National Finnish Adapted Physical Activity Conference

Martin Kudlacek

Past-presence-future of APA in Europe
Background
Professional background + Finnish links

- MSc. in APE – Palacky University in Olomouc, Czech Republic (1997) – Inclusion of students with physical disabilities in GPE
- PhD. – Texas Woman's University (2001) – Attitudes of GPE teachers toward inclusive PE
- EU based projects (EIPET, EUSAPA)
- Teaching (EMDAPA, EMMAPA, EUDAPA)
- Chief editor of EUJAPA
- Erasmus – Congresses – Joint Projects
- 2003 – first ERASMUS teaching in Jyvaskyla
Finnish links
2009 – EUDAPA at Haaga Helia in Vierumakki
Finnish links

2010 – highly successful EUCAPA congress
Finnish links
Outline of presentation

• APA in Finland
• APA – where we are in 2014?
• APA – where are the needs and where are the jobs?
• APA needs – how we meet them?
• APA as profession
• Professional competencies EUSAPA
• Finnish roots and fruits in EUFAPA
Congratulations

<table>
<thead>
<tr>
<th></th>
<th>Russian Federation</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>41</td>
<td>29</td>
<td>18</td>
<td>88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ukraine</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>17</td>
<td>8</td>
<td>18</td>
<td>43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Great Britain</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>16</td>
<td>19</td>
<td>17</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Germany</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>14</td>
<td>17</td>
<td>15</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Finland</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>France</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Switzerland</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Poland</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td>6</td>
<td>15</td>
<td>10</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Spain</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Netherlands</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>14</td>
</tr>
</tbody>
</table>
Adapted Physical Activity in Finland

- Kari Koivumäki (1989). Adapted Physical Activities in Finland. APAQ, 6, 154-158.


Adapted Physical Activity in Finland

- 1969 – 1st national seminar
- 1973, 1974, 1975 national congresses
- 1976 local pilot projects
- 1979 Sports Act
- 1980-1981 National APA committee
- 1983-1984 first APA instructors
- 1980s (1800 groups – 40 000 participants)
- 2010 (2900 groups – 80 000 participants)
  - 100 APA instructors
History of EUCAPA

- Brussels, Belgium, 1986
- Leuven, Belgium, 1993
- Leuven, Belgium, 1995
- Thessaloniki, Greece, 1998
- Vienna, Austria, 2001
- Amiens, France, 2002
- Dortmund, Germany, 2004
- Olomouc, Czech Republic, 2006
- Torino, Italy, 2008
- Jyväskylä, Finland, 2010
- Killarney, Ireland, 2012
- Madrid, Spain, 2014
- Olomouc, Czech Republic, 2016
APA – where we are in 2014?

- Adapted physical activity is defined as a cross disciplinary body of knowledge directed towards the identification and solution of individual differences in physical activity.

  - It is a service delivery profession
  - and an academic field of study which supports an attitude of acceptance of individual differences, advocates enhancing access to active lifestyles and sport, and promotes innovation and cooperative service delivery and empowerment systems. (EUFAPA bylaws)
APA – where we are in 2014?

- Adapted Physical Activity includes, but is not limited to:
  - physical education,
  - sport,
  - recreation,
  - and rehabilitation.
APA – where we are in 2014
JSME TÍM, ČÍM SE STÁVÁME NA LEDĚ
WARNING
FAT PREVENTION BEGINS AT HOME.
AND THE BUFFET LINE.

WARNING
IT'S HARD TO BE A LITTLE GIRL
IF YOU'RE NOT.
"One in four people, like me, have a mental health problem. Many more people have a problem with that.

I want to speak out, to fight the public stigma and to give a clearer picture of mental illness most people know little about.

Once the understanding is there, we can all stand up and not be ashamed of ourselves, then it makes the rest of the population realise we are just like them but with something extra."

STEPHEN FRY

RATIONALHUB.COM
FACEBOOK.COM/RATIONALHUB
APA – where we are in 2014

• Adapted physical activity is defined as a cross disciplinary body of knowledge directed towards the identification and solution of individual differences in physical activity.

