

# Competencies of physical education teachers in relation to physical education of students with disabilities

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## INCLUSIVE PHYSICAL EDUCATION

- State of inclusive PE in Europe
- Experiences of teachers
- Experiences of students
- Appropriate support

## EIPET project (European Physical Education Training)

- EIPET project and partners
- Competencies of GPE teachers
- EIPET model and resource pack

## EUSAPA project (European Standards in Adapted Physical Activities)

- EUSAPA project and partners
- Competencies of APE professionals (APENS vs. EUSAPA)
- Future of APA services in Europe

# 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)**
  - 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)**

- 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

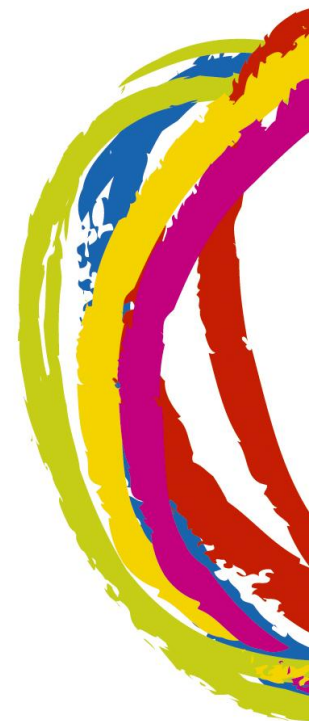
- Small group
  1. reverse integration: typically developing peers attend classes with peers with disabilities and assist as needed
  2. specialist-directed: specialist directs activity of group
- One-to-one
  1. reverse integration: typically developing peer attends class with peer with disability
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

- A two year project supported by the Leonardo da Vinci fund through Léargas the National Agency for Ireland.
- To critically **examine and adapt the inclusive physical education training module in ITT** with the guidance of internationally acclaimed partner organisations and associated APA network contacts.
- To **empower teacher training providers** and PE teachers with the **knowledge, skills and competence** to operate effectively in the work environment.
- To develop a **resource pack** to accompany the model and modules and make it available for download from the project website or available on cd.



