



european **inclusive physical education** training





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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

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foreword



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.



preface

The foundations of the EIPET Resource Pack lie in the success of the Adapted Physical Activity (APA) programme developed in the Institute of Technolog 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 Cara 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.

introduction

The World Summit on Physical Education in Berlin (1999) reinforces the importance of Physical Education as a lifelong 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 though 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.

Institute of Technology, Tralee Co. Kerry, Ireland	Promoter	catherine.carty@ittralee.ie pat.flanagan@staff.ittralee.ie ursula.barrett@staff.ittralee.ie	Catherine Carty Pat Flanagan Ursula Barrett Mary Griffin (Finance) Grace O'Donoghue (Multimedia)
Palacký University Olomouc Czech Republic	Partner	martin.kudlacek@upol.cz ondrej.jesina@upol.cz	Martin Kudlacek Ondre jesina
Institute of Leisure and Amenity Mangement Ireland	Co-ordinator	kilian@ilam.ie	Kilian Fisher
4. Lithuanian Academy of Physical Education	Partner	v.cingiene@lkka.lt s.laskiene@lkka.lt	Vilma Cingiene Skaiste Laskiene
5. Sports Coach UK	Partner	mfisher@sportscoach.org mcrick@sportscoachuk.org	Matt Fisher Martin Crick

The EIPET projects 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

Effective Date 2009/2010

Module Title European Inclusive Physical Education Training

Code

Co-Ordinator Suggestion: EIPET Coordinator

EQF Credit Level
NQAI Credit Level

EHEA Framework (Bologna)* First Cycle

Credit Number

Duration (Year/Semester) Semester (this is the current format)

6

Department Assigned toDepartment Name

		Hours	Frequency
CONTACT HOURS	Lecture Tutorial Practical Seminar	2 1 1	week week week week
Total Contact Hours (A)	48		
Directed Study (B)	20		
Independent Study (C)	20		
Total Student Effort (A+B+C)	100		
			155

Prerequisite Knowledge	The EIPET Module assumes prior knowledge of other general PE teacher knowledge competence and skill and as such refers to the specifice aspects associated with	
Prerequisite Modules	requirements of an all inclusive setting. 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 effectives 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 serves 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

Syllabus Content		
Lecture (2h/week)	Tutorials (1h/week)	Practicum (1h/week)
 Disability awareness introduction Disability awareness models 	1 Disability awareness practical activity 1	1 Disability awareness practical activity 2
3 Disability awareness legislation and service provision4 Barriers to participation	2 Disability awareness practical activity 3	2 Disability awareness practical activity 4
5 Concept of APE6 Concept of APE - PAPTECA model	3 Group task: Access audit	3 Tutor leading adapted session based on inclusive activity cards
7 Concept of APE Individual Education Plans8 Principles of adaptation	4 Allocation of group* - discuss adaptations for allocated group - review sample lesson plan Case study 1 - St. Kilda's	4 Tutor leading adapted session for each group of students (simulation) in specific setting (activity/type of disability)
 9 Teaching and learning styles. 1 10 Teaching and learning styles 2 peer teaching, para-educators 	5 Review and evaluation. Review tutor led session Plan for next session	5 First student led practical with same allocated group
11/12 Behavior management and modification	6 Review student led session. Plan for next session. Explain practical assessment rubric	6 Second student led practical with same allocated group. Peer review using practical assessment rubric
13/14 Psychomotor assessments Variety of tests theory and practical	7 Feedback on peer review. Plan for next session	7 Third student led practical with same allocated group
15/16 Pathophysiology of intellectual disability & autism	8 Review student led session. Plan for next session	8 Fourth student led session with same allocated group
17-18 Pathophysiology of physical disabilites	9 Review student led session. Plan for next session. Review of evaluation method. Case study 2 - James	9 Trial evaluation of fifth student led practical with same allocated group
19/20 Pathophysiology of OHI (other health impairments)	10 Individual feedback on evaluation Plan for next session	10 Sixth student led practical with same allocated group
21 Pathophysiology of SENSORY IMPAIRMENTS - Visual and hearing 22 From PE to Community sports	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	11 Seventh student led practical with same allocated group. Final practical assessment.
23 Disability Sports programmes. PE Curriculum areas: aquatics and Outdoor	12 Statement of learning and progress from each group. Individual and group feedback on assessment.	12 Final session followed by awards ceremony (optional)
24 Advocacy and summary Does inclusion work?		

