This project has been funded with support from the European Commission. This Resource Pack reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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The copyright is shared between the EIPET Partnership and Institute of Technology, Tralee.

We request that organisations delivering the EIPET Module in part or in whole let us know by contacting: catherine.carty@ittralee.ie or niamh.daffy@ittralee.ie

The sustainability of the EIPET Project is ensured through the involvement of the CARA Centre for Adapted Physical Activity, and the Cara Co-ordinator Niamh Daffy. Niamh may be contacted at the following email address: niamh.daffy@staff.ittralee.ie. The CARA Centre web address is www.caraapacentre.ie.
1. **Introduction and Content**
   a. Table of contents
   b. Foreword
   c. Preface
   d. Introduction

2. **EIPET Module**
   a. Module
   b. Module overview
   c. Module delivery target groups
   d. Module delivery summary document

3. **EIPET Model and Underpinnings**
   a. Functional Map
   b. Knowledge, Competence and Skills Framework
   c. Model

4. **Resource Overview**
   a. What’s available on the website
   b. A guide to the DVD/ USB
   c. Online learning

5. **Lectures**
   24 lectures with 360 PowerPoint Slides and Notes

6. **Tutorials**
   12 tutorials complete with activities

7. **Practicals**
   12 practicals

8. **Assessments**

9. **References**

10. **Contacts**
Foreword from Mary Davis
Managing Director of Special Olympics Europe/Euraisa

People with disabilities want to participate in PE, physical activity and Sport for all the same reasons as those who do not have a disability. Special Olympics has proven that when given the opportunity adults and children with intellectual disability can excel, train, win, lose, work as a team, enjoy themselves and achieve much more through the medium of sport. However getting an opportunity and having an interest in participating are often dependent on getting a positive early experience of sport and physical activity in Physical Education. It is at this critical juncture in PE, that we will say to children with disabilities that they are both welcome to and capable of full participation in all aspects of physical activity. Indeed our message should be that it is their right as a person to be facilitated.

International research has told us that PE teachers though interested and capable, in general, do not feel very confident in including children with disabilities in their mainstream PE classes. The main reason for this, they identify as not having studied or having practical experience or training in how to facilitate inclusive PE classes, namely not having a module in Adapted Physical Education. European Inclusive Physical Education Training, EIPET solves the problem. EIPET is based on the very successful Adapted Physical Education Modules which have been developed at the Institute of Technology, Tralee over the past twelve years. Their emphasis on high quality APE practicum experiences and a guided tutorial process model has seen IT Tralee lead the way in relation to inclusion training of undergraduate PE teachers and leisure professionals in Ireland.

In conjunction with their European partners and the support of Leargas they now offer a complete APE module that can be used by any third level institution who prepares PE teachers. The pack which includes lectures, tutorials, practical activities, case studies and assessment formats will provide an excellent resource for lecturers in the area of APE and encourage far more institutions to include APE as a compulsory part of pre-service and in-service PE teacher training. The overall aim of the module is to give the PE teacher the knowledge, skills and competence to include all children in PE class. If it is adopted and utilised it will ensure that the initial PE experience for children with disabilities is a positive one that empowers rather than marginalises, that celebrates difference rather than uses it as an excuse to exclude.

We know that PE teachers have indicated that facilitating inclusion does require more work, but they are prepared to do that work.

EIPET makes inclusive PE that little bit easier.
The foundations of the EIPET Resource Pack lie in the success of the Adapted Physical Activity (APA) programme developed in the Institute of Technology in Tralee Co Kerry Ireland (ITTralee) and led by Pat Flanagan. This programme initially was offered in 1998 and ran successfully for 11 years. In 2005 the PE programme was introduced in ITTralee and PE teacher training students undertook APA and IPE (Inclusive Physical Education) training.

The introduction of the programme changed the APA and IPE landscape in Ireland in terms of the momentum that followed behind it. The programme introduced knowledgeable, competent and skilled professionals to APA organisations in Ireland who formerly had great difficulty in accessing such personnel. On realising the contribution that these professional APA staff made to the adults and children who experienced their programmes, the organisations realised that there was a need for such staff to be employed full time and for such programmes to be continuously accessible. APA had become a real career avenue for graduates with structures for progression and training. The capacity of ITTralee graduates to deliver effective inclusive physical education was also gaining recognition in the workplace. The Sports Council recognised the need to provide for the needs of those with disabilities and got behind ITTralee in establishing the Cena Centre for Adapted Physical Activity. Niamh Daffy a graduate of the Health and Leisure Programme in ITTralee now coordinates the activities of this centre. This is a National Resource Centre set up to lead, coordinate and support the developments of sport, physical activity and physical education for people with disabilities.

The Institute of Technology Tralee were happy to invest the resources to grow this important area of expertise for our students, research and the wider community. For that we are grateful. We acknowledge that the module is resource heavy in comparison with some other academic programmes of study, but we believe that the key to the success of the programme lies in its emphasis on developing practical skills and competencies alongside the acquisition of core knowledge. The lecture, practical and tutorial structure facilitates this.

We believed we had something special that could benefit others elsewhere. To enable us to bring our model, module and resources to a wider audience we applied for European Commission funding through Leargas the National Agency for Ireland under the Leonardo da Vinci Lifelong Learning Programme for a Transfer of Innovation project. This application was led by Catherine Carty (IT, Tralee) who had broad experience in working with other Leonardo da Vinci funded projects (EUROFIT, EUROSEEN, VOCASPORT, ECVET, & SMS) and who felt that there was merit in putting together an application in this field. The application was successful.

Together with the invaluable dedication and input of our project partners and the consultation we engaged in during the project period we have developed this resource pack to facilitate others in the delivery of what we now refer to as the EIPET Module. Through Martin Kudlacek and Ondre Jessina we sought the expert opinion of EUFAPA (the European Federation of Adapted Physical Activity) and are very grateful for EUFAPA input in reviewing, disseminating and supporting this project. ILAM through Kilian Fisher who had also vast experience working on European Projects came on board with IT, Tralee as coordinator of the project. Martin Crick in Sports Coach UK contributed to adaption for in-service provision and Vilma Cingiene and Skaiste Lasiene examined PE provision throughout Europe.

This publication aims to provide an off the shelf module with all required background materials and class materials to facilitate easy inclusion into training programmes. We thank Ursula Barrett for co-ordinating the compilation of lecture, tutorial and practical sessions contained in this document. Please circulate this document freely and widely in an effort to increase access to effective inclusive physical education and training.

Resources are available in English, Czech and Lithuanian.
The World Summit on Physical Education in Berlin (1999) reinforces the importance of Physical Education as a life-long process. It is particularly important for every child as articulated in the International Convention on the Rights of the Child. All children have a right to: …(2) free and compulsory primary education for both cognitive and physical development; The Berlin agenda calls for action by governments and ministries responsible for education and sport to: implement policies for Physical Education as a human right for all children; recognise that quality Physical Education depends on well-qualified educators; invest in initial and in-service professional training for educators; support research to improve the effectiveness and quality of Physical Education. United Nations' Standard Rules of the Equalisation of Opportunities for Persons with Disabilities 1993 which states that ‘States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings.’ PE should be delivered on an equal basis to students of all abilities; however research examining the impact of inclusion of students with disabilities has shown that equal opportunities are not being afforded to this cohort (Meegan and MacPhail, 2006). It has been shown that attitudes do improve after taking adapted physical education courses (Block and Rizzo, 1995).

The THENAPA* project indicated as a final outcome, the need to expand the quality and quantity of opportunities in PE teacher training, and stated that the PE teacher must provide as much adaptation as needed by any child through pedagogical methods, materials and strategies in the curriculum. There is therefore a need to modernise European labour and training systems in the field of inclusive physical education. The EIPET Project addresses this need.

The EIPET Project (European Inclusive Physical Education Training) is a 2 year transfer of innovation project funded through the Lifelong Learning Programme of the European Union. The project term was from November 2007 to November 2009. The Project was promoted by the Institute of Technology Tralee, Co Kerry Ireland.

Within the context of EU Education and Culture targets we believe this project actively progresses towards the Education and Training work programme 2010 priority areas through; advancing peer learning activities, facilitating the development of innovative practices, promoting excellence and equal opportunities, enabling learning to cater for rapidly changing work environments, and enabling efficiency and equity in education and training systems. Improvement in the quality of PE initial and ongoing training throughout Europe to cater for the inclusion of those with disabilities will be evident from the long term impact of this project.

The partners who worked on the project are acknowledged below. Without the input of these partners the results of the project presented in this document would not have been possible. They have turned an ITTralee module into a European Module through application of their expert knowledge and practical experience. In addition the partners have facilitated the dissemination of the project results to a much wider audience.

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   Promoter: catherine.carty@ittralee.ie
   pat.flanagan@staff.ittralee.ie
   ursula.barrett@staff.ittralee.ie

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   Partner: martin.kudlacek@upol.cz
   ondrej.jesina@upol.cz

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   Co-ordinator: kilian@ilam.ie

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Pat Flanagan
Ursula Barrett
Mary Griffin (Finance)
Grace O'Donoghue (Multimedia)

Martin Kudlacek
Ondrej Jesina

Kilian Fisher

Vilma Cingiene
Skaiste Laskiene

Matt Fisher
Martin Crick

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*THENAPA indicates that the project was funded through the Lifelong Learning Programme of the European Union.

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The EIPET project’s main aim was to offer a ready to roll module addressing effective inclusion of people with disabilities in mainstream education. The module user groups may include undergraduate PE teacher training, primary school PE teacher training and In-service training. This module would aim to develop the knowledge competence and skills required to operate as a PE teacher in an inclusive setting.

The model of teacher training used in the Institute of Technology, Tralee proved to be very successful and with the input of European project partners and feedback from consultation conducted by all partners the model, module and resource pack contents were refined to produce a module that can be utilized in PE teacher training, primary school PE teacher training, and In-service Education throughout Europe.

Resources produced during the project include a functional map, a knowledge competence and skills framework, a model, a module, a module delivery resource pack containing 360 PowerPoint slides with accompanying notes, handouts, tutorials and practical framework, references an online version of the EIPET module, a website, a DVD of the resource pack, a printed version of the resource pack, a USB key version of the resource pack.

Sustainability of the EIPET project is ensured through the kind involvement of the CARA Adapted Physical Activity Centre in Ireland, and the support of Niamh Daffy (Cara Centre Co-ordinator) The Cara Centre is a National Resource Centre established to lead, coordinate and support the developments of sport, physical activity and physical education for people with disabilities in Ireland.
section two

the eipet module

Should you decide to include the EIPET module in your Teacher Training Programme, we recommend that you present the module to the relevant awarding body for approval. To facilitate this end we have outlined Core elements for inclusion in a module template below. We recognise that module templates vary significantly and that there may be a requirement to remove or insert further sections. If we can be of assistance to this end we will, please make contact via our website www.eipet.eu

For candidates who undertake the EIPET module in entirety we endorse recognition of this on diploma supplements issues by the administering institution. We have included sample text below for this. There is scope to modify how learning outcomes are achieved, however if the EIPET acronym is being used to label the Module on Diploma Supplements or Europass CV’s all learning outcomes must be addressed through the module.

Sample Module Template to Present for Relevant Awarding Body Approval in Administering Institution

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>2009/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>European Inclusive Physical Education Training</td>
</tr>
<tr>
<td>Code</td>
<td></td>
</tr>
<tr>
<td>Co-Ordinator</td>
<td>Suggestion: EIPET Coordinator</td>
</tr>
<tr>
<td>EQF Credit Level</td>
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</tr>
<tr>
<td>NQAI Credit Level</td>
<td>8</td>
</tr>
<tr>
<td>EHEA Framework (Bologna)*</td>
<td>First Cycle</td>
</tr>
<tr>
<td>Credit Number</td>
<td>5</td>
</tr>
<tr>
<td>Duration (Year/Semester)</td>
<td>Semester (this is the current format)</td>
</tr>
<tr>
<td>Department Assigned to</td>
<td>Department Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT HOURS</th>
<th>Hours</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>2</td>
<td>week</td>
</tr>
<tr>
<td>Tutorial</td>
<td>1</td>
<td>week</td>
</tr>
<tr>
<td>Practical</td>
<td>1</td>
<td>week</td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
<td>week</td>
</tr>
</tbody>
</table>

| Total Contact Hours (A) | 48 |
| Direct Study (B)        | 20 |
| Independent Study (C)   | 20 |
| Total Student Effort (A+B+C) | 100 |

| Prerequisite Knowledge  | The EIPET Module assumes prior knowledge of other general PE teacher knowledge, competence and skill and as such refers to the specific aspects associated with requirements of an all inclusive setting. |
|                        |                                                     |
| Prerequisite Modules    | List modules as relevant in the acquiring institution |
Module Description (including aims)

This module aims to develop the knowledge, competence and skills to enable learners to effectively plan, teach, evaluate and provide support while teaching physical education in inclusive settings effectively incorporating those with disabilities. The EIPET model is based upon the assumption that students bring knowledge, skills and competence in PE to the learning environment for APA and IPE. The EIPET module is designed for students in the latter years of their degree. 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.

On completion of the module learners should be able to:

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. Outline the importance of and mechanisms for supporting professional development of self and others and development of the quality of teaching students with special educational needs.

Learning Outcomes on Completion of the Module student should be able to:

1. Adapt school’s curriculum in physical education to reflect current conditions and the needs of all students with special needs in physical education.