# EIPET 2007

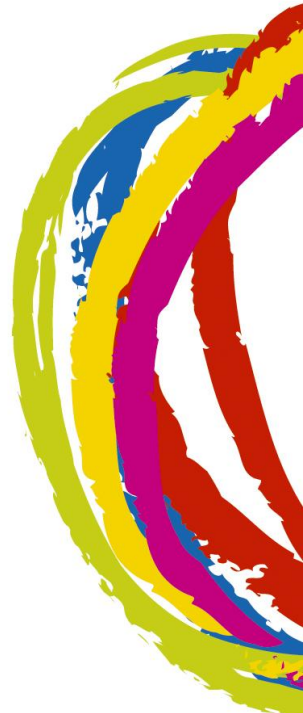


# EIPET 2008



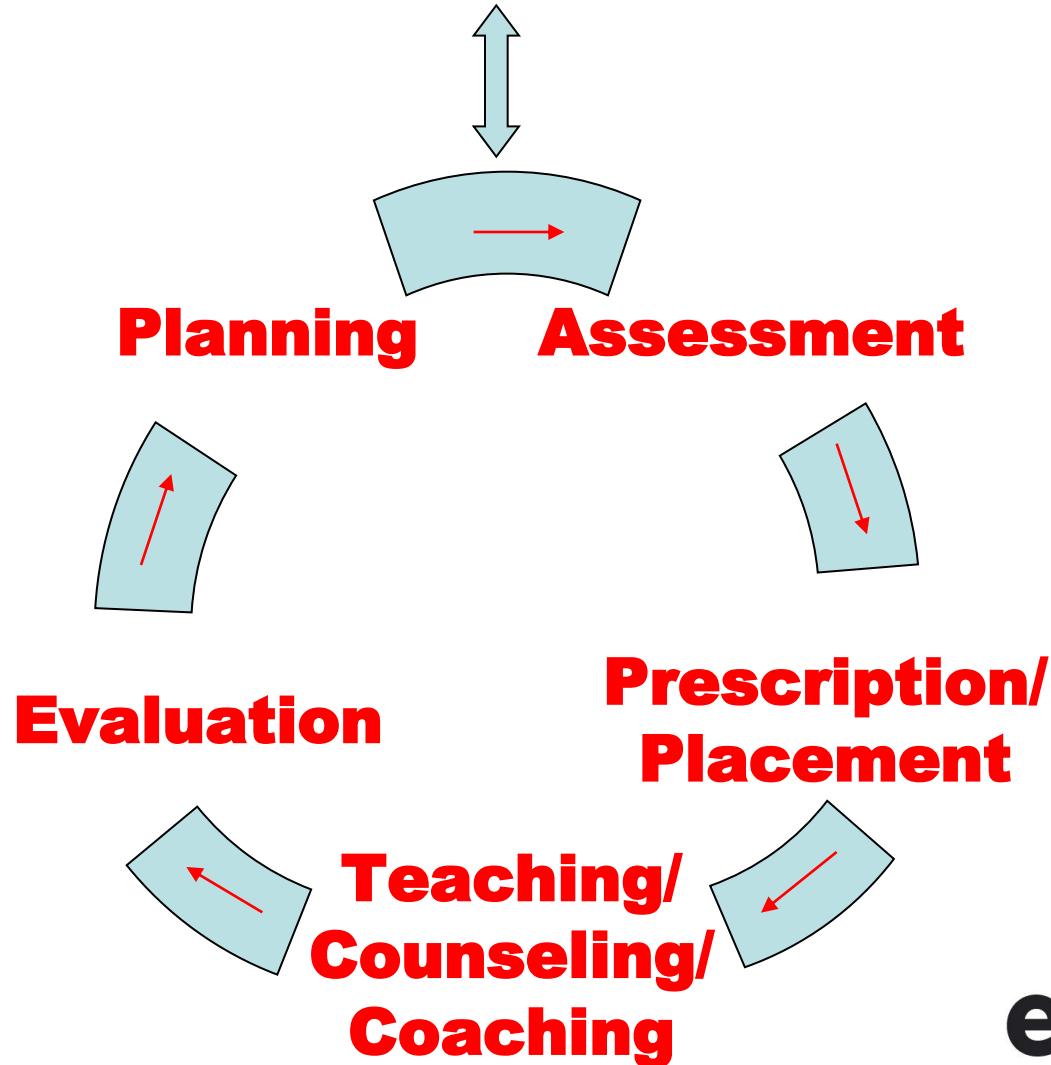
# EIPET FUNCTIONAL MAP OF THE ROLES OF GPE TEACHERS IN AN INCLUSIVE SETTING

- General physical education (GPE) teacher in an inclusive setting can be expected to perform (take part) in following roles.
- 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**



# EIPET FUNCTIONAL MAP

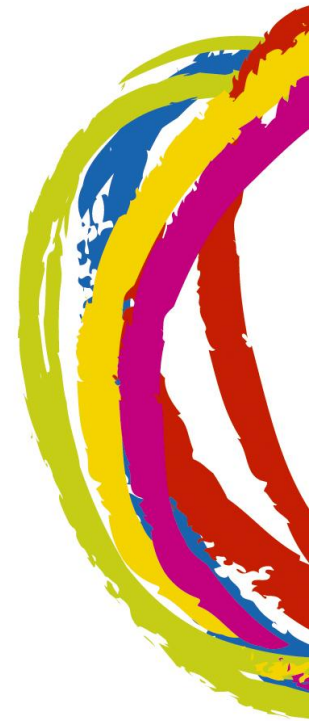


- A1. **Develop and adapt schools curriculum** in physical education to reflect current conditions and the needs of all students with special educational needs.
  - Identify **own competencies** and attitudes
  - Identify the **strengths and weaknesses** of currently used physical education **curriculum**
  - To **adapt curriculum** to best suit the needs of inclusive physical education.
  - To contact relevant community based **disability organisations for potential cooperation**
- A2. **To assess the needs** (current level of performance) of students with special educational needs.
  - Identify the special needs in relation to physical education among your students using appropriate **screening tests** (e.g. TGMD, BMI, fitness tests).
  - Identify the **support services and resources**, which can facilitate inclusive PE in your school. **Assess the current level of performance** of student w SEN.....

