



Adapted Physical Activity and Adapted Physical Education

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2024

Today:



1. What are APA and APE?
2. Functional difficulties/ disabilities
3. Tool for recognise motor learning difficulties

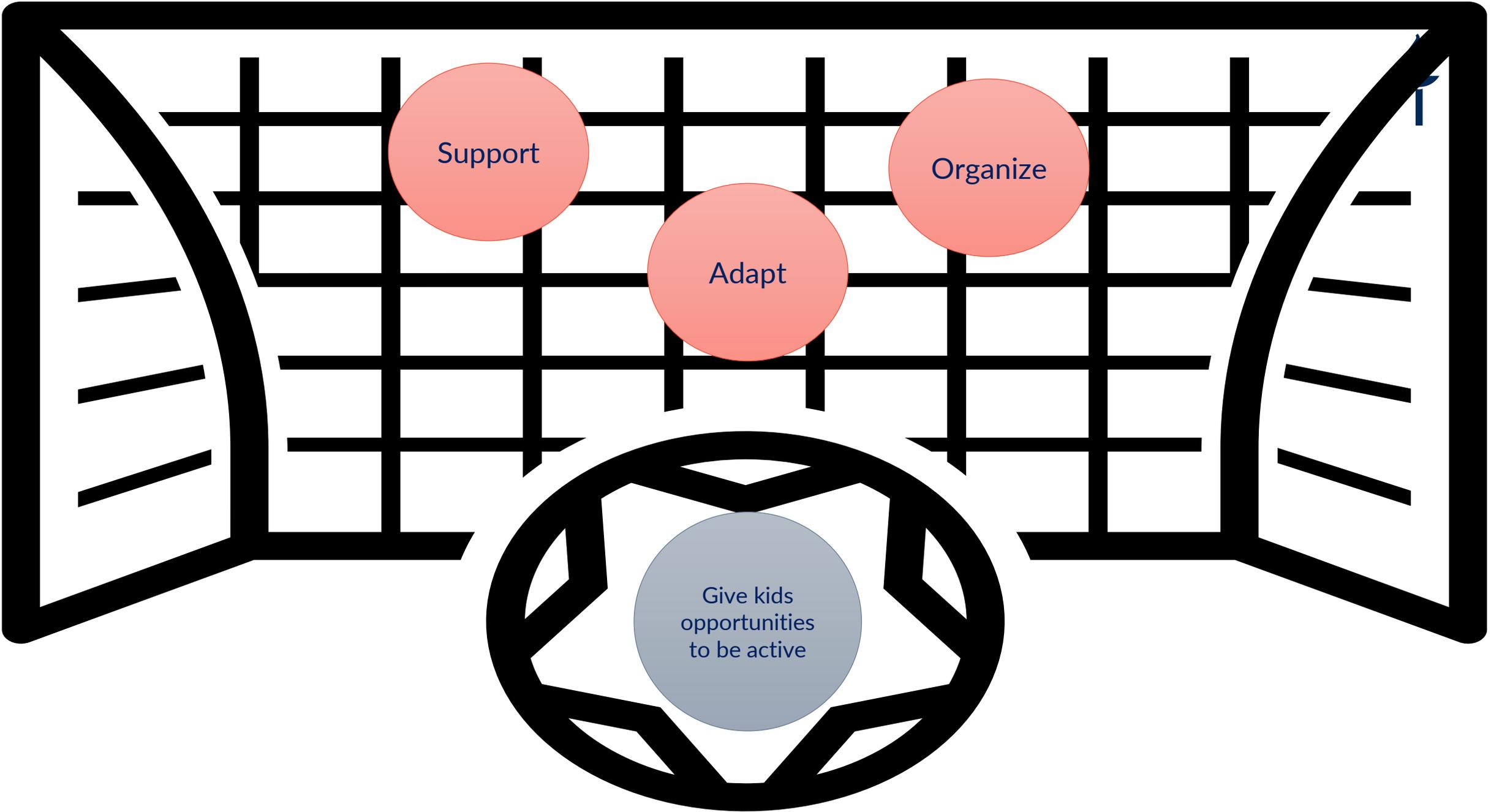
What is Adapted Physical Activity?



Physical activity for individuals who, due to a disability, illness, or other impairment of functioning, find it difficult to participate in generally available physical activities and whose exercise requires adaptations and specialized expertise.

What is Adapted Physical Education?

Physical education for individuals who require support to participate in general physical education. The forms of support are determined by their functional abilities and other personal needs. The support is sufficient when the individual can participate and be involved in decision-making, as well as demonstrate their best level of skills during lessons.



Support

Adapt

Organize

Give kids opportunities to be active



About 16% of world's population has some disability and needs some adaptation for being physically active.



Red-green colour blindness

8% of men
0,5% of women

ADHD

4-7% of children
2-3% of adults

How many
animals?