2. Assess the current level of performance of students with special needs in physical education.

3. Plan developmentally appropriate learning experiences in inclusive physical education.

4. Prepare school class, and classroom for inclusion of student with special educational needs.

5. Adapt teaching in order to meet the needs of ALL students in inclusive physical education.

6. Manage students’ behaviour to assure the most appropriate and safe learning for ALL students.

7. Communicate with students with special educational needs and others who are directly and indirectly involved in teaching inclusive physical education.

8. Evaluate the progress of student with SEN in inclusive PE in relation to his/her IEP goals.

9. Evaluate the effectiveness of inclusive PE programme.

10. Continue to develop own professional skills and knowledge and that of others.

11. Advocate for the needs and rights of students with special educational needs.

Teaching and Learning Strategy

1. The lectures serve to
   • cover the knowledge base as identified on the knowledge competence and skills framework

2. The tutorial enhances learning by
   • assisting students in planning the practical session
   • discussing specific needs of children or adults in session
   • encouraging sharing of ideas and working as a team
   • encouraging ongoing reflective practice and professional development in reviewing sessions
   • assisting students in planning scheme of work
   • ensuring quality and safety in session
   • encouraging and being supportive of students

3. The practical serves to
   • give students a positive experience of working in APE/APA
   • provide guidance and support in structured APE/APA sessions
   • increase students confidence in teaching in a segregated or integrated setting
   • assess students ability to deliver practical APA/APE sessions
<table>
<thead>
<tr>
<th>Syllabus Content</th>
<th>Lecture (2h/week)</th>
<th>Tutorials (1h/week)</th>
<th>Practicum (1h/week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Disability awareness introduction</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 Disability awareness models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Disability awareness legislation and service provision</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4 Barriers to participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Concept of APE</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Concept of APE - PAPTECA model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Concept of APE - Individual Education Plans</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Principles of adaptation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Teaching and learning styles. 1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Teaching and learning styles 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- peer teaching, para-educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/12 Behavior management and modification</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13/14 Psychomotor assessments</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of tests theory and practical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15/16 Pathophysiology of intellectual disability &amp; autism</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18 Pathophysiology of physical disabilities</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19/20 Pathophysiology of OHI (other health impairments)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Pathophysiology of SENSORY IMPAIRMENTS - Visual and hearing</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 From PE to Community sports</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Disability Sports programmes. PE Curriculum areas: aquatics and Outdoor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Advocacy and summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does inclusion work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Percentage 100</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Assessment Strategy**

The assessment strategy needs to give sufficient weighting to the development of practical competencies. In addition effective engagement with the practical’s and tutorials is central to student success in the module thus we recommend high weightings for these elements in the form of continuous assessment.

- **Practical**: 30%
- **Log book**: 15%
- **Assignment**: 15%
- **Exam**: 40%

**Reading List**

**Books**


WHO (2002). *Towards a Common Language for Functioning, Disability and Health: ICF.*

**Journals and Websites**

**Journals**

1. *Adapted Physical Activity Quarterly*
2. *Palestra*
3. *European Journal of Adapted Physical Activity*

**Websites**

- www.eipet.eu
- www.eufapa.eu
- www.caraapacentre.ie
- www.ittralee.ie
- www.who.int
The European Inclusive Physical Education Training (EIPET) Project is part of the Leonardo da Vinci Lifelong Learning Programme of the European Union. It was developed under the EIPET project and aims to equip students with the knowledge, competencies, and skills required for general PE teachers in an inclusive setting. This makes it easier to understand, especially for employers and institutions outside the issuing country.

The Europass Diploma Supplement was developed jointly by UNESCO and the Council of Europe. It is issued to graduates of higher education institutions along with their degree or diploma. The Diploma Supplement provides additional information regarding the award which is not available on the official certificate such as the skills and competences acquired, the level of the qualification and the results gained, and entry requirements and access opportunities to the next level of education etc. This makes it more easily understood, especially for employers and institutions outside the issuing country.

The purpose of the supplement is to provide sufficient independent data to improve the international ‘transparency’ and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

The type of information gathered on Diploma supplements from NQAI in Ireland is presented below. We are offering suggested wording for the additional information section—indicated below as section 6. We suggest that in the interest of international transparency those students who undertake the full EIPET module as part of their studies would have recognition of that on their diploma supplements.

### Diploma Supplement

**1 Information identifying the holder of the qualification**

1.1 Surname

1.2 First Name(s)

1.3 Date of birth (day/month/year)

1.4 Student identification number or code (if available)

**2 Information identifying the qualification**

2.1 Name of qualification and (if applicable) title conferred:

2.2 Main field(s) of study for the qualification:

2.3 Name and status of awarding institution (in original language):

2.4 Name and status of institution (if different from 2.3) administering studies (in original language):

2.5 Language(s) of instruction/examination:

**3 Information on the level of the qualification**

3.1 National Framework of Qualifications level and award-type:

3.2 Official length of programme:

3.3 Access requirement(s):

**4 Information on the contents and results gained**

4.1 Mode of study:

4.2 Programme requirements:

4.3 Please see last page

4.4 Grading scheme and, if available, grade distribution guidance:

4.5 Overall classification of the qualification (in original language):

**5 Information on the function of the qualification**

5.1 Access to further study:

5.2 Professional status (if applicable):

**6 Additional Information**

6.1 This student has completed the European Inclusive Physical Education Training Module. This Module was developed through the Leonardo da Vinci Lifelong Learning Programme of the European Union under the EIPET project. The module equips students with the knowledge, competencies and skills required by a general PE teacher in an inclusive setting.


The above example has been modified from:
The Europass CV enables people to make skills and qualifications visible, and other Europass documents can be attached to the CV. We promote the use of the Europass CV and recommend that EIPET, and www.EIPET.eu be mentioned on a Europass cv where a candidate has successfully completed the module. The knowledge, skills and competencies acquired can be referenced by links to the EIPET website, this will enable those viewing the cv to clearly see what is covered in the EIPET module.
Structure of the Module
- 24 Lectures: 2 one hour lectures are delivered per week for 12 weeks
- 12 Tutorials: 1 one hour tutorial per week for 12 weeks
- 12 Practical's: 1 one hour practical per week for 12 weeks
- Students can volunteer for other APA practicals but are not assessed on these and do not plan them

Lecture Aims
- The Lectures aim to cover the knowledge base as identified on the knowledge competence and skills framework
- It may be pertinent to utilise references from your own country on occasion
- References are provided as a guide or you can substitute these with alternate references once the aim of the lecture is achieved.

Tutorial Aims
- To assist student in planning the practical session
- To discuss specific needs of children or adults in the practical session
- To encourage sharing of ideas and working as a team
- To encourage ongoing reflective practice and professional development in reviewing sessions
- To assist students in planning scheme of work
- To ensure quality and safety in session
- To encourage and be supportive of students

Tutorial Resources
- Session planning form
- Session review form
- Previous plans and reviews
- Any data collected on clients
- Reference material
- Practical evaluation form
- Video of session

Practical Aims
- To give students a positive experience of working in APE/APA
- To provide an APA/APA programme for local disability organisations
- To provide guidance and support in structured APE/APA sessions
- To increase students confidence in teaching in a segregated or integrated setting
- To assess students ability to deliver practical APA/APA sessions

Practical Progression
- Students participate in simulated sessions or disability sport
- Students deliver session with peers
- Students assist tutor in delivering APA/APA session
- Students plan and deliver session
The EIPET Module and resource pack may be used in a variety of PE teacher training settings.
The resource pack has been developed to assist lectures delivering teacher training in the following areas:

1 **Undergraduate teacher training preparing specialist PE teachers**
   a Students undertaking such training are likely to be training for primary and secondary level education
   b The module should be delivered in the final year of the undergraduate course
   c Students require pre-requisite knowledge of physical education and the physical education curriculum
   d The module could be delivered in parts over a number of years e.g. disability awareness in the earlier years of their training, practicum and pathophysiology in later years

2 **PE teacher training lifelong learning, e.g in-service/postgraduate**
   a This could be a postgraduate accredited module
   b The module could be used for in-service education or continuing professional development (CPD)
     - its logical order and progression means that it can be delivered in blocks or in single sessions that meet the needs of the local environment.
   c Teachers could select a particular special interest area, e.g. visual impairment. The module will provide them with knowledge, competencies and skills that can then be applied in their chosen specialist area.
   d This mode of delivery of the EIPET module would cater for both primary and secondary PE educators.

3 **Primary teachers (non-specialist PE teachers)**
   a Ideally the module will be delivered after students have completed some physical education training and some teaching practice
   b Trainers could select specific areas for delivery at different times, e.g. a block on disability awareness; practical tips on how to adapt games/activities; knowledge of specific disabilities.
   c The module provides opportunities for practical experience and discussion. If practical experience is difficult to organise simulated activities may be used.

**Other Applications**
The module may need to be significantly adapted to cater for the needs of those operating in the following fields:

- Teaching assistants/special needs assistants
- Sports coach/fitness
- Disability studies
- Social care
- Early childhood education
- Youth work
## Syllabus Content

<table>
<thead>
<tr>
<th>Lecture (2h/week)</th>
<th>Tutorials (1h/week)</th>
<th>Practicum (1h/week)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Lectures</td>
<td>12 Tutorials</td>
<td>12 Practicals</td>
<td>L - Lecture T - Tutorial P - Practical</td>
</tr>
<tr>
<td><strong>1</strong> Disability awareness introduction</td>
<td>1 Disability awareness practical activity 1</td>
<td>1 Disability awareness practical activity 2</td>
<td>L1 Video Clips: Paralympics/Special Olympics PPT Slides 1.1-1.18 Worksheets L1.1, L1.2, L1.3</td>
</tr>
<tr>
<td>2 Disability awareness models</td>
<td>2 Disability awareness practical activity 3</td>
<td>2 Disability awareness practical activity 4</td>
<td>L2 Slides 2.1-2.15 T1.1 Birthday line-up T1.2 Bocca page and link P1.1 Cone up cone down P2.1 Goal ball page and link</td>
</tr>
<tr>
<td><strong>3</strong> Disability awareness legislation and service provision</td>
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<tr>
<td><strong>4</strong> Barriers to participation</td>
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<tr>
<td><strong>5</strong> Concept of APE</td>
<td>3 Group task: Access audit</td>
<td>3 Tutor leading adapted session based on inclusive activity cards</td>
<td>L3 PPT Slides 3.1-3.19 Worksheets L3.1. &amp; L3.2 “Talk” video clip</td>
</tr>
<tr>
<td><strong>6</strong> Concept of APE - PAPTECA model</td>
<td></td>
<td></td>
<td>L4 PPT Slides 4.1-4.18 Worksheet L4.1 T2.1 Parachute flip over T2.1 New age curling page P2.1 Solve the circle. P2.1 Trail-O page</td>
</tr>
<tr>
<td><strong>7</strong> Concept of APE Individual Education Plans</td>
<td>4 Allocation of group* - discuss adaptations for allocated group - review sample lesson plan Case study 1 - St. Kilda’s</td>
<td>4 Tutor leading adapted session for each group of students (simulation) in specific setting (activity/type of disability)</td>
<td>L5 Slides 5.1-5.14</td>
</tr>
<tr>
<td><strong>8</strong> Principles of adaptation</td>
<td></td>
<td></td>
<td>L6 Slides 6.1-6.16 T3 Worksheet T3.1 P3 P3.1 Activity cards</td>
</tr>
<tr>
<td><strong>9</strong> Teaching and learning styles 1</td>
<td>5 Review and evaluation. Review tutor led session Plan for next session</td>
<td>5 First student led practical with same allocated group</td>
<td>L7 Slides 7.1-7.15 L8 Slides 8.1-8.15</td>
</tr>
<tr>
<td><strong>10</strong> Teaching and learning styles 2 - peer teaching, para-educators</td>
<td></td>
<td></td>
<td>T4 T4.1 Lesson plan template T4.1 Lesson plan template P4 P4.1 Sample Lesson plans</td>
</tr>
</tbody>
</table>
## Syllabus Content

<table>
<thead>
<tr>
<th>Lecture (2h/week)</th>
<th>Tutorials (1h/week)</th>
<th>Practicum (1h/week)</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>19/20 Pathophysiology of OHI (other health impairments)</td>
<td>10 Individual feedback on evaluation. Plan for next session</td>
<td>10 Sixth student led practical with same allocated group</td>
<td>L19 Slides 19.1-19.17, L20 Slides 20.1-20.20</td>
</tr>
<tr>
<td>21 Pathophysiology of SENSORY IMPAIRMENTS - Visual and hearing</td>
<td>11 Review last session and plan next session taking into account the specific needs and ability levels of the pupils i.e. more detailed planning within the group. Case study 3 - Mary</td>
<td>11 Seventh student led practical with same allocated group. Final practical assessment.</td>
<td>L21 Slides 21.1-21.18 Video option for visual impairment section L22 Slides 22.1-22.16</td>
</tr>
<tr>
<td>22 From PE to Community Sports</td>
<td>12 Statement of learning and progress from each group. Individual and group feedback on assessment.</td>
<td>12 Final session followed by awards ceremony (optional)</td>
<td>L23 Slides 23.1-23.19 Worksheet 23.1 L24 Slides 24.1-24.9</td>
</tr>
</tbody>
</table>

*L - Lecture  T - Tutorial  P - Practical*
section three
the eipet model and underpinnings