**Plan developmentally appropriate learning experiences in physical education, which are also suitable for students with special educational needs**

# EIPET FUNCTIONAL MAP

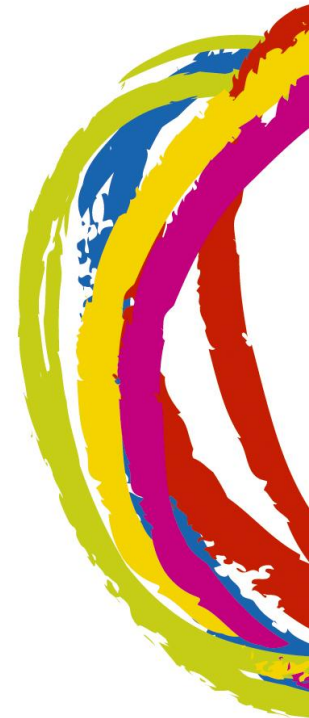
- A3. **Plan developmentally appropriate learning** experiences in inclusive physical education.
  - **Prepare (ideally in cooperation with the APE Specialist) IEP**
  - Identify **the most appropriate level of support** in the continuum
  - Where relevant plan the most appropriate **communication strategies** in relation to students special education needs in relation to communication.
  - Where relevant, plan the most appropriate **behavioural management plan** /strategies in relation to students special education needs in relation to behaviour.
  - Where relevant **plan individual lessons** to assure that learning will be appropriate for all students and will be taking place in safe environment.



**Plan developmentally appropriate learning experiences in physical education, which are also suitable for students with special educational needs**

# EIPET FUNCTIONAL MAP

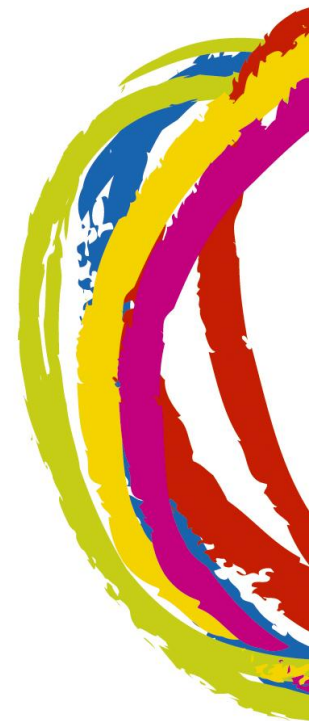
- A4: **Prepare school** and classroom for inclusion of student with special educational needs.
  - Research the **information about needs and opportunities of students with special needs** in relation to motor activities.
  - Identify **the most appropriate strategy to prepare school/class** for the arrival of student with special educational needs.
  - **Plan appropriate activities** to prepare school for inclusion. .
  - **Identify environmental conditions** and ensure adaptation of the environment to facilitate inclusive physical education.
  - Ensure that you have **adapted equipment**, which is most suitable for motor activities of children with special educational needs (e.g. sport wheelchair, boccia balls, tricycle)



**Plan developmentally appropriate learning experiences in physical education, which are also suitable for students with special educational needs**

# EIPET FUNCTIONAL MAP

- B1. **Adapt teaching** in order to meet the needs of ALL students in inclusive physical education.
  - **Adapt or acquire appropriate equipment**, which can facilitate inclusive physical education (e.g. brightly coloured, sounded, lighter or heavier, bigger).
  - **Task analysis of desirable skills** with the aim to adapt them to suit the needs of students with special educational needs.
  - **Adapt the rules** of games to facilitate inclusion.
  - **Adapt teaching style** to facilitate inclusion.
  - **Adapt physical setting** (current environment) to facilitate inclusion.



**Teach students with special educational needs in an inclusive setting together with students without disabilities.**

# EIPET FUNCTIONAL MAP

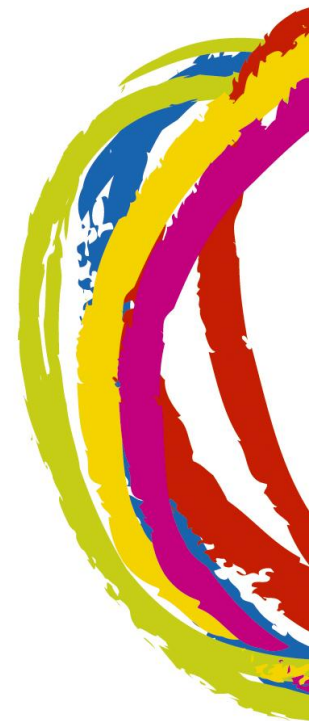
- **B2. Manage students' behaviour to assure the most appropriate and safe learning for ALL students.**
  - **Positive reinforcement** of desirable students' behaviours where appropriate and **negative reinforcement** of students' undesirable behaviour where relevant.
  - **Keep records** related to behavioural management plan.
- **B3. Communicate with students with special educational needs (SEN) and other involved persons in the appropriate manners to assure their understanding and maximum participation.**
  - Communicate with students with **hearing impairments** using sign language or alternative appropriate strategies; **visual impairments**, movements and learnt skills in a way that they can imagine the actions to be performed.
  - Communicate **with peer tutors/ teacher assistant** to ensure that the student(s) with SEN is learning in desirable way.



