EUSAPA – European Standards in Adapted Physical Activities

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EUSAPA –basic identification

- Palacky University Olomouc, Faculty of Physical Culture, Department of Adapted Physical Activity
- 142271-LLP-1-2008-1-CZ-ERASMUS-EMHE
- The two year project EUSAPA has started in October 2008
- Support from the European Commission

Contact persons:

- Martin Kudláček, project manager – martin.kudlacek@upol.cz
- Milada Truksová, administrative support – milada.truksova@upol.cz

EUSAPA - partners

- University of Jyväskylä, Finland; www.jyu.fi/sport
- Swedish Development Centre for Disability Sports, Sweden; www.suh.se/
- Catholic University Leuven, Belgium; www.kuleuven.be/english
- Joseph Fourier University, France; http://www.ujf-grenoble.fr/
- University of Coimbra, Portugal; http://www.fcdef.uc.pt/
- The Jozef Pilsudski University of Physical Education in Warsaw, Poland; http://www.awf.edu.pl/
- Latvian Academy of Sport Education, Latvia; www.lspa.lv/main.html
- Institute of Technology Tralee/CARA Adapted Physical Activity Centre; http://www.ittralee.ie/, http://www.caraapacentre.ie/
- Loughborough University, Peter Harrison Centre for Disability Sport, Great Britain; www.lboro.ac.uk/departments/sses/
- European Federation of Adapted Physical Activities; http://www.eufapa.eu/

Associate partner

- Satakunta University of Applied Scieneces, Pori, Finland; http://samk.fi/

EUSAPA - outcomes

- Structured description of APA service delivery in partner countries (strengths and weaknesses, conditions) in all three area´s of APA and Functional map of APA professional in three areas (Adapted Physical Education, Sport and Recreation, Rehabilitation)
- The thoroughly designed and jointly accepted framework od STANDARDS (subject specific competencies and learning outcomes) in three areas of APA
- A model curriculum structure for each area of APA 4) Examples of case studie sof good practice and innovations according to all free area sof APA competencies

EUSAPA - support

- EIPET project – inspiration
- Web – www.eusapa.upol.cz
- Book - EUSAPA

- Steering committee meeting, December 2008; Leuven, Belgium
  Download - Minutes of EUSAPA meeting (Leuven, 17-18.12.2008)
- Full partner meeting, January 2009; Olomouc, Czech Republic
  Download - Minutes of EUSAPA meeting (OLOMOUC, 26-27.1.2009)
- Steering committee meeting, May 2009; Ostrava, Czech Republic
  Download - Minutes of EUSAPA meeting (Ostrava, 11. - 12. 5. 2009)
- Full partner meeting, June 2009; Gävle, Sweden
  Download - Minutes of EUSAPA meeting (GAVLE, 21-23.6.2009)
- Steering committee meeting, September 2009; Warsaw, Poland
  Download - Minutes of EUSAPA meeting (Warsaw, 15.9.2009)
- Full partner meeting, November 2009; Riga, Latvia

EUSAPA - aim

- The main aims of the EUSAPA project are to describe professional competencies in each of the three areas of Adapted Physical Activities
  - 1 – adapted physical education,
  - 2 – adapted sports and recreation,
  - 3 – adapted physical activities in rehabilitation
- To identify the need for each APA area in all partner countries
- To define academic standards (subject specific competencies and learning outcomes)
- To develop international academic framework to guarantee the quality of professional preparations in the fields of APA at European level.

Steering committee

- The leader - Martin Kudláček
- (a) Adapted Physical Education – Aija Klavina;
- (b) APA in sports - Natalia Morgulec-Adamowicz;
- (c) area of APA in rehabilitation setting, where three excellent colleagues took place in leading during the project - Yves Vanlandewijck, Bartosz Molik and finally Joeri Verellen

PROJECT PARTNERS

CZECH REPUBLIC

- Palacky University in Olomouc, Czech Republic (coordinating institution)
  - Ondřej Ješina (APE),
  - Martin Kudláček (all),
  - David Smékal (rehabilitation),
  - Hana Válková (sport and recreation)

EUFAPA – position APA in Europe

- EUFAPA
  - *Dr. Jean-Claude DePotter*
  - *Dr. Gudrun Doll-Tepper*
  - *Dr. Herman Van Coppenolle*
  - *Dr. Maria Dinold*
  - *Dr. Jean-Claude DePotter*
  - *Dr. Martin Kudláček*

EUCAPA

- 1993 Leuven (Belgium)
- 1995 Leuven (Belgium)
- 1998 Thessaloniki (Greece)
- 2001 Vienna (Austria)
- 2002 Amiens (France)
- 2004 Dortmund (Germany)
- 2006 Olomouc (Czech Republic)
- 2008 Torino (Italy)
- 2010 Jyväskylä (Finland)
- 2012 Killarney (Ireland)
- Planned 2014 Madrid (Spain)

The objectives of the project

- TO DESCRIBE THE PROFESSIONAL COMPETENCIES IN EACH OF THE THREE AREAS
- EUSAPA FRAMEWORK
  - functional map with the knowledge competence and skills framework
- EXAMPLES OF GOOD PRACTICES IN APA