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

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

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Key Roles</th>
<th>Key Functions</th>
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</thead>
</table>
| 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.  
A2. To assess the needs (current level of performance) of 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.  
A2.1. 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. |
<table>
<thead>
<tr>
<th>Key Area</th>
<th>Key Roles</th>
<th>Key Functions</th>
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<tbody>
<tr>
<td><strong>A3.</strong></td>
<td>Plan developmentally appropriate learning experiences in inclusive physical education.</td>
<td><strong>A3.1.</strong> Prepare (ideally in co-operation with the Adapted Physical Education Specialist) individual educational plan for the physical education of students with special educational needs.</td>
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<td></td>
<td><strong>A3.2.</strong> 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).</td>
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<td><strong>A3.3.</strong> Where relevant plan the most appropriate communication strategies in relation to students special education needs in relation to communication.</td>
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<td></td>
<td><strong>A3.4.</strong> Where relevant, plan the most appropriate behavioural management plan/strategies in relation to students special education needs in relation to behaviour.</td>
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<td></td>
<td><strong>A3.5.</strong> Where relevant plan individual lessons to assure that learning will be appropriate for all students and will be taking place in safe environment.</td>
</tr>
<tr>
<td><strong>A4.</strong></td>
<td>Prepare school and classroom for inclusion of student with special educational needs.</td>
<td><strong>A4.1.</strong> Research the information about needs and opportunities of students with special needs in relation to motor activities.</td>
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<td></td>
<td></td>
<td><strong>A4.2.</strong> Identify the most appropriate strategy to prepare school/class for the arrival of student(s) with special educational needs.</td>
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<td><strong>A4.3.</strong> Plan appropriate activities to prepare school for inclusion.</td>
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<td><strong>A4.4.</strong> Deliver selected activities to prepare school for the arrival of student with special educational needs.</td>
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<td></td>
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<td><strong>A4.5.</strong> Identify environmental conditions and ensure adaptation of the environment to facilitate inclusive physical education.</td>
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<td><strong>A4.6.</strong> 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).</td>
</tr>
<tr>
<td>Key Area</td>
<td>Key Roles</td>
<td>Key Functions</td>
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<tr>
<td><strong>B.</strong> Teach students with special educational needs in an inclusive setting together with students without disabilities.</td>
<td><strong>B1.</strong> Adapt teaching in order to meet the needs of ALL students in inclusive physical education.</td>
<td><strong>B1.1.</strong> Adapt or acquire appropriate equipment, which can facilitate inclusive physical education (e.g. brightly coloured, sounded, lighter or heavier, bigger).&lt;br&gt;<strong>B1.2.</strong> Task analysis of desirable skills with the aim to adapt them to suit the needs of students with special educational needs.&lt;br&gt;<strong>B1.3.</strong> Adapt the rules of games to facilitate inclusion.&lt;br&gt;<strong>B1.4.</strong> Adapt teaching style to facilitate inclusion.&lt;br&gt;<strong>B1.5.</strong> Adapt physical setting (current environment) to facilitate inclusion.</td>
</tr>
<tr>
<td><strong>B2.</strong> Manage students’ behaviour to assure the most appropriate and safe learning for ALL students.</td>
<td><strong>B2.1.</strong> Positive reinforcement of desirable students’ behaviours where appropriate&lt;br&gt;<strong>B2.2.</strong> Negative reinforcement of students’ undesirable behaviour where relevant.&lt;br&gt;<strong>B2.3.</strong> Keep records related to behavioural management plan.</td>
<td><strong>B2.1.</strong> Positive reinforcement of desirable students’ behaviours where appropriate&lt;br&gt;<strong>B2.2.</strong> Negative reinforcement of students’ undesirable behaviour where relevant.&lt;br&gt;<strong>B2.3.</strong> Keep records related to behavioural management plan.</td>
</tr>
<tr>
<td><strong>B3.</strong> Communicate with students with special educational needs (SEN) and other involved persons in the appropriate manners to assure their understanding and maximum participation.</td>
<td><strong>B3.1.</strong> Communicate with students with hearing impairments using sign language or alternative appropriate strategies.&lt;br&gt;<strong>B3.2.</strong> Communicate with students with visual impairments, movements and learnt skills in a way that they can imagine the actions to be performed.&lt;br&gt;<strong>B3.3.</strong> Communicate with peer tutors to ensure that the student(s) with SEN is learning in desirable way.&lt;br&gt;<strong>B3.4.</strong> Communicate with teacher assistant to ensure that the student(s) with SEN is learning in desirable way.</td>
<td><strong>B3.1.</strong> Communicate with students with hearing impairments using sign language or alternative appropriate strategies.&lt;br&gt;<strong>B3.2.</strong> Communicate with students with visual impairments, movements and learnt skills in a way that they can imagine the actions to be performed.&lt;br&gt;<strong>B3.3.</strong> Communicate with peer tutors to ensure that the student(s) with SEN is learning in desirable way.&lt;br&gt;<strong>B3.4.</strong> Communicate with teacher assistant to ensure that the student(s) with SEN is learning in desirable way.</td>
</tr>
<tr>
<td><strong>C.</strong> Evaluate progress of learning of students with special educational needs and effectiveness of applied teaching (support) strategies.</td>
<td><strong>C1.</strong> Evaluate the progress of student with SEN in inclusive PE in relation to his/her IEP (individual education plans) goals.&lt;br&gt;<strong>C2.</strong> Assess/grade students learning in inclusive PE.&lt;br&gt;<strong>C3.</strong> Evaluate the suitability of the curriculum adaptations in light of the student experience.</td>
<td><strong>C1.1.</strong> Evaluate students’ progress in relation to the IEP and preparation of IEP for the next academic year.&lt;br&gt;<strong>C2.1.</strong> To assess and where relevant, assign appropriate grade in accordance with the IEP and schools regulations.</td>
</tr>
<tr>
<td>Key Area</td>
<td>Key Roles</td>
<td>Key Functions</td>
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</table>
| 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. |
Please find below the knowledge, competence and skills framework for a general physical education teacher in an all inclusive setting. The framework assumes prior knowledge of other general PE teacher knowledge, competence and skill and as such refers to the specific aspects associated with requirements of an all inclusive setting. Students undertaking the EIPET module should develop the knowledge competence and skills identified in this framework.

Competence Skill and Knowledge are understood to mean the following:

- **COMPTENCES** (described in terms of responsibility/autonomy)
- **SKILLS** (described as cognitive or practical)
- **KNOWLEDGE** (described as theoretical and/or factual)

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<thead>
<tr>
<th>Competencies</th>
<th>Skills</th>
<th>Knowledge</th>
</tr>
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<tbody>
<tr>
<td>1 To adapt schools curriculum in physical education to reflect current conditions and the needs of all students with special needs in physical education.</td>
<td>1.1 self evaluation in relation to the ability to implement inclusive PE</td>
<td>1a current curriculum of school (school district, nation)</td>
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<td>1.2 ability to analyze current curriculum in relation to IPE</td>
<td>1b curriculum development principles</td>
</tr>
<tr>
<td></td>
<td>1.3 ability to adapt curriculum</td>
<td>1c disability awareness</td>
</tr>
<tr>
<td></td>
<td>2.1 ability to identify SN in PE</td>
<td>1d disability sport, disability sport organisations, relevant professional organisations</td>
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<td></td>
<td>2.2 ability to use the appropriate screening tests</td>
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<td>2.3 ability to assess student readiness (self-perception, motivation, etc.) to participate in PE</td>
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<td>2.4 ability to communicate and co-operate with appropriate support services (APE specialist)</td>
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<td>2.5 ability to communicate with students, parents/guardians</td>
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<td>2.6 ability to motivate student to participate</td>
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<tr>
<td>2 To assess the current level of performance of students with special needs in physical education.</td>
<td>3.1 ability to develop IEP, where appropriate with specialist support</td>
<td>3a individual education plan in PE (IEP PE)</td>
</tr>
<tr>
<td></td>
<td>3.2 ability to plan inclusive PE lesson to ensure appropriate learning for all students</td>
<td>3b continuum of support (placement)</td>
</tr>
<tr>
<td>3 Plan developmentally appropriate learning experiences in inclusive physical education.</td>
<td>4.1 plan appropriate activities to prepare school/class for inclusion</td>
<td>3c appropriate communication strategies</td>
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<tr>
<td></td>
<td>4.2 deliver activities to prepare school/class for inclusion</td>
<td>3d appropriate behavioral management strategies</td>
</tr>
<tr>
<td></td>
<td>4.3 adapt the environment to facilitate inclusive physical education</td>
<td>3e health and safety issues in relation to inclusive PE</td>
</tr>
<tr>
<td>4 Prepare school class, and classroom for inclusion of student with special educational needs.</td>
<td>4.1 plan appropriate activities to prepare school/class for inclusion</td>
<td>4a appropriate strategies for preparing school (students) for inclusion</td>
</tr>
<tr>
<td></td>
<td>4.2 deliver activities to prepare school/class for inclusion</td>
<td>4a attitudinal theories</td>
</tr>
<tr>
<td></td>
<td>4.3 adapt the environment to facilitate inclusive physical education</td>
<td>4b attitudes (students, staff, parents/guardians) toward persons with disabilities and their inclusion in IPE</td>
</tr>
<tr>
<td></td>
<td>4.4 local environment in which IPE is going to take place</td>
<td>4c local environment in which IPE is going to take place</td>
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<td></td>
<td></td>
<td>4d appropriate adapted equipment</td>
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<tr>
<td>Section</td>
<td>Description</td>
<td>Sub-sections</td>
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<tr>
<td>5</td>
<td>Adapt teaching in order to meet the needs of ALL students in inclusive physical education.</td>
<td>5.1 adapt own teaching style to facilitate inclusion, 5.2 acquire or adapt appropriate equipment, 5.3 adapt the games and activities, 5.4 ability to do task analysis</td>
</tr>
<tr>
<td>5a</td>
<td>Teaching styles appropriate for inclusion</td>
<td></td>
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<tr>
<td>5b</td>
<td>Task analysis</td>
<td></td>
</tr>
<tr>
<td>5c</td>
<td>Adapted games</td>
<td></td>
</tr>
<tr>
<td>5d</td>
<td>Adaptation strategies</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Manage students’ behavior to assure the most appropriate and safe learning for ALL students.</td>
<td>6.1 ability to identify and understand the causes of behavioral problems, 6.2 ability to develop behavioral management plan ability to apply appropriate behavioral management strategies</td>
</tr>
<tr>
<td>6a</td>
<td>Causes and consequences of behavioral problems</td>
<td></td>
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<tr>
<td>6b</td>
<td>Appropriate behavioral management strategies and theories</td>
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<tr>
<td>7</td>
<td>Communicate with students with special educational needs and others who are directly and indirectly involved in teaching inclusive physical education.</td>
<td>7.1 appropriate communication with students with SEN, 7.2 appropriate communication with support staff and agencies, (APE specialist), 7.3 working as an inclusive team ability to use appropriate communicational tools with parents and other relevant parties</td>
</tr>
<tr>
<td>7a</td>
<td>Appropriate communication strategies for students with SEN</td>
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<td>7b</td>
<td>Modes of communication</td>
<td></td>
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<tr>
<td>7c</td>
<td>Nature of cooperation and communication with support staff</td>
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<tr>
<td>7d</td>
<td>Working as a team</td>
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<td>7e</td>
<td>Parents caring for children with disabilities</td>
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<td>7f</td>
<td>Rules and roles of other relevant parties</td>
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<tr>
<td>8</td>
<td>Evaluate the progress of student with SEN in inclusive PE in relation to his/her IEP goals.</td>
<td>8.1 ability to identify SN in PE, 8.2 ability to use the appropriate screening tests, 8.3 ability to assess student readiness (self-perception, motivation etc) to participate in PE</td>
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<tr>
<td>8a</td>
<td>Differing methods of assessment</td>
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<tr>
<td>8b</td>
<td>Appropriate screening tests</td>
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<tr>
<td>8c</td>
<td>Appropriate support services and resources (APE specialist)</td>
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<tr>
<td>8d</td>
<td>Special needs in relation to physical education and disability issues</td>
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<tr>
<td>8e</td>
<td>Assess social and cognitive improvements</td>
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<tr>
<td>9</td>
<td>Evaluate the effectiveness of inclusive PE programme.</td>
<td>9.1 analysis and self reflection of inclusive PE</td>
</tr>
<tr>
<td>9a</td>
<td>Theories and methods of program evaluation</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Continue to develop own professional skills and knowledge and that of others.</td>
<td>10.1 ability to identify own needs for professional development in inclusive PE, 10.2 ability to identify the needs of others for professional development in inclusive PE, 10.3 ability to evaluate the personal impact of further professional development</td>
</tr>
<tr>
<td>10a</td>
<td>Appropriate professional development opportunities</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Advocate for the needs and rights of students with special educational needs.</td>
<td>11.1 ability to use advocacy skills, 11.2 communication skills, 11.3 presentation skills, 11.4 networking skills</td>
</tr>
<tr>
<td>11a</td>
<td>Importance of advocacy</td>
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<tr>
<td>11b</td>
<td>Legislation and relevant national and international policies</td>
<td></td>
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<tr>
<td>11c</td>
<td>Disability services, APA and disability sports structures</td>
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<tr>
<td>11d</td>
<td>Concept of social capital</td>
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<tr>
<td>11e</td>
<td>Educational structures and services</td>
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</tbody>
</table>

You may feedback on this framework by contacting us through [www.eipet.eu](http://www.eipet.eu)
Contact names and emails are listed on the site
A number of resources have been developed during the project which are freely available for usage. We request that any institution offering the EIPET module will let us know that they are doing so by contacting us through the website www.eipet.eu or by emailing catherine.carty@ittralee.ie

Ongoing sustainability of the project will be managed through the CARA Centre for Adapted Physical Activity and they may be contacted regarding resources by emailing niamh.daffy@staff.ittralee.ie or by telephone, please visit www.caraapacentre.ie for details.

