

eipet functional map for general physical education teachers in an inclusive setting

Below please find the functional map of a PE teacher in an all inclusive setting. The map assumes prior knowledge across the range of PE teacher training elements, pedagogy, anatomy, physiology, curriculum design, etc. This map works from the assumption that those elements have been/are being covered

as part of the undergraduate teacher training programme. The map below deals specifically with the key areas, roles and functions of a general PE teacher operating in an all inclusive environment. The functional map should be read in conjunction with the knowledge competence and skills framework.

We welcome feedback on this function map. Please send to contact names listed on www.eipet.eu

Guide to sections: **A. Plan** **B. Teach** **C. Evaluate** **D. Support**

Key Area	Key Roles	Key Functions
A. Plan developmentally appropriate learning experiences in physical education, which are also suitable for students with special educational needs (with disabilities).	A1. Develop and adapt schools curriculum in physical education to reflect current conditions and the needs of all students with special educational needs.	A1.1. Identify own competencies and attitudes and those of the organisation and other staff in relation to the inclusion of students with special educational needs in your physical education. A1.2. Identify the strengths and weaknesses of currently used physical education curriculum in your school (school district) in the relation to inclusive physical education. A1.3. To adapt curriculum to best suit the needs of inclusive physical education. A1.4. To contact relevant community based disability organisations for potential co-operation (e.g. Special Olympics, local sports clubs). A1.5. To assess the facilities and equipment to ensure adequacy.
	A2. To assess the needs (current level of performance) of students with special educational needs.	A2.1. Identify the special needs in relation to physical education among your students using appropriate screening tests (e.g. TGMD, BMI, fitness tests). A2.2. Identify the support services and resources, which can facilitate inclusive PE in your school. A2.3. Assess the current level of performance of student with identified special needs for the purposes of prescription of individual goals and the most appropriate teaching strategies.
	A3. Plan developmentally appropriate learning experiences in inclusive physical education.	A3.1. Prepare (ideally in co-operation with the Adapted Physical Education Specialist) individual educational plan for the physical education of students with special educational needs. A3.2. Identify the most appropriate level of support in the continuum of supports (e.g. full inclusion with no adaptations, full inclusion with curricular adaptations, inclusion with the support of peer tutor, inclusion with the support of teacher assistant). A3.3. Where relevant plan the most appropriate communication strategies in relation to students special education needs in relation to communication. A3.4. Where relevant, plan the most appropriate behavioural management plan/strategies in relation to students special education needs in relation to behaviour. A3.5. Where relevant plan individual lessons to assure that learning will be appropriate for all students and will be taking place in safe environment.
	A4. Prepare school and classroom for inclusion of student with special educational needs.	A4.1. Research the information about needs and opportunities of students with special needs in relation to motor activities. A4.2. Identify the most appropriate strategy to prepare school/class for the arrival of student(s) with special educational needs. A4.3. Plan appropriate activities to prepare school for inclusion. A4.4. Deliver selected activities to prepare school for the arrival of student with special educational needs. A4.5. Identify environmental conditions and ensure adaptation of the environment to facilitate inclusive physical education. A4.6. 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).
B. Teach students with special educational needs in an inclusive setting together with students without disabilities.	B1. Adapt teaching in order to meet the needs of ALL students in inclusive physical education.	B1.1. Adapt or acquire appropriate equipment, which can facilitate inclusive physical education (e.g. brightly coloured, sounded, lighter or heavier, bigger). B1.2. Task analysis of desirable skills with the aim to adapt them to suit the needs of students with special educational needs. B1.3. Adapt the rules of games to facilitate inclusion. B1.4. Adapt teaching style to facilitate inclusion. B1.5. Adapt physical setting (current environment) to facilitate inclusion.
	B2. Manage students' behaviour to assure the most appropriate and safe learning for ALL students.	B2.1. Positive reinforcement of desirable students' behaviours where appropriate B2.2. Negative reinforcement of students' undesirable behaviour where relevant. B2.3. 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.	B3.1. Communicate with students with hearing impairments using sign language or alternative appropriate strategies. B3.2. Communicate with students with visual impairments, movements and learnt skills in a way that they can imagine the actions to be performed. B3.3. Communicate with peer tutors to ensure that the student(s) with SEN is learning in desirable way. B3.4. Communicate with teacher assistant to ensure that the student(s) with SEN is learning in desirable way.
C. Evaluate progress of learning of students with special educational needs and effectiveness of applied teaching (support) strategies.	C1. Evaluate the progress of student with SEN in inclusive PE In relation to his/her IEP (individual education plans) goals.	C1.1. 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.	C2.1. 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.	C3.1.
D. Support professional development of self and others and development of the quality of teaching students with special educational needs.	D1. Communicate with persons, who are directly and indirectly involved in teaching inclusive physical education.	D1.1. Communicate with parents/guardians of students with SEN. D1.2. Communicate with adapted physical education specialist. D1.3. Communicate with the disability sport representatives in the community.
	D2. Continue to develop own professional skills and knowledge.	D2.1. Identify own needs for professional development in the area of inclusive PE. D2.2. Engage in continuing professional development activities, e.g. reading professional publications; attend conferences (workshops, conventions) to learn about new trends in inclusive PE. D2.3. Use IT (where available) in communication with other physical educators to share your experiences and learn about the examples of best practices. D2.4. Evaluate the personal impact of further professional development.
	D3. Advocate for the needs and rights of students with special educational needs.	D3.1. Advocate the existence of continuum of support in physical education service delivery for students with SEN. D3.2. Advocate the utilisation of adapted physical education specialist, teacher assistants or peers tutors where appropriate. D3.3. Advocate for the right of persons with disabilities for sport and recreation opportunities in community and society as whole.