**Teach students with special educational needs in an inclusive setting together with students without disabilities.**

# EIPET FUNCTIONAL MAP

- C1. **Evaluate the progress** of student with SEN in inclusive PE In relation to his/her IEP (individual education plans) goals.
  - Evaluate students' progress in relation to the IEP and preparation of IEP for the next academic year.
- C2. **Assess/grade** students learning in inclusive PE
  - To assess and where relevant, assign appropriate grade in accordance with the IEP and schools regulations.
- C3 **Evaluate** the suitability of the curriculum adaptations in light of the student experience
  - To assess the suitability of curricular adaptations.



**Evaluate progress of learning of students with special educational needs and effectiveness of applied teaching (support) strategies.**

# EIPET FUNCTIONAL MAP

- D1 Communicate with persons, who are directly and indirectly involved in teaching inclusive physical education.
  - Communicate with **parents/guardians, APE, disability sport reps.**
- D2 Continue to develop own professional skills and knowledge
  - Identify **own needs for professional development in the area of IPE and engage in continuing professional development**
  - **Use IT (where available) in communication**
  - **Evaluate the personal impact** of further professional development.
- D3 Advocate for the needs and rights of students with special educational needs.
  - **the existence of continuum of support**
  - **adapted physical education specialist**
  - **right of persons with disabilities** for sport and recreation opportunities



**Support professional development of self and others and development of the quality of teaching students with special educational needs.**

# KNOWLEDGE COMPETENCE AND SKILLS FRAMEWORK

- **Adapt teaching in order to meet the needs of ALL students in inclusive physical education.**
- **SKILLS**
  - ability to adapt own teaching style to facilitate inclusion
  - ability to acquire or adapt appropriate equipment
  - ability to adapt the games and activities
  - ability to do task analysis
- **KNOWLEDGE**
  - teaching styles appropriate for inclusion
  - task analysis
  - adapted games
  - adaptation strategies
  - motivational theories

<b>Theory (2h/week)</b>	<b>Tutorials (1h/week)</b>	<b>Practicum (1h/week)</b>
<p><b>1. Gain interest</b> - (dis)Ability vs. ABILITY;</p> <p><b>2. Disability awareness</b> - disability symbols, language. - medical V social model.</p>	<p>1. Tutor leading adapted session for students (wheelchair) - basic mobility - adapted sport - inclusive sport</p>	<p>1. Tutor leading adapted session for students (VI) - VI basic mobility - adapted(running, goalball) - inclusive sport</p>
<p><b>3-4. Disability awareness</b> - rights and services - service provision for people with disabilities.</p>	<p>2. Tutor leading adapted session for students (behavioral management)</p>	<p>2. Tutor leading adapted session for students (communication)</p>
<p><b>5. Disability awareness</b> - lifestyle of people WD - parents view</p> <p><b>6. Concept of APE</b> - Theories and history - Philosophy (self perception-actualization; sport-empowerment; participation)</p>	<p>3. Allocation of group* Lesson plan IEP - adaptation for special group - review of lesson plan</p>	<p>3. Tutor leading adapted session for each group of students (simulation) in specific setting (<i>activity/type of disability</i>)</p>
<p><b>7. Concept of APE</b> - PAPTECA, IEPs, LRE - task analysis</p> <p><b>8. Barriers to participation</b> - ICF (WHO, 2001) - perceived/real; Intr/extrinsic</p>	<p>4. Review tutor led session Plan for next session Access audit</p>	<p>4. First student led practical with same allocated group</p>
<p><b>9-10. Teaching and learning styles.</b> - teaching and learning styles in relation to inclusive PE - peer teaching. - Adaptation of games – rules, environment, equipment, etc.</p>	<p>5. Review student led session Plan for next session Task analysis</p>	<p>5. Second student led practical with same allocated group. Peer review</p>