A. EIPET Website and CARA Website
As the EIPET project is a 2 year project ending in November 2009, the Cara APA Centre has taken on board ensuring the sustainability of the project by dealing with queries and resource requests regarding EIPET into the future. Thus the CARA APA centre is maintaining the EIPET website. You can also Click to the EIPET website from www.caraapacentre.ie, where you will also find lots of other valuable information.

The EIPET Website contains downloadable forms of all the EIPET resources as well as providing a direct link to the Online Learning version of EIPET managed by QUIVIVE. An institution wishing to deliver the EIPET module online has access to fully functional online resources by clicking from the EIPET website. Details of how to engage with the online offerings are in part c of this section.

If you wish to download PowerPoint slides with lecturer notes for use in class you can do this on the website. All the activities for the tutorials and practical’s are also downloadable. This entire resource pack can be downloadable. The video clips are available to download.

We will update the website on an ongoing basis and intend to publish a list of providers offering the EIPET module. So please do let us know if you intend doing this.

B. CD/USB
A limited number of CDs/USB Cards were produced. They effectively contain electronic versions of all the materials and the video clips. You can download all the resources onto your own cd/usb if you wish.

C. Online Learning
The EIPET Website contains a link button to our online learning provider Quivive who use Q-Cast to host EIPET online. This facility enables any training provider of pre-service or in-service teachers to utilise the EIPET resources in Online learning mode with all the features that accompany that.

On the first page you will find the login for the student and for the lecture. After login with the username and password the student will arrive on their personal homepage, where their name appears in the right corner.

Susan - Is a cartoon character and the host of the website. If the cursor clicks on Susan, she will help the student by telling them what to do, step by step. Susan can be accessed on each page for help.

Lecture Templates
The Eipet module offers students the possibility work though lectures in a digital environment. Students therefore work with templates which they can download from the website. The templates contain lectures, tutorials and practicals.

- The lectures provide the students the theoretical background (slides and sometimes videos) of the issue and all information they need to perform assignments.
- The tutorials provide the students all information they need to plan and evaluate their own sessions. Sometimes they work on a case study in the tutorial.
- In the practicum students will find tools to help them perform a practical session, like a lesson plan template, assessment rubric and space to write down their own experiences.
There is both a student and lecturer version of the online materials. The Lecturer template shows the notes that accompany the PPT slides, the student version does not. The lecturer version also provides extra instructions or information about how to use an evaluation form, for example.

**Private Messages**
On the left of the personal screen the left there is a yellow memo pad for private messages. These are like post it notes placed by the lecturer for an individual student.

**General Messages**
In the general messages section the lecturer could type a message for all the students.

**Study Days**
The lecture has the possibility to inform the student about the study days.

**Poll**
It’s possible to make a poll. The students can votes about different kind of subjects, for example educational needs. The lecturer can devise a range of questions to put to the students in the form of this quick poll.

**Contact**
The student could contact several persons by email, the consignee, his personal buddy or the helpdesk.

**Helpdesk**
The helpdesk is to reach by several communication tools. There is a possibility to chat or to call by phone to the helpdesk. If the student wants to install Skype on the computer, there is already a link available to download Skype.

**Community Forum**
All students studying the EIPET module, anywhere in the world, could communicate with each other in the community/form.

**Main Menu**
Under the name in the right corner above are different symbols in a main menu. By clicking on the symbols, the student could go to the page themes, my profile, profiles, and my notes and log out. On the page ‘theme’s’ there are a few subjects in relation with the development of the theme’s by the student.

**Theme/Assignment**
Here the student will find his lecture for the week. After working out the theme, the student can upload the results of his work (in the event that there was a requirement to do so). The LK (Lecturer) receives a message when the student sends his assignment for an assessment.

**Status of the Theme/Assignment**
This is the status of assessment. When you see a black stripe the theme/assignment is available at the moment. When you see black bullets, the theme/assignment is available for the student. When you see blue bullets, the theme/assignment is in use for an assessment. When you green bullets the theme/assignment is positive assessed. When you see the red bullets, the theme/assignment has been negatively assessed. The orange bullets tell the lecture has assessed the theme/assignment, but the student has to do some more work for passing the theme/assignment.

**Competences**
This is a feature that enables the student to see how they are progressing through the competencies as outlined on the EIPET knowledge, competence and skills framework. This makes the developed competences visible.

**My Scheme/Study Plan**
The student could make their own scheme or study plan to plan his study activities. On the page ‘my profile’ has the student the possibility to make his page real personal with a picture and tell about their personal interests and his goals and ambitions. The student can also rename their login details at that page. On the page ‘profiles’ can be searched to all the profiles of students and instructors. On the page ‘my notes’ the student could make his notes that will help with the making of his worksheets.
The lectures serve to address the knowledge base identified in the EIPET knowledge, competence and skills framework. The EIPET module is delivered to the full class group using a variety of delivery modes. The Lectures cover the basic theoretical elements of adapted physical education and are presented through lectures, worksheet tasks, video footage, case studies, discussions and guest lectures.

Electronic copies of all the required resources are on your cd/usb or are available on www.EIPET.eu. An online learning version of the programme is also available.

**Lecture Summary**

**LECTURE 1 contains the following elements:**
- A Video Clip of Paralympics/ Special Olympics see your USB/DVD/Web download or online resources
- PowerPoint slides 1.1- 1.18
- Worksheet L1.1
- Worksheet L1.2
- Worksheet L1.3

**LECTURE 2 contains the following elements:**
- PowerPoint slides 2.1- 2.15

**LECTURE 3 contains the following elements:**
- PowerPoint slides 3.1- 3.19
- Worksheet L3.1
- Worksheet L3.2
- "Talk" Video Clip

**LECTURE 4 contains the following elements:**
- PowerPoint slides 4.1- 4.18
- Worksheet L4.1

**LECTURE 5 contains the following elements:**
- PowerPoint slides 5.1- 5.14

**LECTURE 6 contains the following elements:**
- PowerPoint slides 6.1- 6.16

**LECTURE 7 contains the following elements:**
- PowerPoint slides 7.1- 7.15

**LECTURE 8 contains the following elements:**
- PowerPoint slides 8.1- 8.15

**LECTURE 9 contains the following elements:**
- PowerPoint slides 9.1- 9.16

**LECTURE 10 contains the following elements:**
- PowerPoint slides 10.1- 10.20

**LECTURE 11 contains the following elements:**
- PowerPoint slides 11.1- 11.16

**LECTURE 12 contains the following elements:**
- PowerPoint slides 12.1- 12.13

**LECTURE 13 contains the following elements:**
- PowerPoint slides 13.1- 13.16

**LECTURE 14 contains the following elements:**
- PowerPoint slides 14.1- 14.13

**LECTURE 15 contains the following elements:**
- PowerPoint slides 15.1- 15.23

**LECTURE 16 contains the following elements:**
- PowerPoint slides 16.1- 16.14

**LECTURE 17 contains the following elements:**
- PowerPoint slides 17.1- 17.19

**LECTURE 18 contains the following elements:**
- PowerPoint slides 18.1- 18.16

**LECTURE 19 contains the following elements:**
- PowerPoint slides 19.1- 19.17

**LECTURE 20 contains the following elements:**
- PowerPoint slides 20.1- 20.20

**LECTURE 21 contains the following elements:**
- Video option for visual impairment section- on cd/usb or website
- PowerPoint slides 21.1- 21.18

**LECTURE 22 contains the following elements:**
- PowerPoint slides 22.1- 22.16

**LECTURE 23 contains the following elements:**
- PowerPoint slides 23.1- 23.18

**LECTURE 24 contains the following elements:**
- PowerPoint slides 24.1- 24.9
How do we define disability?

The aim of this lecture is to make students aware of disability issues and how use of language can reflect our attitudes and the attitudes of others. This lecture is interactive in nature. Students discuss through diagrams and language their understanding of the concept of disability.

This slide is also provided on worksheet 1 to each student on which they write thoughts and feelings that come to mind when they see this symbol. These feelings are usually negative or neutral in relation to people with disabilities. E.g. Disabled parking, toilets, static, needs help, reserved, no go area.

This illustration is also on page 2 of worksheet 1. Students again express their views (same instruction as last slide). Examples of comments include: fun, fast, going somewhere, sport, active, able, independent. Following discussion highlights that how we present disability in images or words can shape people perceptions of individuals with disabilities.

Previously used definitions of disability related terms are presented and compared. This is used as a lead in to the discussion on the social and medical models in lecture 2.

1.4 Definitions (WHO, 1980)

Impairment - any disturbance of, or interference with the normal structure and function of the body.
Disability - a significant loss or reduction in functional ability.
Handicap - a condition produced by societal and environmental barriers.

1.5 Labeling is disabling

- How we talk about, describe or write about people with disabilities indicates how we view them
- The language we use may influence how other people view disability
- We should always use the language and descriptions that people with disabilities indicate is appropriate for them
- Appropriate language may vary between countries, different disabilities and individuals
  - E.g. Disabled people/People with disabilities

This slide sum up the main points that will be illustrated in the discussion of statements in the following slides. This slide and the points in it can be referred back later in the lecture to underline their importance. The term Disabled people is used and accepted in the UK whereas People with Disabilities is seen as more appropriate in Ireland. Other examples could include the use of ‘Mental retardation’ in the US and ‘Intellectual Disability’ in Europe.

1.6 Poor Paul comes from a really deprived area. He does very well considering where he comes from!

The following 10 slides contain statements for discussion. The first 2 statements aim to show how our language can be limiting and reflect stereotypical views which we or society may hold of a person or group. The remaining 8 slides reflect the statements covered in worksheet 2.

The statement on this slide may appear positive but could have a negative impact on the person or the audience that hears it.
Tutorials

The tutorials run for 1 hour per week. The tutorial enhances learning by:

- assisting students in planning the practical session
- discussing specific needs of children or adults in session
- encouraging sharing of ideas and working as a team
- encouraging ongoing reflective practice and professional development in reviewing sessions
- assisting students in planning scheme of work
- ensuring quality and safety in session
- encouraging and being supportive of students

Electronic versions of all tutorial elements are available on a usb/cd/ or www.eipet.eu website

**TUTORIAL 1 contains the following elements:**
Disability Awareness Practical Activity T1.1 Birthday Line Up
Disability Awareness Practical Activity T1.2 Boccia Introduction & Hyperlink

**TUTORIAL 2 contains the following elements:**
Disability Awareness Practical Activity T2.1 Parachute Flip Over
Disability Awareness Practical Activity T2.2 New age curling

**TUTORIAL 3 contains the following elements:**
Worksheet T3.1: Access Audit Group task

**TUTORIAL 4 contains the following elements:**
Divide group into smaller groups:
Activity T4.1: Examine lesson plan template & review
sample lesson plan
Activity T4.2: Case study 1 St Kildas

**TUTORIAL 5 contains the following elements:**
Activity T5.1: Evaluation Task. How to review and evaluate.
Review Tutor led practical session and plan for next practical session.

**TUTORIAL 6 contains the following elements:**
Activity: Review and Evaluate student led practical sessions.
Plan for next practical session.
T6.1 Explain practical assessment rubric

**TUTORIAL 7 contains the following elements:**
Activity: Feedback on Peer Review.
Plan for next practical session

**TUTORIAL 8 contains the following elements:**
Activity: Feedback on Peer Review.
Plan for next practical session

**TUTORIAL 9 contains the following elements:**
Activity: Feedback on Peer Review.
Plan for next practical session
Review Evaluation Method
T9.1 Case Study 2 James

**TUTORIAL 10 contains the following elements:**
Activity: Individual feedback on evaluation
Plan for next practical session

**TUTORIAL 11 contains the following elements:**
Activity: Review last practical session and plan next practical session taking into account the specific needs and ability levels of the pupils i.e. more detailed planning with the group.
T11.1 Case study 3 - Mary

**TUTORIAL 12 contains the following elements:**
Activity: Statement of learning and progress from each group.
Individual and group feedback on assessment.

**Tutorial Structure**

In tutorials, students are broken down into smaller groups. Each group is made up of the students responsible for the delivery of a different practical session. As a group and with the help and guidance of the tutor sessions are planned, reviewed and evaluated. The needs of the group, individual participants and areas for students to improve on are all reflected on. In Tralee we have found the tutorials to be a vital support to students in their first introduction to teaching people with disabilities. Feedback from the tutor combined with group and individual reflection allows for in-depth learning and vast improvements in students attitude, competence and the quality of the sessions. Planning and review forms are used during tutorials to prompt areas for reflection and preparation for future sessions. Previous information gathered may need to be reviewed to put individual sessions in perspective. Additional materials may be sourced by the tutor or students and used to aid future teaching approaches or adaptations.

It is possible that a number of tutors are responsible for the supervision of practical sessions. It is vital that these tutors are available for the tutorial sessions with the same groups they supervise in practicals. A ratio of 1 tutor to 15 students is recommended for tutorial sessions, however this may vary depending on the variety of activities and the number of students involved in the delivery of each practical session.