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

Block, M. (2000). A Teachers Guide to Including Students with Disabilities in General Physical Education (2nd Edition). Paul H. Brookes: Baltimore, MD. ISBN: 1557664633

Davis, R. (2002). Inclusion Through Sports Human Kinetics: Champaign, IL. ISBN: 0736034390

DePauw, K. and Gavron S. (2005). Disability and Sport 2nd Edition. Human Kinetics. ISBN: 0736046380

Hodge S. R. et al. (2003). Case studies in adapted physical education: empowering critical thinking. Scottsdale, Ariz.: Holcomb Hathaway. ISBN: 1890871427

Lieberman, L. and Houston-Wilson, C. (2002). *Strategies for Inclusion: A Handbook for Physical Educators. Human Kinetics: Champaign, IL. ISBN: 073600324X*

Sherrill C. (2004). *Adapted physical activity, recreation, and sport: crossdisciplinary and lifespan.* 6th Ed. London: Boston: McGraw-Hill. ISBN: 0697295133

Swain, J., French, S. And Cameron, C. (2003). *Controversial issues in a disabling society*. *Buckingham; Philadelphia, PA: Open University Press. ISBN: 0335209041 (pub.)*

Winnick J. P. (editor) (2005). Adapted Physical Education and Sport. 4th Ed. Human Kinetics. ISBN: 073605216X

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

Journals and Websites

Journals

- 1 Adapted Physical Activity Quarterly
- 2 Paleastra
- 3 European Journal of Adapted Physical Activity

Websites

www.eipet.eu www.eufapa.eu www.caraapacentre.ie www.ittralee.ie www.who.int

eipet and europass: diploma supplements

The **Europass Diploma Supplement** 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 Europass Diploma Supplement was developed jointly by UNESCO and the Council of Europe. (www.europass.ie)

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:

6 Additional Information

5.1 Access to further study:

5.2 Professional status (if applicable):

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.

6.2 Further information sources www.eipet.eu www.ittralee.ie www.caraapacentre.ie

The above example has been modified from:

http://www.europass.ie/europass/documents/DIPLOMASUPPLEMENT-Template20092.pdf

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

5 Information on the function of the qualification

eipet and europass: europass CV

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.

module overview

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/APE 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/APE sessions

Practical Progression

- Students participate in simulated sessions or disability sport
- Students deliver session with peers
- Students assist tutor in delivering APA/APE session
- Students plan and deliver session

module target groups

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

module delivery summary

Syllabus Content			
Lecture (2h/week) 24 Lectures	Tutorials (1h/week) 12 Tutorials	Practicum (1h/week) 12 Practicals	Resources L-Lecture T-Tutorial P-Practical
1 Disability awareness introduction2 Disability awareness models	Disability awareness practical activity 1	1 Disability awareness practical activity 2	L1 Video Clips: Paralympics/ Special Olympics PPT Slides 1.1-1.18 Worksheets L1.1, L1.2, L1.3 L2 Slides 2.1-2.15 T1.1 Birthday line-up T1.2 Boccia page and link P1.1 Cone up cone down P2.1 Goalball page and link
3 Disability awareness legislation and service provision	2 Disability awareness practical activity 3	2 Disability awareness practical activity 4	L3 PPT Slides 3.1-3.19 Worksheets L3.1. & L3.2 "Talk" video clip L4 PPT Slides 4.1-4.18
4 Barriers to participation			Worksheet L4.1 T2.1 Parachute flip over. T2.1 New age curling page P2.1 Solve the circle. P2.1 Trail-O page
5 Concept of APE6 Concept of APE- PAPTECA model	3 Group task: Access audit	3 Tutor leading adapted session based on inclusive activity cards	L5 Slides 5.1-5.14 L6 Slides 6.1-6.16 T3 Worksheet T3.1 P3 P3.1 Activity cards
7 Concept of APE Individual Education Plans8 Principles of adaptation	4 Allocation of group* - discuss adaptations for allocated group - review sample lesson plan Case study 1- St. Kilda's	4 Tutor leading adapted session for each group of students (simulation) in specific setting (activity/type of disability)	 L7 Slides 7.1-7.15 L8 Slides 8.1-8.15 T4 T4.1 Lesson plan template P4 P4.1 Sample Lesson plans
 9 Teaching and learning styles 1 10 Teaching and learning styles 2 peer teaching, para-educators 	5 Review and evaluation. Review tutor led session Plan for next session	5 First student led practical with same allocated group	L9 Slides 9.1-9.16 L10 Slides 10.1-10.20 T5 T5.1 Evaluation sheets
11/12 Behavior management and modification	6 Review student led session. Plan for next session. Explain practical assessment rubric 3	6 Second student led practical with same allocated group. Peer review using practical assessment rubric	 L11 Slides 11.1-11.16 L12 Slides 12.1-12.13 T6 T6.1 Explanation of rubric P6 P6.1 Practical assessment rubric

Syllabus Content

Does inclusion work?

Lecture (2h/week)	Tutorials (1h/week)	Practicum (1h/week)	Notes
13/14 Psychomotor assessments Variety of tests theory and practical	7 Feedback on peer review. Plan for next session	7 Third student led practical with same allocated group	L13 Slides 13.1-13.16 L14 Slides 14.1-14.13
15/16 Pathophysiology of intellectual disability and autism	8 Review student led session. Plan for next session	8 Fourth student led session with same allocated group	L15 Slides 15.1-15.23 L16 Slides 16.1-16.14
17-18 Pathophysiology of physical disabilites	9 Review student led session. Plan for next session. Review of evaluation method. Case study 2 - James	9 Trial evaluation of fifth student led practical with same allocated group	L17 Slides 17.1-17.19 L18 Slides 18.1-18.16
19/20 Pathophysiology of OHI (other health impairments)	10 Individual feedback on evaluation. Plan for next session	10 Sixth student led practical with same allocated group	L19 Slides 19.1-19.17 L20 Slides 20.1-20.20
 21 Pathophysiology of SENSORY IMPAIRMENTS Visual and hearing 22 From PE to Community Sports 	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	11 Seventh student led practical with same allocated group. Final practical assessment.	L21 Slides 21.1-21.18 Video option for visual impairment section L22 Slides 22.1-22.16
23 Disability Sports programmes. PE Curriculum areas: aquatics and Outdoor	12 Statement of learning and progress from each group. Individual and group feedback on assessment.	12 Final session followed by awards ceremony (optional)	L23 Slides 23.1-23.19 Worksheet 23.1 L24 Slides 24.1-24.9
24 Advocacy and summary			

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.