(4 is enough,
6 is perfect)

Autism spectrum

2-3% of population

Challenges in Motor Functioning

- Significant problems in motor functions create challenges in several life domains throughout the lifespan:
 - Poor physical fitness (King-Dowling et al. 2018; Le et al. 2020)
 - Emotional disorders (Draghi et al. 2020)
 - Psychosocial issues (Cairney 2005; Engel-Yeger & Hanna Kasis 2010)
 - Poor academic achievement (Harrowell et al. 2018)



Developmental Coordination Disorder (DCD)

- Condition characterized by poor motor coordination and difficulty learning and executing motor skills.
- Neuromotor disorder caused by differences in brains structure and functions (Biotteau et al. 2016) and combined with several emotional, social, and learning disorders and challenges (Dewey 2018; Lingam 2010).
 - Autism spectrum
 - ADHD
 - Learning difficulties
- The most quoted prevalence of DCD in the literature is 5% to 6%.
 - Largely underrecognized



Role of School



- **Recognition of motor learning difficulties is important during ages 6-8**
- Development in both motor and cognitive skills seem to accelerate in age years 5 to 10 (van der Fels et al. 2015).
- Involvement of teachers and parents
 - practicing motor performance in child's natural settings (Blank et al. 2019)



Person first ideology

- A person who has some functional disability
- For example:
 - A child, who has an artificial leg
 - A pupil, who uses a wheelchair
 - A person, who has ADHD
 - A student, who has an intellectual disability





Equality



Equity



Accessibility



The United Nations Convention on the Rights of the Child (CRC) 1989

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

Several African countries ratified the convention in the early 1990s.

Convention on the Rights of Persons with Disabilities (CRPD) 2008

<https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd>

Article 30 – Participation in cultural life, recreation, leisure and sport

- a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;**
- b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;**
- c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;**
- d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;**
- e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.**



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JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Tool for recognise motor learning difficulties

balance skills, moving skills, object control, body perception



| Balance skills | | | | | |
|---|----------------------------------|---|-------|-------|--|
| Single leg balance (MABC-2) | right _____/s | 1. Supporting foot remains in place, weight distributed evenly across the entire sole. 2. Free leg bent, not touching the supporting leg. 3. Head stable, gaze directed forward 4. Body stable and upright. 5. Arms away from the body, avoiding large arm movements. | right | left | |
| | left _____/s | | Y / N | Y / N | |
| | (max 30 s) | | Y / N | Y / N | |
| | | | Y / N | Y / N | |
| | | | Y / N | Y / N | |
| Jumping sideways (KTK) | 1. _____/ 15 s 2. _____/ 15 s | Notes: | | | |
| Moving skills | | | | | |
| Standing long jump (Eurofit) | 1. _____cm | 1. Knees bend, arms swing back to gather momentum behind the body. 2. Jumping off both feet simultaneously. 3. Upon takeoff, ankles, knees, and hips straighten. 4. Arms swing forward upon takeoff, both hands reaching at least shoulder level during the flight. 5. Landing on both feet, bending the knees to absorb the impact. | Y / N | | |
| | 2. _____cm | | Y / N | | |
| | | | Y / N | | |
| | | | Y / N | | |
| | | | Y / N | | |
| One leg hop (TGMD3) (4 consecutive hops, in 5 m) | | 1. The hopping leg bends upon landing and straightens upon takeoff. 2. Landing and takeoff are soft, flexing through the ball of the foot. 3. The free leg is bent and assists the movement by swinging in front of and behind the supporting leg. 4. Head remains stable, gaze directed forward. 5. Arms are bent, aiding in propulsion. | 1. | 2. | |
| | | | Y / N | Y / N | |
| | | | Y / N | Y / N | |
| | | | Y / N | Y / N | |
| | | | Y / N | Y / N | |

MEASUREMENTS 1/2



| Object control | | | |
|---|---|--|--|
| Throw and catch (MABC2) (2 m from the wall) | _____ / 10 | Throwing arm: <ul style="list-style-type: none"> 1. Eyes on the target of the throw. 2. Appropriate use of force. 3. Hands symmetrically positioned to receive the ball. 4. Eyes on the ball during the catch. 5. Hands flexibly adjust during the catch. | right / left / not established Y / N Y / N Y / N Y / N |
| Body perception | | | |
| Crossing the midline Right hand to left ankle Left hand to right ankle | Right hand without the model _____ 2 p from the model _____ 1 p Left hand without the model _____ 2 p from the model _____ 1 p | | |

MEASUREMENTS 2/2



MOTO-CLUB

Diary



Name: _____

| | | |
|---|---|--|
| Date | 16 th of May 2024 | |
| Theme | <i>Motor skill track</i> | |
| I had fun. |  _____  | |
| I learned something new. |  _____  | |
| My wishes and thoughts were listened to. |  _____  | |
| I respected others and worked together with others. |  _____  | |
| Notes from the big fellow | | |
| Homework | | |