The tutorial slot for the first 2 weeks is used for the delivery of practical sessions.
Aim of the activity
As one large group (i.e. Group A and Group B) all participants must form a line in order of each individual's birthday (month and day)

How to play
Divide the group into 2 smaller groups and identify as group A and group B
Group A must each have a blindfold throughout the activity
Group B are unable to communicate verbally throughout the activity

Equipment needed
Large Activity Area
Blindfolds

Safety Tips
Encourage the participants to be aware of their movements while completing the activity, i.e. no running or pushing.

Purpose
Communication
Inclusion
Team Work
Interacting with individuals with communication difficulties
Interacting with individuals with visual impairments

Discussion
What was good about this activity?
What would have made it easier for the activity to be completed in a shorter timeframe?
What have you learned from this activity?
Boccia is a target sport played by individuals, pairs or teams. It is a strategic version of the game bowls.

Boccia is a target sport played by individuals, pairs or teams. Boccia is played with 13 balls (6 red, 6 blue, 1 white). The jack ball is used to start off the game and is thrown by one of the competitors on the court. It requires a high degree of muscle control, accuracy, concentration and tactical awareness with the goal being to land six of the coloured balls closer to the white target ball than the opponent's balls.

Boccia is a non-contact sport, where the game focuses around a target. The balls used are solid but pliable, have a good rolling quality and are easy to grip. The balls also have the effect of reducing the advantage of physical strength, so that skill becomes the overriding factor. The player may propel the ball into court by any manner he or she desires as long as the player is in control of the movement at the moment of release. In certain classifications, where the player is unable to propel the ball onto court using their hands, they are allowed to use an ‘assistive device’. These assistive devices are more commonly known as ramps or chutes. Any athlete that is unable to release the ball down the ramp using their hand, may use a head or hand pointer.

The game must be played from a seated position, which makes it perfect for either manual or motorized wheelchair users.

The Court
- The surface should be flat and smooth such as a tiled or wood gymnasium floor. Surfaces should not be dirty.
- The dimensions will be 12.5m x 6m (ref. diagram 1).
- The throwing area is divided into six throwing boxes.
- The "V" shaped line marks the area where if the jack lands it is invalid.
- The centralised "+" marks the replaced jack position.

Players
- 1 Player a side - 6 balls each - 4 ends
- 2 Players a side - 3 balls each - 4 ends
- 3 Players a side - 2 balls each - 6 ends

Length
- A game: consists of 4 ends for pairs or singles and 6 ends for a team game
- A match: A competition between two sides when a specified number of ends are played.
For the full set of rules and regulations of the game check out the CP-ISRA website www.cpisra.org
For ideas on boccia skill development games check out the Cara website www.caraapacentre.ie/index.php/resources
Aim of the activity
As a group, the aim of the activity is to turn the parachute over to the opposite side (i.e. - upside down), without any of the group moving off the parachute.

How to play
Place any/all of the following items on the parachute:
Blindfolds (2) / Disposal Ear Plugs (2) / Wheelchair / Crutches (1)
All the participants must position themselves on top of the parachute.
Those nearest the items must they use these throughout the activity
Ensure some participants are left without using any of the above items
Participants must ensure they remain on top of the parachute throughout the activity

Equipment needed
Parachute
Large activity area
Blindfolds - Disposable ear plugs - Wheelchair - Crutches

Safety Tips
Be conscious regarding the participants using the additionally items throughout the activity

Purpose
Communication
Inclusion
Team Work

Discussion
What was good about this activity?
What would have made it easier for the activity to be completed in a shorter timeframe?
What have you learned from this activity?

Note to lecturer
Communication is vital as group needs to consider the needs of all students using the additional items.
Solution: Students move to one side of the parachute and taking a team work approach turn the parachute in sections
New Age Kurling is a form of the original curling game, but adapted so that it can be played indoors on any smooth, flat surface, such as a sports hall, rather than on ice. Importantly, the game can be played by both able-bodied and disabled people of all ages alike.

**Equipment**
- Competitions will be played with rubber Kurling stones and pushers, plus vinyl Curling style target.

**Playing Area**
- For the competition playing area, a Badminton court approx 13.4m long is used.
- Targets are laid with the top edge touching the top of the Badminton court using both lanes of the court so play is up to one target line of the Badminton court using both lanes of the court so play is up to one target and back down to the other.
- The base line of the court is the starting line or Hack box this will be 4” wide 120cm x 120cm and in line with the target you are playing to.
- There is a cross line marked on the court approx 4.70m from both ends, called the Hog line. All Kurling stones delivered must be over this line nearest to the target you are playing to, to be in play, if the stone rests or does not make the line the Kurling stone must be removed from play in that end.

**Scoring**
Scoring is the nearest to the middle or Bulls Eye, if for example one red Kurling stone is nearer to the centre that any blue Kurling stone then that is one point to the reds, if four red Kurling stones are nearer the centre than any blue Kurling stone then that is four points to the reds.

**Playing the Game**
- The same number of players of any gender on both teams
- A toss of a coin, the winner of the toss will select the colour of the Kurling stones they would like to use and also select if they are to go first or second in delivery.
- Singles with 4 Kurling stones each with each player delivering their Kurling Stone, 1 red then 1 blue or visa versa following their opponent. Example 1st red followed by 1st blue, 2nd red followed by 2nd blue, 3rd red followed by 3rd blue, final red followed by final blue.
- All Kurling stones have to be delivered to complete and end.
- When delivering a Kurling stone you are allowed to step over the Hack Box, but some part of your body must remain behind this line at all times.
- All disputes must be taken to the umpire; the umpire’s decision is final.
- Competition is played in three sets of 5 ends. The winner of more sets is the Victor.

**Adaptations**
For delivery of Kurling stones you can use Hands, Feet or pushing Sticks.
Instructions: Agree a facility to be audited. Break into groups, each group taking responsibility for auditing one or more section/s of the checklist as agreed with the tutor. Using the criteria given each group conducts the audit by answering each of the questions listed under that section.

Name of Leisure Facility

Address

Tel ____________________________ Fax ____________________________

Email* ____________________________ Web ____________________________

Facility Manager ____________________________

## Disability Provision Audit

### A  EXTERNAL ENVIRONMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Are your Car Park Spaces signposted and marked?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A2 How many Disability Car Park Spaces are available?</td>
<td></td>
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<tr>
<td>A3 Are the car spaces a minimum width of one and half times the normal car space?</td>
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<tr>
<td>A4 Are there appropriate tactile &amp; dropped kerbs on approach to the leisure centre</td>
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<tr>
<td>A5 Is the route from car park to leisure centre clearly marked?</td>
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<tr>
<td>A6 Is there a sheltered drop off point immediately adjacent to the main entrance</td>
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</tbody>
</table>

### B  EGRESS AND CIRCULATION OF BUILDING

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Is the entrance to the leisure centre clearly signposted and accessible?</td>
<td></td>
<td></td>
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<tr>
<td>B2 Is there an induction loop present or fitted in the building?</td>
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<tr>
<td>B3 Is the signage in the facility, readable and visible to all users?</td>
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<tr>
<td>B4 Is the public address system clear and audible through out the building?</td>
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<tr>
<td>B5 Is the public address system supported by visual information through out the building?</td>
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<tr>
<td>B6 Are there Lifts/platform lifts/ wheelchair stair lifts provided to enable vertical movement through the facility where relevant?</td>
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<tr>
<td>B7 Do the colour schemes of the walls, floors and fittings provide sufficient contrast to make them clearly distinguishable?</td>
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<tr>
<td>B8 Are handrails through out the facility easy to grip, contrasted from their background and on both sides of the stairs or ramps?</td>
<td></td>
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<tr>
<td>B9 Are windows and light fittings located to avoid glare and silhouetting through out the facility?</td>
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<tr>
<td>B10 Do all lifts have audible and Braille instructions?</td>
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<tr>
<td>B11 Are all fittings and fixtures accessible and easy to use?</td>
<td></td>
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<td></td>
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<tr>
<td>B12 Are all point of contact desk/receptions at seated/wheelchair height?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DISABILITY AWARENESS &amp; STAFF TRAINING</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
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</tr>
<tr>
<td>C1</td>
<td>Who performs staff training in the facility?</td>
<td></td>
<td></td>
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<tr>
<td>C2</td>
<td>How often is staff disability training carried out?</td>
<td></td>
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<tr>
<td>C3</td>
<td>Is there an appointed Disability Liaison Officer?</td>
<td></td>
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<tr>
<td>C4</td>
<td>Has your centre conducted an Audit to determine the facilities Disability accessibility and friendliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C5</td>
<td>Does your centre have a Disability Mission Statement or Action Plan?</td>
<td></td>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>GYM ENVIRONMENT AND CLASSES</th>
<th>Yes</th>
<th>No</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Does your gym have dual access resistance machinery?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>Does your gym have accessible aerobic machinery?</td>
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<tr>
<td>D3</td>
<td>Are your resistance machinery colour contrasted, i.e. pedals, lever etc</td>
<td></td>
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<tr>
<td>D4</td>
<td>Are “bump on’s” or raised buttons used on aerobic machinery?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D5</td>
<td>Are inclusive fitness/exercise classes provided?</td>
<td></td>
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<tr>
<td>D6</td>
<td>Is there a clear layout to the gym floor that is easily accessible?</td>
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<tr>
<td>D7</td>
<td>Is there a gym desk that is at seating height?</td>
<td></td>
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<tr>
<td>D8</td>
<td>Are gym cards/programmes accessible in an alternative format, i.e. disk, audio Braille etc</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D9</td>
<td>Are all signs, notices and information accessible to all?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>POOL ENVIRONMENT AND CLASSES</th>
<th>Yes</th>
<th>No</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Is there a pool hoist available to pool users?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2</td>
<td>Is there a “Beach Type” access point or a suitable pool wheelchair available for easy access to the pool(s)</td>
<td></td>
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<tr>
<td>E3</td>
<td>Is the deep and shallow end of the pools clearly marked?</td>
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<td></td>
</tr>
<tr>
<td>E4</td>
<td>Is the pool surrounds clearly and easily identifiable?</td>
<td></td>
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<tr>
<td>E5</td>
<td>Is their access to the Sauna, Jacuzzi or Steam Room?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>E6</td>
<td>Are there inclusive swim programmes available to all users?</td>
<td></td>
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<tr>
<td>E7</td>
<td>Is there a mobile shower chair available on pool side/changing room?</td>
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<tr>
<td>E8</td>
<td>Are there accessible changing rooms in close proximity to the pool?</td>
<td></td>
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</tr>
<tr>
<td><strong>F</strong> TOILET, CHANGING AND LOCKER ROOM AREAS</td>
<td>Yes</td>
<td>No</td>
<td>Office Use</td>
<td></td>
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<tr>
<td>---------------------------------------------</td>
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<td></td>
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<tr>
<td>F1 Are there individual accessible changing cubicles?</td>
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<tr>
<td>F2 Are they located appropriately to the gym/pool?</td>
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<tr>
<td>F3 Is there an alarm cord to summon help if needed?</td>
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<tr>
<td>F4 Does the alarm cord sound at reception?</td>
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<tr>
<td>F5 Are there handrails located in accessible cubicles?</td>
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<tr>
<td>F6 Is the flushing mechanism easy to operate i.e. fist or pull cord?</td>
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<tr>
<td>F7 Is there permanent or mobile shower chairs available for the main showers?</td>
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</tr>
<tr>
<td>F8 Is there an accessible changing bench in the accessible changing cubicles?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F9 Are mirrors/hairdryers located at seated height?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F10 Are there clearly identifiable lockers located in the changing areas or cubicles?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>G</strong> MARKETING / OUTREACH</th>
<th>Yes</th>
<th>No</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 Is there disability information related to facility on your public brochure?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G2 Have you got an accessible website with appropriate accessible information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G3 Do all flyers, relating to programmes and activities have appropriate pictures depicting disability activity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G4 Is the information provided by the centre available in alternative format i.e. Braille, Audio, Disk etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G5 Is there a feedback mechanism available for customers?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>H</strong> HEALTH &amp; SAFETY</th>
<th>Yes</th>
<th>No</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 Has your centre an EOP specific to people with a disability?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2 Has your centre a fire evacuation chair?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H3 Is there a disability refuge point with appropriate signage?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H4 Is there an appointed disability fire warden?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H5 Is there a combined audio/visual alarm system?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
disability provision criteria

**Exterior Environment**

A1 - Car park spaces should be clearly marked and signposted in close proximity to the main entrance for individuals with a disability.

A2 - Buildings that have public access – minimum one space in the first standard 25, a minimum of three in the next 25-50 and a minimum of 5 in the next 50 – 100 spaces.

A3 - The disabled car park spaces should be a minimum width of one and a half times the normal car park space.

A4 - There should be dropped kerbs to all route ways, with appropriate tactile warnings to indicate crossing points where relevant.

A5 - The route or pathway to the leisure centre main reception should be clearly marked and directional with appropriate signage.

A6 - There should be a sheltered drop off point immediately adjacent to the main entrance.

**Egress and Circulation of Building**

B1 - The entrance to the Leisure centre should be clearly marked and identified and indicate where accessible access is available if different from the main entrance.

B2 - A hearing enhancement system (e.g. induction loop, infra red system) should be provided in the building including the appropriate signage to indicate the system is available.