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

Below please find the functional map of a PE teacher in an all inclusive setting. The map assumes prior knowledge across the range of PE teacher training elements, pedagogy, anatomy, physiology, curriculum design, etc. This map works from the assumption that those elements have been/are being covered as part of the undergraduate teacher training programme. The map below deals specifically with the key areas, roles and functions of a general PE teacher operating in an all inclusive environment. The functional map should be read in conjunction with the knowledge competence and skills framework.

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

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

Key Area	Key Roles	Key Functions
A. Plan developmentally appropriate learning experiences in physical education, which are also suitable for students with special educational needs (with disabilities).	A1. Develop and adapt schools curriculum in physical education to reflect current conditions and the needs of all students with special educational needs.	 A1.1. Identify own competencies and attitudes and those of the organisation and other staff in relation to the inclusion of students with special educational needs in your physical education. A1.2. Identify the strengths and weaknesses of currently used physical education curriculum in your school (school district) in the relation to inclusive physical education. A1.3. To adapt curriculum to best suit the needs of inclusive physical education. A1.4. To contact relevant community based disability organisations for potential co-operation (e.g. Special Olympics, local sports clubs). A1.5. To assess the facilities and equipment to ensure adequacy.
	A2. To assess the needs (current level of performance) of students with special educational needs.	 A2.1. Identify the special needs in relation to physical education among your students using appropriate screening tests (e.g. TGMD, BMI, fitness tests). A2.2. Identify the support services and resources, which can facilitate inclusive PE in your school. A2.3. Assess the current level of performance of student with identified special needs for the purposes of prescription of individual goals and the most appropriate teaching strategies.

Key Area	Key Roles	Key Functions
	A3. Plan developmentally appropriate learning experiences in inclusive physical education.	A3.1. Prepare (ideally in co-operation with the Adapted Physical Education Specialist) individual educational plan for the physical education of students with special educational needs.
		A3.2. Identify the most appropriate level of support in the continuum of supports (e.g. full inclusion with no adaptations, full inclusion with curricular adaptations, inclusion with the support of peer tutor, inclusion with the support of teacher assistant).
		A3.3. Where relevant plan the most appropriate communication strategies in relation to students special education needs in relation to communication.
		A3.4. Where relevant, plan the most appropriate behavioural management plan/strategies in relation to students special education needs in relation to behaviour.
		A3.5. Where relevant plan individual lessons to assure that learning will be appropriate for all students and will be taking place in safe environment.
	A4. Prepare school and classroom for inclusion of student with special educational needs.	A4.1. Research the information about needs and opportunities of students with special needs in relation to motor activities.
		A4.2. Identify the most appropriate strategy to prepare school/class for the arrival of student(s) with special educational needs.
		A4.3. Plan appropriate activities to prepare school for inclusion.
		A4.4. Deliver selected activities to prepare school for the arrival of student with special educational needs.
		A4.5. Identify environmental conditions and ensure adaptation of the environment to facilitate inclusive physical education.
		A4.6. Ensure that you have adapted equipment, which is most suitable for motor activities of children with special educational needs (e.g. sport wheelchair, boccia balls, tricycle).

Key Area	Kev Roles	Kev Functions
B. Teach students with special educational needs in an inclusive setting together with students without disabilities.	B1. Adapt teaching in order to meet the needs of ALL students in inclusive physical education. B2. Manage students' behaviour to assure the most appropriate and safe learning for ALL students. B3. Communicate with students with special educational needs (SEN) and other involved persons in the appropriate manners to assure their understanding and maximum participation.	 B1.1. Adapt or acquire appropriate equipment, which can facilitate inclusive physical education (e.g. brightly coloured, sounded, lighter or heavier, bigger). B1.2. Task analysis of desirable skills with the aim to adapt them to suit the needs of students with special educational needs. B1.3. Adapt the rules of games to facilitate inclusion. B1.4. Adapt teaching style to facilitate inclusion. B1.5. Adapt physical setting (current environment) to facilitate inclusion. B2.1. Positive reinforcement of desirable students' behaviours where appropriate B2.2. Negative reinforcement of students' undesirable behaviour where relevant. B2.3. Keep records related to behavioural management plan. B3.1. Communicate with students with hearing impairments using sign language or alternative appropriate strategies. B3.2. Communicate with students with visual impairments, movements and learnt skills in a way that they can imagine the actions to be performed. B3.3. Communicate with peer tutors to ensure that the student(s) with SEN is learning in desirable way. B3.4. Communicate with teacher assistant to ensure that the student(s) with SEN is learning in desirable way.
C. Evaluate progress of learning of students with special educational needs and effectives of applied teaching (support) strategies.	 C1. Evaluate the progress of student with SEN in inclusive PE In relation to his/her IEP (individual education plans) goals. C2. Assess/grade students learning in inclusive PE. C3. Evaluate the suitability of the curriculum adaptations in light of the student experience. 	 C1.1. Evaluate students' progress in relation to the IEP and preparation of IEP for the next academic year. C2.1. To assess and where relevant, assign appropriate grade in accordance with the IEP and schools regulations. C3.1.