  – It is a service delivery profession
  – and an academic field of study which supports an attitude of acceptance of individual differences, advocates enhancing access to active lifestyles and sport, and promotes innovation and cooperative service delivery and empowerment systems.

(EUFAPA bylaws)
APA in 2014

• USA
  – Adapted physical education
  – Therapeutic Recreation
  – Disability Sports

• EUROPE
  – THANAPA
  – EUSAPA
  – Different cultures, policies, philosophies

• FINLAND
APA in USA

- Adapted physical education
  - Inclusive schools, Resource classes, Special settings
  - MSc. And PhD. Study programs
  - APENS (CAPEs)
    - Human Development + Motor Behavior
    - Ex. Science + Measurement and Evaluation
    - History and Philosophy + Unique Attributes of Learners
    - Curriculum Theory & Development + Assessment
    - Instructional Design & Planning + Teaching
    - Consultation & Staff Development + Communication
    - Student and Program Evaluation
    - Continuing Education + Ethics
APA in USA

- **Therapeutic recreation**
  - Certified therapeutic recreation specialist
- **Served population**
  - 34.2% psychiatric
  - 27.1% geriatric
  - 16.2% Physical dis.
  - 9.5% Intellectual dis.
- **Employment**
  - 41.6% Hospitals
  - 19.3% Skilled nursing f.
  - 11% Community
  - 3.5% Schools
  - 1.2% Correctional
The Process for Sports

Step 1

- The LTAD Team Developed a Framework
- Version 1: 2005
- Version 2: 2014
- Colin Higgs

Plus versions for physical and intellectual disabilities
Each individual Sport (66 of them)

Step 2

• Developed their own Long-Term Athlete Development Model, including:
  – God Medal Pathway
  – Skills matrix
  – 5-S requirements
<table>
<thead>
<tr>
<th>Stage</th>
<th>Age Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Start</td>
<td>Males and Females 0-6</td>
<td>Learn FUNdamental movements and link them together into play</td>
</tr>
<tr>
<td>FUNdamentals</td>
<td>Males 6-9</td>
<td>Learn all FUNdamental movement skills and build overall motor skills</td>
</tr>
<tr>
<td>Learning to Train</td>
<td>Males 9-12</td>
<td>Learn overall sport skills</td>
</tr>
<tr>
<td>Training to Train</td>
<td>Males 12-16</td>
<td>Build aerobic base, develop speed and strength, further develop and</td>
</tr>
<tr>
<td></td>
<td>Females 11-15</td>
<td>consolidate sport specific skills</td>
</tr>
<tr>
<td>Training to Compete</td>
<td>Males 16-23/+/-</td>
<td>Optimize fitness preparation and sport; individual-, and position-specific</td>
</tr>
<tr>
<td></td>
<td>Females 15-21+/-</td>
<td>skills as well as performance</td>
</tr>
<tr>
<td>Training to Win</td>
<td>Males 19+/-</td>
<td>Podium performances</td>
</tr>
<tr>
<td></td>
<td>Females 18+/-</td>
<td></td>
</tr>
<tr>
<td>Active for Life</td>
<td>Enter at any age</td>
<td>Smooth transition from an athlete’s competitive career to lifelong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>physical activity and participation in sport</td>
</tr>
</tbody>
</table>

**Long-Term Athlete Development**

**Athletes with a Disability**
Analysis of 459 Abstracts at EUCAPA Congresses between 2004 – 2012

<table>
<thead>
<tr>
<th>Disabilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>157</td>
</tr>
<tr>
<td>General</td>
<td>120</td>
</tr>
<tr>
<td>Physical</td>
<td>87</td>
</tr>
<tr>
<td>Learning</td>
<td>50</td>
</tr>
<tr>
<td>Sensory</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus of study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>86</td>
</tr>
<tr>
<td>Other</td>
<td>81</td>
</tr>
<tr>
<td>Program</td>
<td>70</td>
</tr>
<tr>
<td>Integration</td>
<td>68</td>
</tr>
<tr>
<td>Recreation</td>
<td>53</td>
</tr>
<tr>
<td>Strategy</td>
<td>35</td>
</tr>
<tr>
<td>Psychomotor</td>
<td>28</td>
</tr>
<tr>
<td>Psychosocial</td>
<td>18</td>
</tr>
<tr>
<td>Personnel</td>
<td>11</td>
</tr>
</tbody>
</table>
Analysis of APAQ articles 2006 – 2010