<p><b>13-14. Pathophysiology of Physical disabilities</b>  - CP, SCI, spina bifida, MS, dystrophies, amputation etc.  - implications for instruction/teaching/ exercise.</p>	<p>7. Review student led session  Plan for next session</p>	<p>7. Fourth student led session with same allocated group</p>
<p><b>15-16. Pathophysiology of SENSORY IMPAIRMENTS</b>  - VI/HI congenital/acquired; deafblindness  - implications for instruction/teaching/ exercise.</p>	<p>8. Review student led session  Plan for next session  Review of evaluation method</p>	<p>8. Trial evaluation of fifth student led practical with same allocated group</p>
<p><b>17-18. Pathophysiology of intellectual disability</b>  - down syndrome, fetal alcohol syndrome, autism, <i>combined disability (ID/CP, ID/VI)</i> etc.  - implications for instruction/teaching/ exercise.</p>	<p>9. Individual feedback on evaluation  Plan for next session</p>	<p>9. Sixth student led practical with same allocated group</p>
<p><b>19-20. Pathophysiology of OHI (other health impairments)</b>  - asthma, respiratory impairments, diabetes, obesity  - implications for instruction/teaching/ exercise.</p>	<p>10. Review last session and plan next session</p>	<p>10. Seventh student led practical with same allocated group</p>
<p><b>21-22. Motor skills assessment</b></p>	<p>11. Review student led session  Plan for next session</p>	<p>11. Final evaluation during ninth student led session</p>
<p><b>23. Disability sports structures</b>  - national and international  <b>24. Advocacy and summary</b>  - of inclusion for people with disabilities</p>	<p>12. Individual review of evaluation</p>	<p>12. Final session followed by awards ceremony</p>

# 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

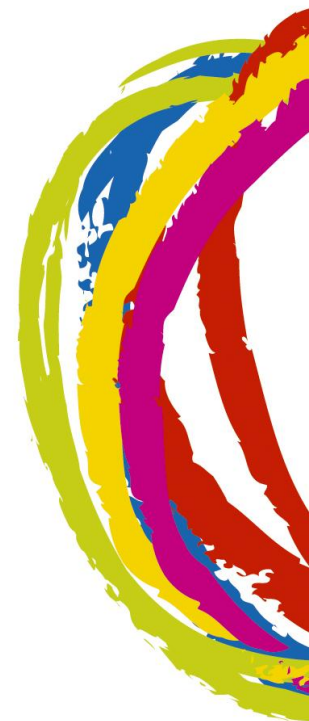
The model is based upon the assumption that students bring knowledge, skills and competence in PE to the learning environment for APA & IPE. The EIPET module is designed for students in the latter years of their degree, or for inservice delivery, for those with experience teaching PE.



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.



# EIPET resource pack

- 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



- **CZECH REPUBLIC**
  - Palacky University in Olomouc, Czech Republic (coordinating institution)
- **BELGIUM** (Catholic University of Leuven)
- **FINLAND** (University of Jyväskylä)
- **FRANCE** (Joseph Fourier University France)
- **IRELAND** (Institute of Technology, Tralee)
- **LATVIA** (Latvian Academy of Sport Education, Riga)
- **POLAND** (The Jozef Pilsudski University of Physical Education in Warsaw)
- **PORTUGAL** (University of Coimbra)
- **SWEDEN** (Swedish Development Centre for Disability Sport)
- **UNITED KINGDOM** (Loughboroug University, Peter Harrison Centre for Disability Sport)
- **EUROPEAN FEDERATION OF ADAPTED PHYSICAL ACTIVITY**

# KNOWLEDGE, COMPETENCE AND SKILLS FRAMEWORK

- Preparation
- Teaching
- Evaluation
- Collaboration and life-long learning

## ASSESS THE NEEDS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

- APE professional must be able to:
  - (a) Select appropriate assessments fitting the students profile;
  - (b) Administer assessment; and
  - (c) Write the report.
- **The knowledge the individual needs to learn to do this**
  - Special education needs (different functional abilities, motor, cognitive, social, behavioural, communication)
  - Variety of assessments approaches (holistic, norm reference, criterion based etc)
  - Variety of assessments (Movement ABC etc)
  - Relevant regulations on report writing and dissemination