APE – Adapted Physical Education

Recommendation by EUSAPA

- **All physical education teachers should receive appropriate training**, which should empower them to teach students with SEN in an inclusive setting. Suggested model for such training can be found on website of project **EIPET** European inclusive physical education training (www.eipet.eu).
- **All professional teaching physical education in special schools or institutions should have an appropriate training.** While inclusion of students with SEN is the preferable mode of teaching, there are still a significant number of special schools and countries should make sure that physical education is part of schools services and these services are being delivered by qualified professionals.
- **Adapted physical education consultants should be employed in all European countries** in order to provide an appropriate support for physical education teachers in inclusive PE. These professionals could also work part time as PE teachers in special schools or classes and part time as APE consultants. The framework of competencies needed to become a qualified APE professional is one of key outcomes of this project (Appendix 1 and 2). Adapted physical education builds its APE related competencies on professional foundations in physical education and special education training programmes.
- **Appropriate support** to physical education of students with SEN should include also: (i) trainer paraprofessionals (teacher assistants), (ii) programmes for peer tutoring, (iii) adapted equipment and (iv) support by community or disability sport services.

Knowledge

- Generic
- Specific
  - PE
  - Rehabilitation
  - Sport and recreation

- Activity in groups – try to split into the three groups and you have 15 minutes

Functional Map

- **Key Purpose**
- **Key Areas**
- **Key Roles**
- **Key Functions**

- **Split into the 4 groups!!!**

Discuss the areas

1. Group

- ASSESS THE NEEDS (CURRENT LEVEL OF PERFORMANCE) OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)
- ADAPT SCHOOL CURRICULUM IN PHYSICAL EDUCATION (PE) TO MEET THE INDIVIDUAL NEEDS OF ALL STUDENTS WITH SEN
- PLAN DEVELOPMENTALLY APPROPRIATE LEARNING EXPERIENCES IN ADAPTED PHYSICAL EDUCATION (APE)

Discuss the areas

2. Group

- PREPARE TEACHING ENVIRONMENT BEFORE ARRIVAL OF STUDENT WITH SEN
- ADAPT TEACHING IN ORDER TO MEET THE NEEDS OF ALL STUDENTS IN PE
- MANAGE STUDENTS' BEHAVIOR TO ASSURE THE MOST APPROPRIATE AND SAFE LEARNING FOR ALL STUDENTS IN PE.

Discuss the areas

3. Group

- COMMUNICATE WITH STUDENTS WITH SEN TO ENSURE THEIR UNDERSTANDING AND MAXIMUM PARTICIPATION.
- EVALUATE LEARNING PROGRESS OF STUDENT WITH SEN IN RELATION TO HIS/HER IEP GOALS.
- EVALUATE THE SUITABILITY OF THE CURRICULUM ADAPTATIONS TO STUDENTS WITH SEN.
- EVALUATE THE EFFECTIVENESS OF APPLIED TEACHING STRATEGIES

Discuss the areas

- **4. Group**
- COLLABORATE WITH VARIOUS RELEVANT PROFESSIONALS.
- COLLABORATE WITH OTHER ADVOCATES OF STUDENTS WITH SEN.
- ADVOCATE FOR THE NEEDS AND RIGHTS OF STUDENTS WITH SEN
- IMPROVE PROFESSIONAL SKILLS AND KNOWLEDGE.

Suggestion

- **We suggest that APE professionals are being prepared as a specialisation within physical education teacher education training with substantial space allocated for acquiring APE specific competencies developed as part of EUSAPA KCSF in adapted physical education.**

APA - Rehabilitation

Knowledge

- Provide the appropriate information to guarantee a continuation of an active lifestyle post rehabilitation.
- Educate patients/clients about their (dis)abilities and potential through physical activity.
- Assess the (dis)abilities, risk factors, needs and potential of the patient / client.
- Assess the role and added value of an Adapted Physical Activity programme within the multidisciplinary character of the rehabilitation programme.

Competences

- *Therapeutic competences*
- *Pedagogical competences*
- *Management competences*

Numbers of reccomedation

- Develop a legislative structure and nomenclature of adapted physical activities.
- Fragmentation of medical and paramedical care in various small rehabilitation units results in reduced expertise and funding per unit.
- Initiate and facilitate co-operations between rehabilitation centres and community based sports and physical activity organisations through a subsidised regional sports and physical activity administration.
- Create governmentally acknowledged and subsidised mandates for the employment of a programme coordinator in all rehabilitation centres, responsible for the development, organisation and coordination of the Adapted Physical Activity.
- Provide the means to allow academic Adapted Physical Activity experts to define, develop, optimise, add and/or expand, implement and evaluate the necessary Adapted Physical Activity courses in the existing curriculums.
- Integrate complementary obligatory courses such as “Indications and contra-indications of sports and adapted physical activities in rehabilitation” and “Pedagogical aspects in Adapted Physical Activities”.
- Enhance the attitude of medical and paramedical professionals regarding the role of sports and physical activities.

APA – Sport and recreation

Questions?

- State of Adapted Sports in Europe…?
- Do we need APA professionals? If so why?
- Do we need APA professionals in sport?
- What kind of professionals do we need?
- What can we do to improve this situation?

Functional Map

- **A. Planning**
- **B. Management**
- **D. Monitoring**
- **E. Adapted sport development**

Examples of good practice

- CARA Center APA (Ireland)
- Center APA (Czech Republic)
- Beitostolen health and sport center (Norway)
- Special education support (Sweden)
- Sherborne developmental movement
- Paralympic School Day

Find your own example

- Make a team of 3-5 members from the same country and try to describe one example of good practice from your country.

Thank your for ……..you know ☺