B3 - Signs should be easily identifiable, clearly legible, distinguishable from their background and consistent in their design.

B4 - B5 - The public address system should be clear and audible and should be supplemented by visual information to accommodate people with hearing impairments.

B6 - Lifts, platform lifts, wheelchair platform stair lifts, or ramps with accompanying stairs should be provided to facilitate vertical movement.

B7 - The colour scheme in the facility should help differentiate between critical elements, for example the wall from the floor, doors from adjacent walls. The colour schemes of the walls, floors and fittings should provide sufficient contrast to make them distinguishable by visually impaired people.

B8 - The handrails should be comfortable and easy to grip. They should be placed on both sides of the ramps and should be easily distinguished from their backgrounds. Where a stair well or ramp ends, it must have a closed end which turns back into a supporting wall or turns down.

B9 - Lighting in all areas should be of high quality and set in such a way to avoid glare or silhouetting. Natural lighting should be shaded where glare occurs and reinforced where dim.

B10 - Where lifts are present, all instructions within the lift should be audio and brailled.

B11 - All door fittings, locks, and light fittings should be easily accessible and easy to use for all users.

B12 - All point of contact desks / reception areas should have a portion of the desk at seating height to accommodate wheelchair users.

**Disability Awareness & Staff Training**

C1 - There should be an appointed individual(s) who should carry out consistent and up-to-date disability awareness training, applicable to the leisure industry.

C2 - Trainings should be carried out on a regular basis, updating information where necessary.

C3 - There should be an appointed Disability Liaison Officer, who is the main point of contact for disability issues.

C4 - There should be a written audit of the facility’s disability friendliness. The audit should cover areas such as access to Exterior Environment, Egress and Circulation, Disability Awareness & Staff Training, Gym Environment and Classes, Pool Environment and Classes, Toilet Changing and Locker Room Areas, Marketing and Health and Safety.

C5 - On the basis of the audit the facility should have a written action plan to address disability issues. Highlighting how quality access will be provided, maintained and improved for users and staff with a disability.

**Gym Environment and Classes**

D1 - D2 In order for people with Disabilities to access the gym facilities, dual access machinery should be provided to enable and inclusive environment.

D3 - Where appropriate, weight levers, pedals signs etc on resistance and aerobic machinery should be colour contrasted and highly visible to all users.

D4 - “Bump ons” or raised buttons should be used on all aerobic machines interfaces, to aid use of machines for visually impaired users.

D5 - The facility should organize and promote inclusive programmes that cater for both able and disabled users.
D6 - The layout of the gym should have a clear and distinguishable pathway that is easy to negotiate and maneuver. Clear and adequate spacing between machines is required.

D7 - All desk or reception areas within the gym should have a portioned area that is at seated or wheelchair height.

D8 - Where needed exercise programme cards and information should be available in alternative formats, i.e. Disk, Braille, Audio, etc.

D9 - Signs should be easily identifiable, clearly legible, distinguishable from their background and consistent in their design.

Pool Environment and Classes
E1 & E2 - A hoist, 'beach type' access or a suitable pool wheelchair should be available for easy access to pools for people with mobility impairments.
E3 - The deep and shallow ends of the pools should be clearly signed or indicated
E4 - The immediate surround of the pool should be easily distinguishable from the waters edge or floor
E5 - Full access to the pool's facilities should be available, i.e. the sauna, Jacuzzi steam room etc
E6 - The facility should organize and promote inclusive programmes that cater for both able and disabled users.
E7 - Permanent or mobile shower chairs or similar should be available on pool side these can include wheeled shower chairs, shower (tip up) seats, and shower trays.
E8 - Individual toilet/changing facilities should be available for all disabled persons - accessible changing room, in an appropriate location and distance from the pool

Toilet, Changing and Locker Room Areas
F1 & F2 - Individual toilet/changing facilities should be available for all disabled persons - accessible changing room.
F3 & F4 - An alarm should be provided to summon for help where it should alarm at reception or an appropriate location for it to be heard.
F5 - handrails should be available in all of the accessible changing facilities to allow easy movement.
F6 - The flushing mechanism should be easy to operate i.e. pull cord or operate with a fist. The taps should be operated by lever
F7 - Permanent or mobile shower chairs or similar should be available in the accessible changing areas & in the general shower areas. These can include wheeled shower chairs, shower (tip up) seats, and shower trays.
F8 - An accessible changing bench should be available in the changing cubicle.
F9 - All mirrors, hairdryers or any other service provided in the changing area should be at seated or wheelchair height.
F10 - There should be clearly identifiable lockers that are allocated to people with a disability. They should be appropriately located at certain locations around the changing room. If possible, lockers should be provided in the accessible changing cubicle

Marketing / Outreach
G1 - Any information that is being sent to the public displaying information for the leisure facility, should indicate or display the facilities that are available to people with disabilities
G2 - Where a website is available to the public, all information on it should be accessible to all - provide a service where font can be made bigger, audio clips etc.
G3 - Positive images of people with disabilities should be included in promotional materials and as aids to encourage inclusion of people with disabilities at your facility.
G4 - All information that is provided to the public should be available in alternative format i.e. Disk, Braille Audio so that it can be accessed by everyone.
G5 - There should be an appropriate procedure in place to obtain feedback from disabled users.

Health & Safety
H1 - An emergency operating procedure should be written and available detailing emergency situations that pertain to people with disabilities.
H2 & H3 - A fire evacuation chair should be available on the top of stair wells and where lifts exist. A disability refuge point should be clearly marked and identifiable in the event of an emergency or fire.
H4 - There should be an appointed disability fire warden on duty at all times, so that in the event of a fire or emergency they will look after all disability persons.
H5 - The fire & emergency alarms should be both audio and visual so that individuals with a hearing impairment can be alerted to the emergency.
T 4.1: lesson plan template

Date: 
Name: 
Class: 
Number of participants: 

Session No. 
Venue: 
Time: 
Duration: 

Equipment needed: 

Aim of session: 

Objectives of session: 
1 
2 
3 

Contraindications: 

Method of Evaluation: 

<table>
<thead>
<tr>
<th>LESSON PHASE</th>
<th>TEACHING POINTS</th>
<th>EQUIPMENT</th>
<th>ADAPTATION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cool down/summary</td>
<td></td>
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</tr>
</tbody>
</table>
Most of the boys in St. Kilda’s Community School are really into sports of all kinds. Many of them play for the school, club and even county. They love doing PE and playing games at break-time. Mr. Jackson teaches a special class of 6 boys who have mild or moderate intellectual disabilities. He tries to include his students with the others at break-time, however, the other children refuse to play with them and even tease Mr. Jackson’s class, relating to their inability to play.

Mr. Jackson involves his students in general PE class. Again his hopes of achieving improved social skills for his students and improved understanding of people with disabilities by the others are dashed. The PE teacher Mrs. Power is receptive to inclusion but has little experience. She modifies games, picks the teams to balance ability and tries to structure inclusive practices. However little or no social interaction occurs and some peers moan that they have Mr. Jackson’s students in their class or in their team. They complain that they are not playing by the proper rules or doing the right practices. The students from the special class socialise and practice together when given the opportunity. They do not enjoy their inclusive class and ask Mr Jackson to let them do PE as before, in their own class.

Questions

1. What are the main problems underlying the issues raised in this story?

2. What can each of the following do to facilitate a positive PE experience for all students;
   - Mr Jackson
   - Mrs Power
   - Parents
   - School Management
   - Education Department

3. How could this inclusion process be managed in stages so as to insure a successful progression to fully inclusive classes.

4. Is inclusion in mainstream PE for children with disabilities always a good idea?

5. What are the advantages and disadvantages of having a segregated special class in a mainstream school?

Note to Lecturer: The class is divided into groups of 3 or 4. Each group discusses the issues and answers to the questions. The lecturer asks each group to outline their responses to the full class group. The appropriateness of all suggestions is debated with reference to the theory already covered in lectures.

Additional Readings:
### T 5.1: evaluation of practical session

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Session No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of participants:</th>
<th>Venue:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

1. **What was achieved (planned)?**
   Students comment on the degree to which class aims and objectives were met.

2. **What was achieved (unplanned)?**
   Students then comment on outcomes that may have been positive but were not pre-planned or resulted from adaptations from original lesson plan.

3. **Appropriateness of activities?**
   Students comment on the suitability of each activity based on:
   - Age
   - Ability
   - Previous experience
   - Enjoyment
   - Size of group
   - Other........

4. **Personal Evaluation of teaching?**
   The student reflects on the effectiveness of their teaching style and ability relative to the needs of the group and the goals set in the lesson plan.

5. **Issues needing further attention?**
   Students highlight areas that need to be addressed with the aim of improving the quality of the class. These could include:
   - Lesson planning
   - Class organisation
   - Delivery modes
   - Equipment
   - Environment
   - Team teaching
   - Behavioural
### T 6.1: practical assessment rubric

<table>
<thead>
<tr>
<th>STUDENTS NAME</th>
<th>CLIENTS NAME/ORG</th>
<th>ACTIVITY</th>
<th>DATE</th>
<th>VENUE</th>
<th>EXAMINER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

**TUTOR COMMENTS**

**ACTIONS REQUIRED**

---

**Note to lecturer:** As the module emphasises the preparation for and performance in practical sessions it is essential that students have a clear picture of how they will be assessed in this component. Another purpose of the practical assessment rubric is to facilitate learning and awareness by the student in relation to their teaching. The rubric is utilised three times during the term, firstly for a peer review, secondly as a trial evaluation by the tutor and thirdly for the final practical assessment. Individual and group feedback is given to students after all three assessments to aid the learning process.

Marks are allocated under 4 main headings: Attendance (10), Lesson Plans (30), Ability to teach (40) and Ability to evaluate teaching (20). Each heading has a graded scale with examples of competency levels to be attained by the student. The rubric is designed to allow for ease and speed of marking while observing a practical in progress. Space is also available to make additional comments. Marks are allocated under each heading and then totalled to give a percentage mark for the student’s practical performance. The mark allocated to the lesson plan and evaluation components of the assessment are not finalised until these have been submitted. The lesson plan should be submitted prior to the practical session and the evaluation is handed in at the next tutorial.
James is 14 years old and has just moved to a new second level school. Previously he was one of the most talented students and fully participated in all PE classes with his peers in primary. Now at a mainstream secondary school he is looking forward to participating in PE with his first year class mates. James has Spina Bifida. His parents are very concerned that since PE is his favourite subject his success in attending a mainstream school will be very much affected by how he gets on in PE class.

Mr O Shea, the PE teacher, has not taught a student with a disability before and has little knowledge of Adapted Physical Education. The programme he has designed for first year PE includes Health Related Fitness, Gymnastics, Badminton and Football. He has found these to be an excellent way to introduce first year students to the concept of PE. He has also found in the past that the first year classes are generally competitive and really lively in class. They always want to play games against each other and form little competitive leagues within the class. There will be 30 children in the PE class, both boys and girls.

Mr O Shea has arranged to have a meeting with James's parents to discuss how best to accommodate him into his PE class.

Questions

1. Under what headings, should the PE teacher, organise the questions and the discussion at this meeting.

2. What legal structures prevail as to the inclusion of children with disabilities in mainstream school?

3. What can the teacher do to prepare himself to deliver a more inclusive class?

4. What school and class structures can he put in place to ensure that the PE class is a good learning experience for both James and the class?

5. Is there any activities which would be contraindicated for James and why?

Note to Lecturer: The class is divided into groups of 3 or 4. Each group discusses the issues and answers to the questions. The lecturer asks each group to outline their responses to the full class group. The appropriateness of all suggestions is debated with reference to the theory already covered in lectures.

Readings:
Mary is 16 years old and has just entered transition year at her secondary school. She is a healthy young girl who loves sport and physical activity and also has an intellectual disability. She really enjoyed junior cycle PE and participated fully in all PE classes needing little assistance or modifications.

Two weeks into the year the class are told that PE will be taking place in a local leisure centre where they will be doing individual fitness programmes with leisure centre staff. Mary is really excited and looks forward to the first PE class. That morning she is informed in school that she will not be allowed travel to the leisure centre as they are not insured to include a child with disability in the group. She is to do computers while her classmates head to the gym. That evening Mary’s parents hear of the events of the day from their very upset child. They ring the school and ask for an immediate meeting with the principal. They also contact their Sports Inclusion Disability Officer, a PE graduate, who has been working in the APA area for a number of years to get her opinion.

**Note to lecturer:** The class is divided into groups of 3 or 4. Each group assumes one of the roles listed below and then answer the questions listed from that perspective. One group member reports the views back to the full class. They can question each reporter from the perspective of the role they assumed.

It is important, due to the emotive nature of the debate, that at the end of the class discussion, it is clarified that all views expressed were those assumed and argued from the perspective of the roles below. Views discussed were thus, not ones personal position on the exclusion of Mary.