<table>
<thead>
<tr>
<th>Scientific Focus</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychosocial issues</td>
<td>29</td>
<td>(29.29%)</td>
</tr>
<tr>
<td>Motor behavior</td>
<td>11</td>
<td>(11.11%)</td>
</tr>
<tr>
<td>Exercise science / physical activity</td>
<td>14</td>
<td>(14.14%)</td>
</tr>
<tr>
<td>Inclusion / programming</td>
<td>8</td>
<td>(8.08%)</td>
</tr>
<tr>
<td>Measurement / assessment / classification</td>
<td>20</td>
<td>(20.20%)</td>
</tr>
<tr>
<td>Research issues</td>
<td>1</td>
<td>(1.01%)</td>
</tr>
<tr>
<td>Professional preparation / issues</td>
<td>1</td>
<td>(1.01%)</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>8</td>
<td>(8.08%)</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>2</td>
<td>(2.02%)</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>(4.04%)</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>(1.01%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99</strong></td>
<td><strong>(100%)</strong></td>
</tr>
</tbody>
</table>

## Analysis of APAQ articles 2006 – 2010

<table>
<thead>
<tr>
<th>Disability</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic</td>
<td>11</td>
<td>(11.57%)</td>
</tr>
<tr>
<td>Intellectual disability (Mental Retardation)</td>
<td>12</td>
<td>(12.63%)</td>
</tr>
<tr>
<td>Multiple sample</td>
<td>14</td>
<td>(14.73%)</td>
</tr>
<tr>
<td>Physical disability</td>
<td>17</td>
<td>(17.89%)</td>
</tr>
<tr>
<td>DCD/ awkward</td>
<td>7</td>
<td>(7.37%)</td>
</tr>
<tr>
<td>Down syndrome</td>
<td>5</td>
<td>(5.26%)</td>
</tr>
<tr>
<td>Neurological impairment</td>
<td>5</td>
<td>(5.26%)</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical conditions</td>
<td>3</td>
<td>(3.16%)</td>
</tr>
<tr>
<td>Emotional/ behavioral disorders</td>
<td>6</td>
<td>(6.32%)</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>3</td>
<td>(3.16%)</td>
</tr>
<tr>
<td>Learning disabilities</td>
<td>1</td>
<td>(1.05%)</td>
</tr>
<tr>
<td>Autism</td>
<td>6</td>
<td>(6.32%)</td>
</tr>
<tr>
<td>Multiple disabilities</td>
<td>3</td>
<td>(3.16%)</td>
</tr>
<tr>
<td>Gerontology</td>
<td>2</td>
<td>(2.11%)</td>
</tr>
<tr>
<td>At-risk infant toddlers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>(100%)</td>
</tr>
</tbody>
</table>
Where the needs and where are the jobs?

• Students with SEN (special educational needs) in physical education. WHO?
• Health status and issues of persons with disabilities. WHO?
• Social integration of persons with disabilities. WHO?
• Enhancement of Rehabilitation process. WHO?
• Optimal sport performance and sport participation. WHO?
Teachers (perceptions of inclusion)

- Lienert, Sherrill, and Myers (2001) Participants were from the USA and Germany. Teacher had personal concerns about uncertainty and worry about everyday demands and their competence to meet these demands. In managerial concerns teachers were worried about lack of resources, large class sizes and inadequate facilities. In consequence concerns they worried about kids teasing children with disabilities, or students with disabilities annoying other kids. Teaching was also reported to be much more difficult in an inclusive setting. Finally teacher held collaboration concerns about support and team teaching with other professionals or support personnel.
Teachers

• Morley, Bailey, Tan and Cooke (2005) belong to few Europe based studies focused on perceptions (views) of forty three teachers on inclusion

• Main concern to be about:
  – the level of participation.
  – lack of support services
  – and training
  – accessibility of environment.