Key Area	Key Roles	Key Functions
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 r epresentatives in the community. D2.1. Identify own needs for professional
	D2. Continue to develop own professional skills and knowledge.	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.

eipet knowledge competency and skills framework for general physical education teachers in an inclusive setting

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:

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

Competencies	Skills	Knowledge
1 To adapt schools curriculum in physical education to reflect current conditions and the needs of all students with special needs in physical education.	 1.1 self evaluation in relation to the ability to implement inclusive PE 1.2 ability to analyze current curriculum in relation to IPE 1.3 ability to adapt curriculum 	 1a current curriculum of school (school district, nation) 1b curriculum development principles 1c disability awareness 1d disability sport, disability sport organisations, relevant professional organisations
2 To assess the current level of performance of students with special needs in physical education.	 2.1 ability to identify SN in PE 2.2 ability to use the appropriate screening tests 2.3 ability to assess student readiness (self-perception, motivation, etc.) to participate in PE 2.4 ability to communicate and co-operate with appropriate support services (APE specialist) 2.5 ability to communicate with students, parents/guardians 2.6 ability to motivate student to participate 	 2a appropriate screening tests 2b appropriate support services and resources (APE specialist) 2c special needs in relation to physical education and disability issues 2d theories of motivation and adherence
3 Plan developmentally appropriate learning experiences in inclusive physical education.	 3.1 ability to develop IEP, where appropriate with specialist support 3.2 ability to plan inclusive PE lesson to ensure appropriate learning for all students 	 3a individual education plan in PE (IEP PE) 3b continuum of support (placement) 3c appropriate communication strategies 3d appropriate behavioral management strategies 3e health and safety issues in relation to inclusive PE 3f concept of the least restricted environment
4 Prepare school class, and classroom for inclusion of student with special educational needs.	 4.1 plan appropriate activities to prepare school /class for inclusion 4.2 deliver activities to prepare school/class for inclusion 4.3 adapt the environment to facilitate inclusive physical education 	 4a appropriate strategies for preparing school (students) for inclusion 4a attitudinal theories 4b attitudes (students, staff, parents/guardians) toward persons with disabilities and their inclusion in IPE 4c local environment in which IPE is going to take place 4d appropriate adapted equipment

5 Adapt teaching in order to meet the needs of ALL students in inclusive physical education.	5.1 adapt own teaching style to facilitate inclusion5.2 acquire or adapt appropriate equipment5.3 adapt the games and activities5.4 ability to do task analysis	 5a teaching styles appropriate for inclusion 5b task analysis 5c adapted games 5d adaptation strategies
6 Manage students' behavior to assure the most appropriate and safe learning for ALL students.	6.1 ability to identify and understand the causes of behavioral problems6.2 ability to develop behavioral management plan ability to apply appropriate behavioral management strategies	6a causes and consequences of behavioral problems6b appropriate behavioral management strategies and theories
7 Communicate with students with special educational needs andothers who are directly and indirectly involved in teaching inclusive physical education.	 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 	 7a appropriate communication strategies for students with SEN 7b modes of communication 7c nature of cooperation and communication with support staff 7d working as a team 7e parents caring for children with disabilities 7f rules and roles of other relevant parties
8 Evaluate the progress of student with SEN in inclusive PE In relation to his/her IEP goals.	 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 	 8a differing methods of assessment 8b appropriate screening tests 8c appropriate support services and resources (APE specialist) 8e special needs in relation to physical education and disability issues 8f assess social and cognitive improvements
9 Evaluate the effectiveness of inclusive PE programme.	9.1 analysis and self reflection of inclusive PE	9a theories and methods of program evaluation
10 Continue to develop own professional skills and knowledge and that of others.	 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 	10a appropriate professional development opportunities
11 Advocate for the needs and rights of students with special educational needs.	11.1 ability to use advocacy skills11.2 communication skills11.3 presentation skills11.4 networking skills	 11a importance of advocacy 11b legislation and relevant national and international policies 11c disability services, APA and disability sports structures 11d concept of social capital 11e educational structures and services



section four

resource overview

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 student's 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 end 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.



section five

lectures

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



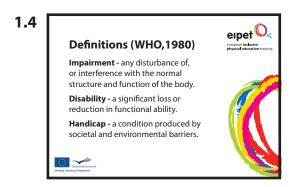
The aim of this lecture is to make students aware of disability issues and how use of language can reflect our attitudes and the attitudes of others. This lecture is interactive in nature. Students discuss through diagrams and language their understanding of the concept of disability.



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.



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.



The following 10 slides contain statements for discussion. The first 2 statements aim to show how our language can be limiting and reflect sterotypical 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.



section six

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.