**Students get an opportunity to state their own personal view of events.**

1. Explain your current position and feelings one day after the event.

2. Explain what in your opinion should have happened or how you could have dealt with this issue.

3. What structures can your role put in place to ensure that this type of incident does not happen again?

**List of roles:**
- Mary
- Mary’s Parents
- School Principal
- Class PE Teacher
- Leisure Centre Manager
- Sports Inclusion Disability Officer
- Classmate of Mary

**Readings**
section seven
practicals

The practicals run for 1 hour per week. The practicals serve to:

- give students a positive experience of working in APE/APA
- provide guidance and support in structured APE/APA sessions
- increase students confidence in teaching in a segregated or integrated setting
- assess students ability to deliver practical APA/APE sessions

Electronic versions of all tutorial elements are available on a usb/cd or www.eipet.eu website

PRACTICAL 1 contains the following elements:
Disability Awareness Practical Activity 2:
P 1.1 Cone up cone down
P 1.2 Goalball page and link to hyperlink

PRACTICAL 2 contains the following elements:
Disability Awareness Practical Activity 4:
P2.1 Solve the Circle
P2.2 Trailo

PRACTICAL 3 contains the following elements:
Tutor led adapted sessions based on inclusive activity cards.
See Electronic resources or www.eipet.eu Version for access to the cards

PRACTICAL 4 contains the following elements:
P4.1 Sample Lesson Plans (3)
Tutor led adapted sessions for each group of students (simulation) in specific settings (activity/type of disability)

PRACTICAL 5 contains the following elements:
Student Led practical (1st) with allocated group

PRACTICAL 6 contains the following elements:
Student led practical (2nd) with allocated group
P6.1 Peer review using practical assessment rubric

PRACTICAL 7 contains the following elements:
Student led practical (3rd) with same allocated group

PRACTICAL 8 contains the following elements:
Student led practical (4th) with allocated group

PRACTICAL 9 contains the following elements:
Student led practical (5th) with allocated group
Trial evaluation of the above

PRACTICAL 10 contains the following elements:
Student led practical (6th) with allocated group

PRACTICAL 11 contains the following elements:
Student led practical (7th) with allocated group
Final practical assessment

PRACTICAL 12 contains the following elements:
Student led practical (8th) with allocated group
Final session followed by award ceremony
practicals: purpose and organisation

In the Institute of Technology Tralee we place a lot of value on the practical component of the adapted physical education module. We ensure that the first experience delivering physical activity sessions to people with disabilities is a positive one for the students as well as the participants who are sourced through local disability organisations and schools. Students are assisted and supported to plan and deliver the sessions so they are given the maximum amount of responsibility to gain maximum learning while still having the guidance and support from a tutor. Students remain with the same group for the semester so that they get to know their participants abilities and then plan and deliver an eight week programme of activity for them. This approach has been found to dramatically improve student’s confidence in their ability to adapt sessions to include all abilities.

Clients for practical sessions:
A successful APE programme is dependent on a good relationship with the organisations and schools who provide participants as well as advice and guidance for the students. It is vital that the organisation is clear on their areas of responsibility and that they and the individual clients are clear about what they can expect from the Educational Institution.

Roles and responsibilities of the Educational Institution:
- Supervision of sessions by a staff member and other professionals where necessary (e.g. lifeguard)
- Delivery of a quality PE programme which is safe and developmentally appropriate
- Insurance for students
- Provision of facilities and equipment
  (this may not be the case if students are travelling to a school to deliver PE sessions)
- Awareness of any medical conditions that may impact on the ability to take part in physical activity.

Roles and responsibilities of the local disability organisation:
- Screening of participants is coordinated by the organisation. Some organisations operate on a need to know basis and will not disclose information on individual client’s disabilities unless there are implications for exercise.
- Organisations must provide a staff member to supervise the sessions.
- Insurance for client’s while they participate in the programme.
- Transport to and from the sessions.

PRACTICAL PROGRESSION
In order to achieve the aims if the practical sessions follow a logical progression over the 12 weeks.

Weeks 1-3
Students first introduction to practical adapted physical activity sessions is through simulation. The students get to experience playing various disability sports and inclusive activities. Through this experience of playing and practicing they learn to appreciate the complexities of the games, its rules and variety of assistances used. The scoring and rules of the games are explained in detail and then applied to a full competitive game to ensure understanding. Appropriate communication methods can also be highlighted through warm up activities.

Week 4
Students are allocated one of the available practical sessions. There can be an element of choice in the allocation. i.e. Students may have a preference for delivering a particular area of the curriculum e.g. dance or gymnastics. It may also be necessary to allocate students based on their pre-requisite knowledge and skills in particular curricular areas, e.g. swim teaching.

A timetable of practical sessions is devised based on the following considerations:
- Number of students
- Number of tutors and areas of expertise (aquatics, outdoors, sports, fitness, etc.)
- Availability of facilities
- Availability of client groups
- Needs of individual clients

The ratio of student to participant is dependent on the needs of the participant decided in consultation with the teacher or service provider. This allows participants to learn at their own level and pace. It ensures the quality of delivery and ensures the focus remains on individual progression.
### Sample Practical Timetable

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

**Week 4**

Following simulated sessions with their peer group, students progress to assisting a tutor to deliver sessions to a group of people with disabilities. The tutor plans and leads the sessions and each student works with an individual, or small group, following the tutor’s instructions to the group and making minor adaptations to suit the needs of the individual/s they are working with. This allows the students to get to know the abilities of the individuals within the group so they effectively plan for future sessions.

**Week 5 - 12**

Students remain with the same group taking on the responsibility of planning and leading the sessions themselves. The students work in groups planning all elements of the session including organisation of equipment, agreeing the lesson plan and each student’s role during each activity as well as the transitions between activities. Students will agree amongst themselves which elements of the session they will lead and how the remaining students will assist. After a few weeks the students then break into smaller groups where each student leads the smaller group. Students are encouraged in these sessions to maximise participation, learning and enjoyment for the individuals in their group. Students use their own creative ideas to cater for the individual needs within the group. The tutor gives feedback to students intermittently during the session as well as immediately after the session to maximise the quality of the session and the learning for the student.
P 1.1: cone up - cone down

**Aim of the activity**
At the end of 3 minutes, each team must have many cones turned in the designated direction of their team.

**How to play**
Divide the group into 2 teams (Team A and Team B)
Once divided into 2 teams, each team must divide into pairs,
with one person in each pair wearing a blindfold and the other is acting as the guide
During the activity Team A must keep all the cones turned upwards while Team B must keep all cones turned down.
The guides within each team are responsible for guiding the participant’s safely around the playing area.
Start with elbow guiding and progress activity to guiding with verbal communication

**Equipment Needed:**
Large activity area
Blindfolds
Cones/Markers

**Safety Tips**
Encourage the participants to be aware of their movements while completing the activity, i.e. no running or pushing.

**Purpose**
Communication
Inclusion
Team Work
Activity for people with visual impairments and guiding a person with a visual impairment

**Discussion**
What was good about this activity?
What would have made it easier for the activity to be completed in a shorter timeframe?
What have you learned from this activity
Goalball is a highly competitive sport played three-against-three, indoors on a gym floor—primarily by blind and visually impaired athletes. It's played from the local school-gym level on up to the Paralympic, level internationally.

Games are usually quite competitive and exciting to watch—even on a local level. There are two teams playing against each other, with one on each end of the 60x40 foot court. All players are blindfolded to make the game fair. This is due to varying levels of sight among players. Some are legally-blind, some are totally blind. The blindfolds ensure equality among players.

The object is to roll a three-pound Goalball, which is sort of like a heavy basketball, past the opposing team without them stopping it. It’s their job to block that ball at all costs.

The ball has bells in it, that allow the players to listen for it. If all three players miss the ball and it goes past them or over them and then over the back line, it is considered a goal. The team with the most goals at the end of two 10-minute halves, wins the game. There are usually several games in a typical tournament.

The players use cord or thin rope taped to the floor, or other similar tactile markings, to orientate themselves as to where they are on the court.

For more information check out the International Blind Sports Federation website:
http://www.ibsa.es/eng/deportes/goalball/presentacion.htm

For more skills and drills check out
P 2.1: solve the circle

Aim of the activity
At the end of a selected timeframe, the entire group must be facing in the same direction.
NB: Hands must remain joined throughout the activity

How to play
The entire group must form a circle and join hands, all facing inwards.
The facilitator must then select three/four individuals to face the opposite direction.

Equipment Needed:
Large activity area

Purpose
Communication
Inclusion
Team Work

Discussion
What was good about this activity?
What would have made it easier for the activity to be completed in a shorter timeframe?
What have you learned from this activity?

Progression
Some participants wear blindfolds
Some participants unable to communicate verbally
Some participants wear ear plugs

Note to lecturer:
Solution: Maintaining the circle formation, all students can lie down facing upwards
TRAIL ORIENTEERING - AN OUTDOOR SPORT FOR ALL

Trail orienteering is a sport offered to people with widely differing physical abilities, including those with severely restricted mobility, who all compete on equal terms. Competitors travel along a track or marked route and study clusters of control markers placed in the terrain. They are issued with a very detailed map, and control descriptions. With these aids they must decide which (if any) of the markers relates to the feature depicted by the centre of the circle. Movement up and down the track is permitted but no one may approach the control markers in the terrain.

The markers are designated A - E, as seen from left to right while at a decision point marked on the track, and the result must be recorded by marking the relevant box on the special control card. Some controls have a maximum time for this decision making and the actual time taken is recorded to act as a tie breaker for those with the same number of points for correct decisions.

For more information check out the website: [www.trailo.org](http://www.trailo.org)

- Detail from competitors’ map
- Competitors studying Control 13, with a Foot Orienteering Marker in the foreground
- View of Control 13
- Control descriptions (as used internationally in all Orienteering competitions)

- Part of control card

- Solution Map showing decision point on track and actual marker positions
**P 4.1: sample lesson plan**

**Date:** 19th November 2009  
**Name:** Joe Bloggs  
**Class:** HL400  
**Participant:** Mary  
**Session No.:** 7  
**Pool:** Sports Complex  
**Time:** 1600hrs  
**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

<table>
<thead>
<tr>
<th>LESSON PHASE</th>
<th>TEACHING POINTS</th>
<th>EQUIPMENT</th>
<th>ADAPTATIONS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry</strong></td>
<td></td>
<td>None</td>
<td>Standing behind</td>
<td>5 mins</td>
</tr>
<tr>
<td>By the steps</td>
<td>One step at a time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Both hands on the rails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td>None</td>
<td>Stand close and observe</td>
<td>5 mins</td>
</tr>
<tr>
<td>familiarisation</td>
<td>Allow Mary time to adjust to aquatic water environment having own water space time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Warm Up</strong></td>
<td></td>
<td>None</td>
<td>Stand by her side</td>
<td>5 mins</td>
</tr>
<tr>
<td>Floating shapes on back</td>
<td>Make shapes whilst floating on her back in a horizontal position, e.g. star, pencil</td>
<td></td>
<td>Hand on small of Mary’s back</td>
<td></td>
</tr>
<tr>
<td>Regain standing position from back float</td>
<td>Ears in water, look at the ceiling.</td>
<td></td>
<td>Stand by Mary’s side being ready to support to bring to standing position</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td>Bring head forward, chin to chest</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Tuck knees into chest</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Extend arms forward</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Use arms for momentum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stand in stable chair position, legs bent and feet wider than shoulder width apart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Main activities</strong></td>
<td></td>
<td>Float</td>
<td>By her side, no contact but ready to provide support if required</td>
<td>5 mins</td>
</tr>
<tr>
<td>Front crawl leg kick widths using float</td>
<td>Float stretched out on front</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hold float in proper manner, four fingers on top, thumb underneath, arms extended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kick with straight legs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heels breaking water surface</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make small splashes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Face in water, blow bubbles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leg kick on back</td>
<td>Head back in the water</td>
<td></td>
<td>Behind / by her side</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td>Kick to break the water surface</td>
<td></td>
<td>Supporting small of back with palm of my hand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look at the ceiling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Front crawl leg kick introducing arm action</td>
<td>Face in the water, blow bubbles</td>
<td></td>
<td>In front for support</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td>Horizontal body position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thumb entry into the water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bent elbow on exit from the water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contrasting Activity &amp; Cool Down</strong></td>
<td></td>
<td>Dumb bell floats</td>
<td>Stand beside her</td>
<td>15 mins</td>
</tr>
<tr>
<td>Aqua aerobics</td>
<td>Aqua aerobic movement to music</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Free Time | Mary does her own thing if she does not want to play the final group game |          | Stay beside her where I can help her if needed | 5 mins
**Date:** 19th November 2009  
**Client Group:** Brennan Services  
**Class:** HL400

**Name:** Susan Boyle  
**Client Group:** Brennan Services Sports Complex  
**Session No.:** 5

**Time:** 1630hrs  
**Duration:** 60 mins

**Equipment needed:** large soft balls, basketballs, chairs, cones, hoops, bins, bibs

**Aim of session:**
- To conduct a fun participative session for all
- To assess ball skills

**Objectives of session:**
- To improve ball handling, passing, catching and shooting skills
- To ensure success for all participants

### Warm-up 5-10 Minutes

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ADAPTATIONS</th>
<th>SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cone up cone down</td>
<td>Emphasis on rules with repetition and check for understanding Students to mingle with participants to repeat instructions</td>
<td>Ensure participants do not bang into each other - repeat instructions</td>
</tr>
<tr>
<td>• Stretches</td>
<td>Circle formation demonstration in centre with students placed around circle to provide individualise instruction and addition correction and demonstration</td>
<td>Verbal instruction first Demonstration Specific feedback to correct technique Only physically assist stretch if permitted</td>
</tr>
</tbody>
</table>