• Feijgin, Talmor and Erlich (2005) studied professional burnout of 363 PE teachers in Israel in relation to inclusive PE. Low burnout level BUT many barriers to successful inclusion.
  – suitability of sport facilities,
  – difficulties in assessing the students,
  – safety,
  – adapted teaching methods,
  – reports to parents.
• Herold and Dandolo (2009)
  – The findings highlighted four significant areas of impact:
    - the role of teacher training and development;
    - the role of learning support assistants;
    - resources;
    - the limitations of the National Curriculum in Physical Education as a framework for inclusion.

• Lytle and Collier (2002)
  – Skills, attitudes and knowledge of the APE specialist combined with the educational environment were influential factors in the types of services provided.
  – The use of consultations and their implementation were often influenced by the social, intellectual and physical environment.
  – All participants commented that no formal training in consultation was provided as part of their training.
• **Goodwin and Watkinson (2000)** with the title “Inclusive physical education from the perspectives of students with physical disabilities.” In study we can find that students have both good and bad experiences. Good experiences were expressed as: a) sense of belongings, b) skillful participation, and c) PE benefits while bad experiences were: a) questioned competence, and b) isolation.

• **Goodwin (2001)** extended this study when she focused on interaction or rather perception of children with disabilities of interaction with (help of) non-disabled peers. She has examined the meaning of help by non-disabled peers and found out that help (assistance) can be both positive (supportive, empowering) and negative (disempowering).
Adapted Physical Education in Schools

• **General Physical Education Teachers**
  – Preparation – competencies ([www.eipet.eu](http://www.eipet.eu))
  – Attitudes – inclusion – teaching/LEARNING
  – Resources – cooperation

• **Paraprofessionals (teacher assistants)**
  – Preparation – competencies
  – Roles and Cooperation

• **APE(A) consultants (resource specialists)**
  – Who, Preparation – competencies ([www.eusapa.eu](http://www.eusapa.eu))
  – Where
  – How
Healthy Communities

• Health status and social integration of persons with disabilities and
  – Programs
  – Competent professionals
  – Resources (equipment, budget, support)
  – Spaces (accessibility, special vs. inclusive)

• Sport participation (Canada, Australia)
  – Inclusive vs. Special Programs
  – Athletes with Severe Disabilities
  – Participation – Physical Literacy – Sport Excellence
APA as profession

• USA
  – APE consultants CAPEs
  – Therapeutic Recreation specialists (41.6% Hospitals; 19.3% Skilled nursing f.; 11% Community; 3.5% Schools; 1.2% Correctional)

• Canada, Australia?

• Great Britain?
• Ireland - Sport Inclusion Disability Officers
• France/ Germany/ Italy - Schools, Rehabilitation, Communities, Sport, Recreation)
• Czech Republic – APE as specialization for PE teachers, APA specialization for leisure time specialists.
Professional competencies EUSAPA

• Physical education for students with special educational needs (SEN)
• APA in rehabilitation
• APA in sports

• Procedure
  – Job functions (roles and expectations)
  – Key Competencies
KNOWLEDGE, COMPETENCE AND SKILLS FRAMEWORK

• Preparation
• Teaching
• Evaluation
• Collaboration and life-long learning
ASSESS THE NEEDS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

• APE professional must be able to:
  – (a) Select appropriate assessments fitting the students;
  – (b) Administer assessment; and (c) Write the report.

• The knowledge the individual needs to learn
  – Special education needs (different functional abilities, motor, cognitive, social, behavioural, communication)
  – Variety of assessments approaches (holistic, norm reference criterion based etc)
  – Variety of assessments (Movement ABC etc)
  – Relevant regulations on report writing and dissemination
APE professional must be able to:
- Analyse current PE curriculum in relation to students needs and Adapt curriculum.