## ADAPT SCHOOL CURRICULUM IN PHYSICAL EDUCATION (PE) TO MEET THE INDIVIDUAL NEEDS OF ALL STUDENTS WITH SEN

- **APE professional must be able to:**
  - Analyse current PE curriculum in relation to students needs and
  - Adapt curriculum.
- **The knowledge the individual needs to learn to do this**
  - Current curriculum (school district/national)
  - Curriculum development principles
  - Curriculum adaptation principles and strategies

## ADAPT TEACHING IN ORDER TO MEET THE NEEDS OF ALL STUDENTS IN PE

- APE professional must be able to:
  - (a) use appropriate instructional strategies (e.g., physical/verbal cues, prompts, feedback, and reinforcement);
  - (b) adapt the rules of games, physical setting and equipment;
  - (c) use task analysis for desirable skill.
- **The knowledge the individual needs to learn to do this**
  - Instructional strategies
  - Adaptation strategies
  - Adapted games, rules, teaching styles
  - Task analysis

## MANAGE STUDENTS' BEHAVIOR

- APE professional must be able to:
  - (a) provide positive/negative reinforcement of desirable/undesirable students' behaviours where appropriate;
  - (b) observe and keep records related to behavioural management plan; and
  - (c) counsel/ guide students towards adopting more appropriate behaviours – choice.
- **The knowledge the individual needs to learn to do this**
  - Identify and understand the causes of behavioural problems
  - Appropriate behavioural management strategies and theories (e.g., positive and negative reinforcement, self-actualisation, self-empowerment, Hellison model etc.)

## EVALUATE LEARNING PROGRESS OF STUDENT WITH SEN

- APE professional must be able to use appropriate assessment methods to measure students' progress and grade the student according to his/her potential and progress.
- **The knowledge the individual needs to learn to do this**
  - Differing methods of assessment
  - Individualised holistic approach for evaluating student's progress



## COLLABORATE WITH VARIOUS RELEVANT PROFESSIONALS.

- APE professional therefore must be able to:
  - (a) collaborate with other specialists providing PE/APE;
  - (b) collaborate with health and rehabilitation professionals (e.g., physiotherapist, occupational therapist, speech therapist, psychologists);
  - (c) collaborate with sport organisations, relevant professional organisations for persons with disabilities
- **The knowledge the individual needs to learn to do this**
  - The role of relevant professionals and their approaches in relation to APE
  - Nature of cooperation and communication with support staff
  - Team working
  - Disability sport organisations for potential cooperation (e.g., local sports clubs)



## COLLABORATE WITH OTHER ADVOCATES OF STUDENTS WITH SEN.

- APE professional must be able to collaborate with parents/guardians of students with SEN and collaborate with Non-Governmental and governmental organisations (e.g., in children rights).
- 
- **The knowledge the individual needs to learn to do this**
  - Roles and rights of parents guardians (legally responsible)
  - Nature of cooperation and communication with support parents guardians (legally responsible)
  - Team working
  - Rules and roles of relevant organisations



# 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?**
  - **EIPET CONFERENCE: DUBLIN 23, OCTOBER 2009**
- ***SUPPORT SYSTEMS***
- **APE SPECIALISTS**
  - **JOB**s 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**



# SO WHAT SHALL WE DO?

- **SYSTEMATIC CHANGES TO TEACHER PREPARATION PROGRAMS**
  - General PE teachers
  - Paraeducators
  - ADAPTED PHYSICAL EDUCATION SPECIALISTS
- **APA AS ACADEMIC DISCIPLINE**
  - Join professional organisations/ Publish (read)
  - APA National organisation
  - EUROPEAN FEDERATION (EUFAPA)
    - [WWW.EUFAPA.EU](http://WWW.EUFAPA.EU)
    - EUROPEAN JOURNAL (EUJAPA)
  - INTERNATIONAL FEDERATION (IFAPA)
    - [WWW.IFAPA.BIZ](http://WWW.IFAPA.BIZ)
    - ADAPTED PHYSICAL ACTIVITY QUARTERLY (APAQ)

# THANK YOU FOR YOUR ATTENTION

Martin Kudláček

**EIPET and EUSAPA TEAMS**

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

European Federation of Adapted Physical Activity

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