



# DIPPE Functional Map for General Primary Education Teachers in an Inclusive Physical Education Setting<sup>1</sup>

**Guidelines to assist teachers in incorporating UDL principles to the design and implementation of their physical education classes.**

Below please find the functional map of a primary education teacher in an all-inclusive physical education setting the map assumes prior knowledge across the range of general teaching/PE teaching elements, pedagogy, anatomy, physiology, curriculum design, etc. This map works from the assumption that those elements have been covered as part of the undergraduate teacher training programme. The map below deals specifically with the key areas, roles and

functions of a general primary education teachers teaching PE in an all-inclusive environment. The functional map should be read in conjunction with the knowledge, competence and skills framework.

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

<sup>1</sup>Adapted from EIPET (European Inclusive Physical Education Training) Knowledge, Skills and Competency Framework for General Physical Education Teachers in an Inclusive Setting (<http://unesco.itralee.com/european-inclusive-physical-education-training>)

## PLAN

### Key Area Functions

### Key Roles

### Key

	<p>Plan developmentally appropriate learning experiences in inclusive physical education.</p>	<p>Prepare (ideally in co-operation with the Adapted Physical Education Specialist) individual educational plan for the physical education of students with additional needs.</p> <p>Identify the most appropriate level of support in the continuum of supports or placement options (e.g. full inclusion with no adaptations, full inclusion with curricular adaptations, inclusion with the support of peer tutor, inclusion with the support of teaching assistant).</p> <p>Where relevant plan the most appropriate communication strategies in relation to students' additional needs in relation to communication.</p> <p>Where relevant, plan the most appropriate behavioural management plan/ strategies in relation to students' additional needs in relation to behaviour.</p> <p>Where relevant plan individual lessons to assure that learning will be appropriate for all students and will be taking place in safe environment.</p>
	<p>Prepare school and classroom for inclusion of ALL students.</p>	<p>Research the information about needs and opportunities of students with additional needs in relation to motor activities.</p> <p>Identify the most appropriate strategy to prepare school/class for the arrival of student(s) with additional needs.</p> <p>Plan appropriate activities to prepare school for inclusion.</p> <p>Deliver selected activities to prepare school for the arrival of student with additional needs.</p> <p>Identify environmental conditions and ensure adaptation of the environment to facilitate inclusive physical education.</p> <p>Ensure that you have adapted equipment, which is most suitable for motor activities of children with additional needs (e.g. boccia balls, bell balls, brightly colored cones etc).</p>

## TEACH

Key Area Functions	Key Roles	Key
<p>Teach students with additional needs in an inclusive setting together with students without additional needs.</p>	<p>Adapt teaching in order to meet the needs of ALL students in inclusive physical education.</p>	<p>Adapt or acquire appropriate equipment, which can facilitate inclusive physical education (e.g. brightly colored, sounded, lighter or heavier, bigger balls).</p> <p>Task analysis of desirable skills with the aim to adapt them to suit the needs of students with additional needs.</p> <p>Adapt the rules of games to facilitate inclusion.</p> <p>Adapt teaching style to facilitate inclusion.</p> <p>Adapt physical setting (current environment) to facilitate inclusion.</p>
	<p>Understand students' behaviour to assure the most appropriate and safe learning for ALL students.</p>	<p>Positive reinforcement of desirable students' behaviours where appropriate</p> <p>Negative reinforcement of students' undesirable behaviour where relevant.</p> <p>Keep records related to behavioural management plan.</p>
	<p>Communicate with students with additional needs and other involved persons in the appropriate manners to assure their understanding and maximum participation.</p>	<p>Communicate with students with hearing impairments using sign language or alternative appropriate strategies.</p> <p>Communicate with students with visual impairments, movements and learnt skills in a way that they can imagine the actions to be performed.</p> <p>Communicate with peer tutors to ensure that the student(s) with additional needs is learning in desirable way.</p> <p>Communicate with teaching assistant to ensure that the student(s) with additional needs is learning in desirable way.</p>

## EVALUATE

Key Area Functions	Key Roles	Key
Evaluate progress of learning of ALL students and effectiveness of applied teaching (support) strategies.	Evaluate the progress of student with additional needs in inclusive PE in relation to his/her IEP (individual education plans) goals.	Evaluate students' progress in relation to the IEP and preparation of IEP for the next academic year.
	Assess/grade students learning in inclusive PE.	To assess and where relevant, assign appropriate grade in accordance with the IEP and schools' regulations.
	Evaluate the suitability of the curriculum adaptations in light of the student experience.	To determine the suitability of adaptations made in enabling an inclusive learning environment

## SUPPORT

Key Area Functions	Key Roles	Key
Support professional development of self and others in the development of inclusive practices.	Communicate with persons, who are directly and indirectly involved in teaching inclusive physical education.	<p>Communicate with parents/guardians of students with additional needs</p> <p>Communicate with adapted physical education specialist.</p> <p>Communicate with the disability sport representatives in the community.</p>
	Continue to develop own professional skills and knowledge.	<p>Identify own needs for professional development in the area of inclusive PE.</p> <p>Engage in continuing professional development activities, e.g. reading professional publications; attend conferences (workshops, conventions) to learn about new trends in inclusive PE.</p> <p>Use IT (where available) in communication with other physical educators to share your experiences and learn about the examples of best practices.</p> <p>Evaluate the personal impact of further professional development.</p>
	Advocate for the needs and rights of students with additional needs.	<p>Advocate the existence of continuum of support in physical education service delivery for students with additional needs.</p> <p>Advocate the utilization of adapted physical education specialist, teaching assistants or peers tutors where appropriate.</p> <p>Advocate for the right of persons with additional needs for sport and recreation opportunities in community and society as whole.</p>