The knowledge the individual needs to learn to do this
- Current curriculum (school district/national)
- Curriculum development principles
- Curriculum adaptation principles and strategies
ADAPT TEACHING IN ORDER TO MEET THE NEEDS OF ALL STUDENTS IN PE

• APE professional must be able to:
  – (a) use appropriate instructional strategies (e.g., physical/verbal cues, prompts, feedback, and reinforcement);
  – (b) adapt the rules of games, physical setting and equipment;
  – (c) use task analysis for desirable skill.

• The knowledge the individual needs to learn to do this
  – Instructional strategies
  – Adaptation strategies
  – Adapted games, rules, teaching styles
  – Task analysis
APE professional must be able to use appropriate assessment methods to measure students’ progress and grade the student according to his/her potential and progress.

The knowledge the individual needs to learn to do this:
- Differing methods of assessment
- Individualised holistic approach for evaluating student’s progress
APE professional therefore must be able to:

- (a) collaborate with other specialists providing PE/APE;
- (b) collaborate with health and rehabilitation professionals (e.g., physiotherapist, occupational therapist, speech therapist, psychologists);
- (c) collaborate with sport organisations, relevant professional organisations for persons with disabilities

The knowledge the individual needs to learn to do this

- The role of relevant professionals and their approaches in relation to APE
- Nature of cooperation and communication with support staff
- Team working
- Disability sport organisations for potential cooperation
Finnish Roots and Fruits in EUFAPA

• APA as profession (jobs)
  – National Congresses
  – National Organization
  – Experiences, Examples of Good Practice

• APA as academic discipline
  – Jyväskylä (minor in APA)
  – EUDAPA, …, …
  – Research Outcomes
    – Evaluation of Practices
    – Understanding APA as Service Delivery
APA in Finland – EUCAPA congresses

• HOLAPPA, S. (2006). ADULTS ACTIVITIES IN FINLAND AND OUR ASSOCIATION STRUCTURE.


• EUCAPA 2010 Jyväskylä (Keynotes)
  – Pilvikki Heikinaro-Johansson - PREPARING TEACHERS FOR INCLUSIVE PHYSICAL EDUCATION LESSONS
  – Harri Suominen - PHYSICAL ACTIVITY AND AGEING
APA in Finland – EUCAPA 2012

• **Jyrki VILHU** - EUDAPA (European University Diploma in Adapted Physical Activity)

• **Aija SAARI** - Promotors and Hindrances of Inclusion in Sports and Physical Activity + Promotors and Hindrances of Inclusion - Phase Report of Finnish Sports Federations

• **Tarja JAVANAINEN-LEVONEN & Anne KÄRKI** - The Role of Physiotherapy Education in Putting APA Projects into Practice

• **Kati KARINHARJU** - Increasing accessibility and accessibility awareness through an innovative project + Windsurfing for all– Increasing participation and accessibility through equipment modification

• **Niina MÄKELÄ & Tarja JAVANAINEN-LEVONEN** - Twin-Stick Exercising
EUJAPA articles

• **Borremans, E., Rintala, P., Kielinen. (2009).** Effectiveness of an exercise training program on youth with Asperger syndrome. EUJAPA, 2(2), 14–25


• **Ng, K., Rintala, P. Tynjälä, J., Villberg, J., & Kannas, L. (2014).** Physical activity patters of adolescents with long term illnesses or disabilities in Finnish general education. EUJAPA, 7(1), 58–72.
Future of APA in Europe – Role of Finnish APA

- **EUFAPA**
  - Stronger Organization
  - More Members
  - EU policy making (from national examples to EU strategies)

- **EUCAPA**
  - High Quality Congresses
  - Bridges between Theory and Practice
  - Sharing Examples of Good Practice
  - Extending APA Theory (scientific presentations)

- **EUJAPA** sustain and build more quality
National Finnish Adapted Physical Activity Conference

Past-presence-future of APA in Europe