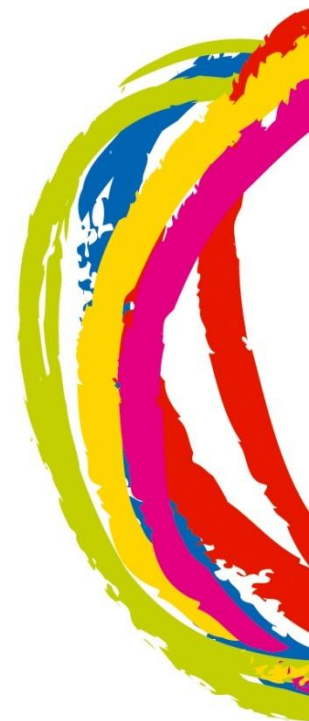
Students will have gained confidence and competence in working with individuals with disabilities in the segregated environment and will thus have a greater understanding of the key issues surrounding Inclusive PE.



Education and Culture DG

EIPET FUNCTIONAL MAP

- A. Plan developmentally appropriate learning experiences in physical education, which are also suitable for students with special educational needs (with disabilities)
- B. Teach students with special educational needs in an inclusive setting together with students without disabilities.
- C. Evaluate progress of learning of students with special educational needs and effectiveness of applied teaching (support) strategies.
- D. Support professional development of self and others.



Resource Pack

- Model and module
- Knowledge skills and competences framework
- Lecture slides and notes
- Work sheets
- Practical activities
- Tutorial materials
- Case Studies
- Assessment procedures & practical rubric
- Guide to online programme