T 1.1: birthday line up

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?

T 1.2: boccia introduction

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.

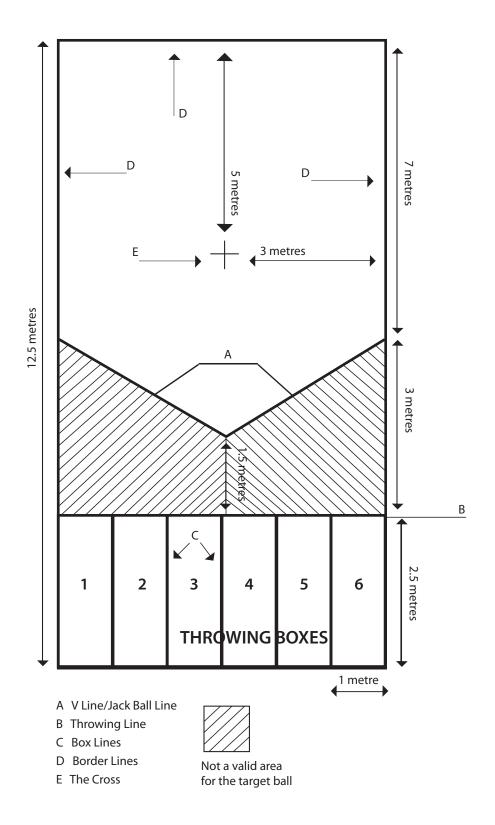
Players

- 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.

boccia court layout



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**

T 2.1: parachute flip-over

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

T 2.2: indoor curling / new age curling

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.

T 3.1: worksheet 7 & disability audit form

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.

Nan	ne of Leisure Facility				
Add	lress				
Tel		Fax			
Ema	iii*	Web			
Faci	lity Manager				
Dis	sability Provision Audit				
Α	EXTERNAL ENVIRONMENT		Yes	No	Office Use
A1	Are your Car Park Spaces signposted and marked?				
A2	How many Disability Car Park Spaces are available?				
A3	Are the car spaces a minimum width of one and half times the	normal car space?			
A4	Are there appropriate tactile & dropped kerbs on approach to	the leisure centre			
A5	Is the route from car park to leisure centre clearly marked?				
A6	Is there a sheltered drop off point immediately adjacent to the	e main entrance			
В	EGRESS AND CIRCULATION OF BUILDING	11.1.2	Yes	No	Office Use
B1	Is the entrance to the leisure centre clearly signposted and acc	Cessible?			
B2	Is there an induction loop present or fitted in the building?				
B3	Is the signage in the facility, readable and visible to all users?	1 111 2			
B4	Is the public address system clear and audible through out the				
B5	Is the public address system supported by visual information t		.		
B6	Are there Lifts/platform lifts/ wheelchair stair lifts provided to	enable vertical			
	movement through the facility where relevant?				
В7	Do the colour schemes of the walls, floors and fittings provide	sumcient contrast			
	to make them clearly distinguishable?	4b - 2a b - a b			
B8	Are handrails through out the facility easy to grip, contrasted f	rom their background			
	and on both sides of the stairs or ramps?				
B9	Are windows and light fittings located to avoid glare and silho	uetting through out			
D10	the facility?				
	Do all lifts have audible and Braille instructions?				
	Are all fittings and fixtures accessible and easy to use?	h -: -h+2			
RI7	Are all point of contact desk/receptions at seated/wheelchair l	neiant!			

C	DISABILITY AWARENESS & STAFF TRAINING	Yes	No	Office Use
C1	Who performs staff training in the facility?			
C2	How often is staff disability training carried out?			
C3	Is there an appointed Disability Liaison Officer?			
C4	Has your centre conducted an Audit to determine the facilities Disability			
	accessibility and friendliness			
C5	Does your centre have a Disability Mission Statement or Action Plan?			
D	GYM ENVIRONMENT AND CLASSES	Yes	No	Office Use
D1	Does your gym have dual access resistance machinery?			
D2	Does your gym have accessible aerobic machinery?			
D3	Are your resistance machinery colour contrasted, i.e. pedals, lever etc			
D4	Are "bump on's" or raised buttons used on aerobic machinery?			
D5	Are inclusive fitness/exercise classes provided?			
D6	Is there a clear layout to the gym floor that is easily accessible?			
D7	Is there a gym desk that is at seating height?			
D8	Are gym cards/programmes accessible in an alternative format, i.e. disk, audio Braille etc			
D9	Are all signs, notices and information accessible to all?			
Е	POOL ENVIRONMENT AND CLASSES	Yes	No	Office Use
- E1	Is there a pool hoist available to pool users?	103	110	Office OSC
E2	Is there a "Beach Type" access point or a suitable pool wheelchair available			
	for easy access to the pool(s)			
 E3	Is the deep and shallow end of the pools clearly marked?			
E4	Is the pool surrounds clearly and easily identifiable?			
 E5	Is their access to the Sauna, Jacuzzi or Steam Room?			
E6	Are there inclusive swim programmes available to all users?			
E7	Is there a mobile shower chair available on pool side/changing room?			
E8	Are there accessible changing rooms in close proximity to the pool?			
	The there accessible changing rooms in close proximity to the pool:			