### Main Activity 40 Minutes

<table>
<thead>
<tr>
<th>SKILL AREA</th>
<th>ACTIVITIES</th>
<th>ADAPTATIONS</th>
<th>GROUPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball Handling</td>
<td>Roll ball around body at waist, legs Pass ball around legs and between legs in figure 8 for higher ability groups Throw ball in air and clap Soft balls or basketballs as appropriate Allow use of body as support if needed</td>
<td>Bins, chairs, hoops as appropriate One hand or two as appropriate</td>
<td>Patrick 1:1 Kevin, Denise, Liam, Catherine, Alan, Aine Sandra, Emer Brendan, Philip John, Michael, Aileen Tom, Joe, Mike</td>
</tr>
<tr>
<td>Shooting</td>
<td>Aim at targets:</td>
<td></td>
<td>Same as above</td>
</tr>
<tr>
<td>Passing</td>
<td>In pairs: proper chest pass technique Higher ability can move to bounce pass, overhead pass, long pass. First stationary, second moving</td>
<td></td>
<td>Same as above</td>
</tr>
<tr>
<td>Game</td>
<td>21 passes game - using full court, aim to pass the ball 21 times consecutively among team All players must touch the ball before 21 is reached. Students can pair with participants to repeat instructions and emphasise technique and tactics.</td>
<td></td>
<td>2 bigger groups mixed ability in each</td>
</tr>
</tbody>
</table>

### Cool Down 5-10 Minutes

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ADAPTATIONS</th>
<th>SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parachute games</td>
<td>Games that group are familiar with. Repeat instruction. Students placed intermittently around parachute to assist with additional instruction.</td>
<td>Get participants to roll up parachute at end of games</td>
</tr>
<tr>
<td>• Stretches</td>
<td>Small groups on mats in cluster. Student with each cluster to demonstrate and provide additional instruction</td>
<td>Verbal instruction first Demonstration Specific feedback to correct technique Only physically assist stretch if permitted</td>
</tr>
</tbody>
</table>
Session No. 7

Student names: Orla, Sean, John, Linda
Duration: 1 hour

Time: 1600hrs
Venue: Complex Hall
No. in Group: 12

Ability Level: Mixed
Supervising instructor: Pat Flanagan

Aim of session:
Introduce students to the class.
Review student’s ability in a range of motor skills.
To assess students skills level in specific sports.

Objectives of session:
Participate in a fun warm up.
Teach the exercises required in a warm up.
Demonstrate passing, catching and dribbling skills.
Have maximum participation.
Demonstrate understanding of the concept give and go.
Play a conditioned game using the skills.
Assess student’s basic motor skills level.
<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>TEACHING POINTS</th>
<th>SAFETY POINTS</th>
<th>EQUIPMENT</th>
<th>COACH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Everyone stands in a circle. One person has the ball say couple things about themselves then pass the ball to the person beside them carries on till it's gone all the way around the circle. Adaptation could be to throw the ball to another person anywhere in the circle but you have to shout there name first.</td>
<td>Use the soft ball. Throw to chest.</td>
<td>Soft Football</td>
<td>Orla</td>
</tr>
<tr>
<td>10 min</td>
<td>Parachute game</td>
<td>Hold parachute tightly. Listen to instructions carefully. Spread out evenly around the parachute. Work together (teamwork).</td>
<td>Hold parachute tight.</td>
<td>Parachute, small ball and two big soft balls.</td>
<td>Jamie</td>
</tr>
<tr>
<td></td>
<td>Mexican wave, in out, small ball in hole and throw up and let go. (Jamie 10 minutes).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7 mins</td>
<td>Simon says example Simon says stand on one leg.</td>
<td>Speak clearly and keep instruction simple and achievable. Have set sayings in your head learned off such as “Simon says sit on the ground or stand on one leg”.</td>
<td>Keep intensity at relevant level. Keep tasks simple.</td>
<td>None</td>
<td>Orla</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>10 mins</td>
<td>Give and Go</td>
<td>Split the group into groups of three. Incorporate different skills into drill such as walk and pass the ball, run and pass, dribble and pass left and right hand.</td>
<td>Keep intensity low. Use soft balls in necessary.</td>
<td>Cones and volley balls and basketballs by 5, whistle.</td>
<td>John</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>End ball</td>
<td>Keep rules simple demonstrate clearly and effectively. Speak clearly and reinforce drill. Encourage and motivate. Two games 4 players on each team plus one coach on each team to make sure everyone participates. When player has the ball they can't move have to pass it to member of their team. If a player doesn't have the ball they can move all they like they have to make themselves available for the pass from the team mate that has the ball. Score if you get it through the hoop or adaptation cross the end line.</td>
<td>Keep intensity low. Use soft balls in necessary.</td>
<td>Cones and volley balls and basketballs by 5, whistle.</td>
<td>Linda</td>
</tr>
<tr>
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</tr>
<tr>
<td>2-3 mins</td>
<td>Cool down Parachute game get the small ball into the hole</td>
<td>Involve everyone. Motivate and encourage. Speak clearly. Direct and coach in order to get ball into the hole in the parachute.</td>
<td></td>
<td>Parachute. Small ball.</td>
<td>Jamie</td>
</tr>
</tbody>
</table>
## P 6.1: practical assessment rubric

<table>
<thead>
<tr>
<th>STUDENTS NAME</th>
<th>CLIENTS NAME/ORG</th>
<th>ACTIVITY</th>
<th>DATE</th>
<th>VENUE</th>
<th>EXAMINER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

**TUTOR COMMENTS**

**ACTIONS REQUIRED**

---

Note to lecturer: As the module emphasises the preparation for and performance in practical sessions it is essential that students have a clear picture of how they will be assessed in this component. Another purpose of the practical assessment rubric is to facilitate learning and awareness by the student in relation to their teaching. The rubric is utilised three times during the term, firstly for a peer review, secondly as a trial evaluation by the tutor and thirdly for the final practical assessment. Individual and group feedback is given to students after all three assessments to aid the learning process.

Marks are allocated under 4 main headings: Attendance (10), Lesson Plans (30), Ability to teach (40) and Ability to evaluate teaching (20). Each heading has a graded scale with examples of competency levels to be attained by the student. The rubric is designed to allow for ease and speed of marking while observing a practical in progress. Space is also available to make additional comments. Marks are allocated under each heading and then totalled to give a percentage mark for the student’s practical performance. The mark allocated to the lesson plan and evaluation components of the assessment are not finalised until these have been submitted. The lesson plan should be submitted prior to the practical session and the evaluation is handed in at the next tutorial.
### Section Eight

**Assessments**

The assessment strategy needs to give sufficient weighting to the development of practical competencies. In addition, effective engagement with the practical’s and tutorials is central to student success in the module, thus we recommend high weightings for these elements in the form of continuous assessment.

#### Part 1: Practical (30%)

**Note to lecturer:** As the module emphasises the preparation for and performance in practical sessions, it is essential that students have a clear picture of how they will be assessed in this component. Another purpose of the practical assessment rubric is to facilitate learning and awareness by the student in relation to their teaching. The rubric is utilised three times during the term, firstly for a peer review, secondly as a trial evaluation by the tutor and thirdly for the final practical assessment. Individual and group feedback is given to students after all three assessments to aid the learning process.

Marks are allocated under 4 main headings: Attendance (10), Lesson Plans (30), Ability to teach (40) and Ability to evaluate teaching (20). Each heading has a graded scale with examples of competency levels to be attained by the student. The rubric is designed to allow for ease and speed of marking while observing a practical in progress. Space is also available to make additional comments. Marks are allocated under each heading and then totalled to give a percentage mark for the student’s practical performance. The mark allocated to the lesson plan and evaluation components of the assessment are not finalised until these have been submitted. The lesson plan should be submitted prior to the practical session and the evaluation is handed in at the next tutorial.

<table>
<thead>
<tr>
<th>STUDENTS NAME</th>
<th>CLIENTS NAME/ORG</th>
<th>ACTIVITY</th>
<th>DATE</th>
<th>VENUE</th>
<th>EXAMINER</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>Attendance (10)</td>
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<tr>
<td>M</td>
<td>Lesson Plans (30)</td>
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<tr>
<td>M</td>
<td>Ability to teach (40)</td>
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<tr>
<td>M</td>
<td>Ability to evaluate teaching (20)</td>
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</tbody>
</table>

| M | Unsatisfactory: <60% attendance | 0 |
| 5 | Satisfactory <80%: punctuality | 5 |
| 7 | Excellent 90%: Good Punctuality | 7 |
| 10 | Excellent; 100% Excellent Punctuality | 10 |

| M | Incomplete, Unclear, Inappropriate, lesson plan not available | 5 |
| 15 | Clear objectives, appropriate activities, good and safe use of equipment | 15 |
| 20 | Clear, detailed. Progression of class clear, groupings planned, ability levels and placements appropriate | 20 |
| 25 | Progressions and adaptations for individuals and groups identified. Evaluation of class objectives integrated | 25 |
| 30 | Varied objectives: Psychomotor, cognitive and affective developed when possible | 30 |

| M | Little or no instruction, poor communication, poor motivation | 5 |
| 15 | Clear instruction, good communication, good motivation | 15 |
| 25 | Teaching style described and clear, student’s communication valued, show engagement in class, can teach as part of team | 25 |
| 30 | Communication appropriate for class, highly motivated, clear feedback to students at class closure. Team teaching ability | 30 |
| 40 | Ability to adapt material and pace of session and plan when required. Creativity | 40 |

| M | Not complete, unable to engage in post class review | 0 |
| 5 | Attempts to relate to objectives but points vague or not relevant | 5 |
| 10 | Clear evaluation relevant to objectives | 10 |
| 15 | Clear insight into own teaching ability. Strengths and weaknesses identified. Identifies unplanned outcomes | 15 |
| 20 | Shows mature reflection on own ability to coach and learning experience of client. Identifies implications for next lesson and own teaching | 20 |

**Tutor Comments**

**Actions Required**
Part 2: The Logbook

EIPET LOGBOOK EVALUATION (15%)

Name:

Presentation/Layout: (10)

Lesson Plans: (20)

Class Evaluations: (20)

Evaluate own Teaching : (20)

Profile of Clients and Suggested Progressions (20)

Overall Evaluation of Programme: (10)

Overall Mark: 153
**Part 3: The Assignment**

**EIPET SAMPLE ASSIGNMENTS (15%)**

Select one. Max Length: 1500 words

**Title 1:** Total inclusion of people with disabilities in mainstream physical education is both impractical and educationally unsound. Discuss

**Title 2:** Discuss the main findings of this article in relation to methodology, results and implications for inclusion in PE and training for PE teachers.

"Inclusion in Physical Education: A review of literature from 1995-2005"  
Martin Block and Iva Obunsnikova. Adapted Physical Activity Quarterly, 2007, 24, 103-124

**Title 3:** Discuss how the use of the International Classification of Functioning (WHO) and specifically the assessment checklist can be used to assess the needs of children with disability prior to participating in PE.

**Title 4:** A wide range of barriers have been identified, that restrict the participation of people with disabilities in all forms of physical activity.

What are these barriers and how can inclusion, in general PE class help to reduce their impact.
The Assignment Evaluation Template is Below:

EIPET ASSIGNMENT EVALUATION (15%)

Name:

Presentation/Layout: (10)

Structure of Essay and points/argument clearly made: (40)

Evidence of analysis and synthesis (20):

Use of Reference material: (20)

Referencing and Bibliography (10)

Overall Mark:
**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)

**Q4.**

(a) Discuss the individual elements of an individual education plan  

(60 marks)

(b) In the case of EIA in children what can the teacher do to reduce the risk of an asthma episode during or after PE class?  

(40 marks)

**Q5.**

(a) Explain the main barriers which prevent people with disabilities from participating in sport and physical activity.  

(50 marks)

(b) As a sports development officer in an urban area, how would you plan a policy which would reduce the effects of these barriers?  

(50 marks)

**Q6.**

(a) Discuss the benefits of using peer tutors and paraeducators to assist in the delivery of inclusive physical education.  

(50 marks)

(b) Discuss the following elements of a peer tutor programme:

- Develop and Application procedure
- Disability Awareness
- Communication Techniques
- Teaching Techniques
- Evaluation Techniques  

(50 marks)
References

The list below is not exhaustive but represents a good starting point. Please let us know of any good books, journals and websites you would like to see included in future editions of the EIPET resource pack.

Reading List

Books


General Physical Education. 2nd Ed. Brookes.


Eichstaedt C. And Lavay B. (1992) Physical activity for Individuals with Mental Retardation Human Kinetics


WHO (2002)Towards a common language for functioning, disability and health, ICF, Geneva,

Journals & Websites

Journals
1. Adapted Physical Activity Quarterly
2. Paleastra
3. European Journal of Adapted Physical Activity

Useful Websites
2. CARA National APA Centre: www.caraapacentre.ie
3. Deaflympics: www.deaflympics.com
5. European Federation of Adapted Physical Activity: www.eufapa.eu
6. European Paralympics Committee: www.europaralympic.org
7. Halliwick Association of Swimming Therapy: www.halliwick.org.uk
8. International Halliwick Association: www.halliwick.org
9. International Paralympic Committee: www.paralympic.org
10. Irish Wheelchair Association: www.iwasport.com
   PE Central: www.pecentral.org
11. Special Olympics Worldwide: www.specialolympics.org
12. Special Olympics Europe: www.specialolympics-eu.org
13. Trail Orienteering: www.trailo.org
Document your own National and International Contacts below. Try to build up a network of contacts across APA/PE/IPE. Ensure you have a mix of social partners represented in your contact list.

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