

**EUSAPA**  
European Standards in Adapted Physical Activities

## EUROPEAN STANDARDS IN ADAPTED PHYSICAL ACTIVITIES

Martin Kudláček

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- **PROJECT PARTNERS**
  - Czech Republic,
  - Belgium,
  - Finland,
  - France,
  - Ireland,
  - Latvia,
  - Poland,
  - United Kingdom
  - Portugal and Sweden
- **APA RELATED PROJECTS**
  - EIPET (European Inclusive Physical Education Training)
  - THENAPA (Thematic Network in Adapted Physical Activity) 1999-2002
  - Sports participation for inclusion of persons with a disability in European Countries (2004-2006)
  - Paralympic School Day
  - European Masters Degree in APA (EMDAPA --- EMMAPA)
  - European Diploma in APA (DEUAPA -- EUDAPA)

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- Adapted Physical Activity
  - Physical Education
  - Adapted Physical Education
- APA/ Therapeutic recreation
- APA/Disability sport
  - High performance sport
  - Recreation
    - Indoor
    - Outdoor

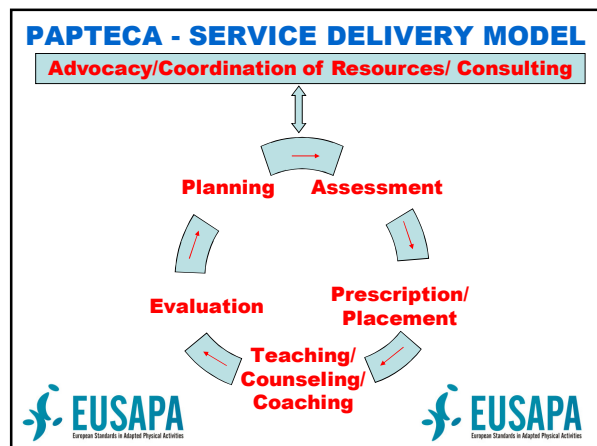
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### APA as profession

- Who can and who DOES work in APA?
  - Physical education
  - Rehabilitation
  - Sport/ Recreation
- What competencies these professionals need to acquire?
- Where/How should they acquire these competencies?
- CAN THESE COMPETENCIES BE TRANSFERABLE ACROSS EUROPE

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- Describe the professional competencies in each of the three areas of Adapted Physical Activities:
  - adapted physical education in schools
  - adapted sports and recreation
  - adapted physical activities in rehabilitation
- Identify the needs for each APA area in all partner counties;
- Define academic standards (subject specific competencies and learning outcomes) in the three areas of APA
- Develop international academic framework to guarantee the quality of professional preparations in the fields of APA at European level.



### KNOWLEDGE COMPETENCE AND SKILLS FRAMEWORK

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



### SO WHAT SHALL WE DO?

- Meet educational needs of ALL students in IPE
- **SYSTEMATIC CHANGES TO SCHOOL SYSTEMS**
- **GENERAL PE TEACHERS**
  - **COMPETENCIES** (skills, knowledge, attitudes)
  - **EIPET** (University based/In-service based trainings)
  - **What? How much? Practical experiences?**
- **SUPPORT SYSTEMS**
- **APE SPECIALISTS**
  - **JOB**s in place in school districts (schools)
  - **COMPETENCIES** (skills, knowledge, attitudes)
  - **APENS/ EUSAPA**
  - **What? How much? Practical experiences?**
- **PARAEDUCATORS**
- **PEER TUTORS**
- **ADAPTED EQUIPMENT**
- **LEGISLATION and FINANCIAL SUPPORT**



### SO WHAT SHALL WE DO

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





Education and Culture DG  
Lifelong Learning Programme



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