TOILET, CHANGING AND LOCKER ROOM AREAS	Yes	No	Office Use
Are there individual accessible changing cubicles?			
Are they located appropriately to the gym / pool?			
Is there an alarm cord to summon help if needed?			
Does the alarm cord sound at reception?			
Are there handrails located in accessible cubicles?			
Is the flushing mechanism easy to operate i.e. fist or pull cord?			
Is there permanent or mobile shower chairs available for the main showers?			
Is there an accessible changing bench in the accessible changing cubicles?			
Are mirrors/hairdryers located at seated height?			
Are there clearly identifiable lockers located in the changing areas or cubicles?			
MARKETING / OLITREACH	Vos	No	Office Use
	163	NO	Office Ose
· · · · · · · · · · · · · · · · · · ·			
Is the information provided by the centre available in alternative format			
i.e. Braille, Audio, Disk etc			
Is there a feedback mechanism available for customers?			
HEALTH & SAFETY	Yes	No	Office Use
Has your centre an EOP specific to people with a disability?			
Has your centre a fire evacuation chair?			
Is there a disability refuge point with appropriate signage?			
Is there an appointed disability fire warden?			
Is there a combined audio/visual alarm system?			
	Are there individual accessible changing cubicles? Are they located appropriately to the gym / pool? Is there an alarm cord to summon help if needed? Does the alarm cord sound at reception? Are there handrails located in accessible cubicles? Is the flushing mechanism easy to operate i.e. fist or pull cord? Is there permanent or mobile shower chairs available for the main showers? Is there an accessible changing bench in the accessible changing cubicles? Are mirrors/hairdryers located at seated height? Are there clearly identifiable lockers located in the changing areas or cubicles? MARKETING / OUTREACH Is there disability information related to facility on your public brochure? Have you got an accessible website with appropriate accessible information? Do all flyers, relating to programmes and activities have appropriate pictures depicting disability activity? Is the information provided by the centre available in alternative format i.e. Braille, Audio, Disk etc Is there a feedback mechanism available for customers? HEALTH & SAFETY Has your centre an EOP specific to people with a disability? Has your centre a fire evacuation chair? Is there a disability refuge point with appropriate signage? Is there an appointed disability fire warden?	Are there individual accessible changing cubicles? Are they located appropriately to the gym / pool? Is there an alarm cord to summon help if needed? Does the alarm cord sound at reception? Are there handrails located in accessible cubicles? Is the flushing mechanism easy to operate i.e. fist or pull cord? Is there permanent or mobile shower chairs available for the main showers? Is there an accessible changing bench in the accessible changing cubicles? Are mirrors/hairdryers located at seated height? Are there clearly identifiable lockers located in the changing areas or cubicles? MARKETING / OUTREACH Yes Is there disability information related to facility on your public brochure? Have you got an accessible website with appropriate accessible information? Do all flyers, relating to programmes and activities have appropriate pictures depicting disability activity? Is the information provided by the centre available in alternative format i.e. Braille, Audio, Disk etc Is there a feedback mechanism available for customers? HEALTH & SAFETY Yes Has your centre an EOP specific to people with a disability? Has your centre a fire evacuation chair? Is there a disability refuge point with appropriate signage? Is there an appointed disability fire warden?	Are there individual accessible changing cubicles? Are they located appropriately to the gym / pool? Is there an alarm cord to summon help if needed? Does the alarm cord sound at reception? Are there handrails located in accessible cubicles? Is the flushing mechanism easy to operate i.e. fist or pull cord? Is there permanent or mobile shower chairs available for the main showers? Is there an accessible changing bench in the accessible changing cubicles? Are mirrors/hairdryers located at seated height? Are there clearly identifiable lockers located in the changing areas or cubicles? MARKETING / OUTREACH Is there disability information related to facility on your public brochure? Have you got an accessible website with appropriate accessible information? Do all flyers, relating to programmes and activities have appropriate pictures depicting disability activity? Is the information provided by the centre available in alternative formation. Health & SAFETY HEALTH & SAFETY Yes No HEALTH & SAFETY Has your centre an EOP specific to people with a disability? Has your centre a fire evacuation chair? Is there a disability refuge point with appropriate signage? Is there an appointed disability fire warden?

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 brailed.
- 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 on's" 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:

LESSON PHASE	TEACHING POINTS	EQUIPMENT	ADAPTATION	TIME
Entry				
Warm up				
Main activities				
Cool down/summary				

T 4.2: casestudy - St. Kilda's

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

 What are the main problems underlying the issues raised in this story 	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 incluson 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 quesions. 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:

- 1. Australian Sports Commission (1992) Teachers Talk About....experiences of inclusive physical activity. Willing & Able.
- 2. Block M. E. (2006) A teachers guide to including students with disabilities in General Physical Education 3nd Edition
- 3. Sherrill C. (2004) Adapted Physical Activity Recreation and Sport: Crossdisciplinary and Lifespan McGraw-Hill, c2004.
- 4. Winnick J. P. editor. (2005) Adapted physical education and sport Human Kinetics.
- 5. Eichstaedt C. B. and Lavay B.W. (1992) Physical Activity for Individuals with Mental Retardation. Human Kinetics
- 6. Block, M. E. and Obrusnikova I. Inclusion in Physical Education: A Review of the Literature: From 1995-2005 Adapted Physical Activity Quarterly, 24, 103-12

T 5.1: evaluation of practical session

Name:	Date:	Session No
Number of participants:.	Venue:	Time:
1. What was achieved (planned)?		
2. What was achieved (unplanned)?		
3. Appropriateness of activities?		
4. Personal Evaluation of teaching?		
5. Issues needing further attention?		

1. What was achieved (planned)?

Students comment on the degree to which class aims and objectives were met

Note to lecturer: This form is completed by each student after each practical prior to the weekly tutorial.

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

STUDENTS NAME	CLIENTS NAME/ORG	ACTIVITY	DATE	VENUE	EXAMINER

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

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.

T 9.1: case study 2: James

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 quesions. 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:

- 1. Block M.E. (2006) A Teachers Guide to Including Students with Disabilities in General Physical Education (3rd Ed) Paul H Brookes Pub Co.
- 2. Liebermann L. J., Houston W. C.(2002) Strategies for inclusion A handbook for physical educators. Human Kinetics
- 3. Davis R. (2002) Inclusion Through Sports Human Kinetics.
- 4. Goldberg B. (1995) Sport and Exercise for Children with Chronic Health Conditions. Human Kinetics.
- 5. American College of Sports Medicine (2002) ACSM's Resources for Clinical Exercise Physiology: Musculoskeletal, Neuromuscular, Neoplastic, Immunologic, and Heamatologic Conditions.
- 6. Connor-Kuntz, F. J. Dummer, G. M. Paciorek, M. J. (1995) Physical Education and Sport Participation of Children and Youth With Spina Bifida Myelomeningocele. Adapted Physical Activity Quarterly. 12, 228-238

T 11.1: case study 3: Mary

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.
2	
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

- 1. Sherrill C. (2004) Adapted Physical Activity Recreation and Sport: Crossdisciplinary and Lifespan McGraw-Hill, c2004. 6th Edition
- 2. Winnick J. P. editor. (2005) Adapted physical education and sport Human Kinetics.
- 3. Eichstaedt C. B. and Lavay B.W. (1992) Physical Activity for Individuals with Mental Retardation. Human Kinetics
- 4. DePauw K. P. and Gavron S. J. (1995) Disability and Sport. Human Kinetics. 2nd Edition
- 5. Swain J., French S and Cameron C. (2003) Controversial issues in a disabling society. Open Univeristy Press



section seven

practicals

The practical's run for 1 hour per week. The practical's 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. Australian Government: Australian Sports Commission -Disability Education Programme Cards (DEP).

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 participates 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

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

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 has 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

P 2.1: goalball

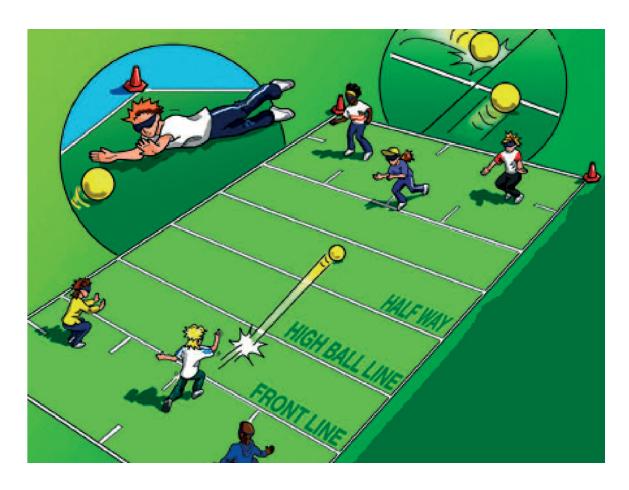
Goalball is a highly competitive sport played three-against-three, indoors on a gym floor--primarily by blind and visually impaired athletes. It's played from the local school-gym level on up to the Paralympic, level Internationally.

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 Davis R. W (2002) Inclusion through Sports: A guide to enhancing sport experiences. (pp. 151-175). Champaign, IL: Human Kinetics.

P 2.1: solve the circle

Aim of the activity

At the end of a selected timeframe, the entire group must me facing in the same direction. NB: Hands must remained 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 participant wear ear plugs

Note to lecturer:

Solution: Maintaining the circle formation, all students can lie down facing upwards

P 2.2: Trailo

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

- 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 2009Name: Joe BloggsClass: HL400Participant: MarySession No. 7Pool: Sports ComplexTime: 1600hrsDuration: 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

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

P 4.2: sample lesson plan

Date: 19th November 2009Name: Susan BoyleClient Group Brennan ServicesSports Complex

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

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

Class: HL400

Session No. 5

Main Activity 40 Minutes

SKILL AREA	ACTIVITIES	ADAPTATIONS	GROUPING
Ball Handling	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		Patrick 1:1 Kevin, Denise, Liam, Catherine, Alan, Aine Sandra, Emer Brendan, Philip John, Michael, Aileen Tom, Joe, Mike
Shooting	Aim at targets:	Bins, chairs, hoops as appropriate One hand or two as appropriate	Same as above
Passing	In pairs: proper chest pass technique	Higher ability can move to bounce pass, overhead pass, long pass. First stationary, second moving	Same as above
Game	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.	2 bigger groups mixed ability in each

Cool Down 5-10 Minutes

ACTIVITY	ADAPTATIONS	SAFETY
Parachute games	Games that group are familiar with. Repeat instruction. Students placed intermittently around parachute to assist with additional instruction.	Get participants to roll up parachute at end of games
• Stretches	Small groups on mats in cluster. Student with each cluster to demonstrate and provide additional instruction	Verbal instruction first Demonstration Specific feedback to correct technique Only physically assist stretch if permitted

P 4.3: sample lesson plan

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.

TIME	CONTENT	TEACHING POINTS	SAFETY POINTS	EQUIPMENT	СОАСН
3 mins	Ice breaker pass game everyone stands in a circle with the ball,	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.	Use the soft ball. Throw to chest.	Soft Football	Orla
10 min	Parachute game Mexican wave, in out, small ball in hole and throw up and let go. (Jamie 10 minutes).	Hold parachute tightly. Listen to instructions carefully. Spread out evenly around the parachute. Work together (teamwork).	Hold parachute tight.	Parachute, small ball and two big soft balls.	Jamie
7 mins	Simon says example Simon says stand on one leg.	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".	Keep intensity at relevant level. Keep tasks simple.	None	Orla
10 mins	Follow the leader different skills.	Speak clearly. Keep tasks achievable but also challenging. Demonstrate game first. Reinforce tasks. Keep students motivated and moving.	Keep intensity low. Keep tasks appropriate to group.	Four balls, and cones.	Sean
10 mins	Give and Go	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.	Keep intensity low. Use soft balls in necessary.	Cones and volley balls and basket- balls by 5, whistle.	John
10 mins	End ball	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.	Keep intensity low. Use soft balls in necessary	Cones and volley balls and basketballs by 5, whistle.	Linda
2-3 mins	Cool down Parachute game get the small ball into the hole	Involve everyone. Motivate and encourage. Speak clearly. Direct and coach in order to get ball into the hole in the parachute.		Parachute. Small ball.	Jamie.

P 6.1: practical assessment rubric

STUDENTS NAME	CLIENTS NAME/ORG	ACTIVITY	DATE	VENUE	EXAMINER

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

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.



EXAMINER

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% Part 2: Log book 15% Part 3: Assignment 15% Part 4: Exam - 40%

Part 1: The Practical:

STUDENTS NAME

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.

ACTIVITY

DATE

VENUE

ACTIONS REQUIRED

CLIENTS NAME/ORG

TUTOR COMMENTS

M	Attendance (10)	M	Lesson Plans (30)	М	Ability	to teach (40)	М	Ability to evaluate teaching (20)
0	Unsatisfactory: <60% attendance	5	Incomplete, Unclear, Inappropriate, lesson plan not available	5	poor co	no instruction, mmunication, otivation	0	Not complete, unable to engage in post class review
5	Satisfactory <80%: punctuality	15	Clear objectives, appropriate activities, good and safe use of equipment.			struction, good nication, good ion	5	Attempts to relate to objectives but points vague or not relevant.
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		30	Varied objectives: Psy chomotor, cognitive a affective developed when possible		and pag	to adapt material te of session and nen required. ty	20	Shows mature reflection on own ability to coach and learning experience of client. Indentifies implications for next lesson and own teaching

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:	

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

Title3: 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):
Has of Defense as materials (20)
Use of Reference material: (20)
Referencing and Bibliography (10)
Overall Mark:

Part 4: Examination EIPET SAMPLE EXAM

Name of Educational Institution

Semester 1 Examinations A/Y XXXX

[Programme Title(s)] Stage x

> [Module Title] (Module Code)

Internal Examiner: External Examiner:

Date: Time: 3 hours

Instructions to Candidates: Answer question 1 and any 3 other questions.

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 (25 marks) with spinal cord injury. Explain any five of these concerns (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)



section nine

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

Association of Swimming Therapy. (1993) Swimming for People with Disabilities. 2nd ed.

Auxter, D. Pyfer, J. & Huettig, C. (2001). Principles and methods of adapted physical education, 9th ed. St. Louis: Mosby

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Durstine L. ACSM (2009) Exercise Management for Persons with Chronic Diseases and Disabilities. Human Kinetics. 2nd Ed.

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Swain, J., French, S. And Cameron, C. (2003) Controversial issues in a disabling society. Buckingham; Philadelphia, PA: Open University Press

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

Winnick J. P. (editor) (2005) Adapted Physical Education and Sport. 4th Ed. Human Kinetics

Journals & Websites

Journals

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

Useful Websites

- 1. Campabilities: http://www.campabilitiesbrockport.org/
- 2. CARA National APA Centre: www.caraapacentre.ie
- 3. Deaflympics: www.deaflympics.com
- 4. EU Disability Action Plan 2003-2010: http://ec.europa.eu/social/main.jsp?catld=430&langld=en
- 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



section ten

contacts

' PE/ IPE. Ensure yoυ	i nave a mix of socia	ai partners repr	esented in your	contact list.	