



June 9–12, 2026
Prague, Czech Republic

18th European Congress of Adapted Physical Activity

APA Evolution: Honoring Our Past, Shaping Our Future

Proceedings Book

- **General information**
- **Detailed program**
- **Supplementary abstracts**
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Foreword

Dear Colleagues,

It is our great pleasure to present this conference book, prepared for the EUCAPA 2026: APA Evolution – Honoring Our Past, Shaping Our Future congress, hosted by Charles University in Prague, Czech Republic.

Building on the spirit of the conference invitation, this publication reflects our shared commitment to advancing field of Adapted Physical Activity (APA) through meaningful dialogue between research, practice, and education. The EUCAPA congress has long served as a valuable platform for fostering international collaboration, promoting the exchange of knowledge, and supporting the development of inclusive, evidence-based approaches to physical activity for individuals with diverse needs.

The 2026 edition brings together more than 200 registered participants from 35 countries across the globe, highlighting the truly international scope and relevance of the APA community. This conference book provides an overview of the scientific and professional contributions presented within the program. It also includes abstracts of workshops, reflecting innovative and practice-oriented approaches, as well as abstracts from the Czech section, showcasing current national research activities and projects.

In line with the conference theme, the contributions presented in this volume emphasize the importance of understanding the historical foundations of APA while addressing contemporary challenges and future directions. Together, they illustrate the dynamic development of the field and its strong connection to real-world application, with the shared goal of enhancing the quality of life and participation of individuals with disabilities and other specific needs.

We would like to express our sincere gratitude to all authors for their valuable contributions, to the reviewers for their careful and constructive work, and to the organizing and scientific committees for their dedication and commitment. Our appreciation also goes to all participants whose engagement creates an inspiring and collaborative environment.

We hope that this conference book will serve not only as a useful guide to the program but also as a source of inspiration for further research, professional practice, and international cooperation.

On behalf of the Organizing Committee

Klára Daďová
Charles University, Prague

General information

Congress venue

Faculty of Physical Education and Sport, Charles University (FTVS UK)
José Martího 269/31, Prague 6 – Veveslavín

Committees

Congress Chairperson:

Klára Daďová (Charles University, Czechia)

Organizing Committee:

Jitka Vařeková (Charles University, Czechia)

Ilona Pavlová (Charles University, Czechia)

Andrea Mahrová (Charles University, Czechia)

Aleš Vlk (Charles University, Czechia)

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Eliška Vodáková (Palacký University, Czechia)

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Jan Chrudimský (Charles University, Czechia)

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Kwok Ng (University of Eastern Finland, Finland)

Ursula Barrett (Munster Technological University, Ireland)

Aija Klavina (Latvian Academy of Sports Education, Latvia)

Javier Perez Tejero (Universidad Politécnica de Madrid, Spain)

Yves Vanlandewijck (Swedish School of Sport and Health Sciences, Sweden)

Ondřej Ješina (Palacký University, Czechia)



EUFAPA is a European organization concerned with promotion and dissemination of experiences, results and findings in the fields of adapted physical activity and sport science, and their practical application to the benefit of individuals across the life span.

Fundamental purposes of EUFAPA are:

1. Encourage European cooperation in the field of physical activity to the benefit of individuals of all abilities.
2. Promote, stimulate, and coordinate scientific research and experiences in the field of Adapted Physical Activity (APA) throughout Europe, and to support the application of research results in various areas of professional practice such as education, adaptation, inclusion, coaching, leisure, recreation, and rehabilitation.
3. Make scientific knowledge of adapted physical activity and practical experiences available to all interested national and international organizations and institutions.

Hosting University:

Faculty of Physical Education and Sport
Charles University, J. Martího 31, Prague 6, Czechia



Partner institutions:



Keynote speakers



Natalia Morgulec-Adamowicz

Jozef Pilsudski University of Physical Education, Faculty of Rehabilitation

<https://www.awf.edu.pl/wr/en/Structure/chair-of-movement-teaching>

Prof. Natalia Morgulec-Adamowicz is a physiotherapist and graduate of the Faculty of Rehabilitation at the Jozef Pilsudski University of Physical Education in Warsaw (2000) and the Catholic University of Leuven (KU Leuven), where she earned a European Master's Degree in Adapted Physical Activity (2002). From 2020 to 2024, she served as Dean of the Faculty of Rehabilitation.

Her research focuses on inclusion in physical education, disability sport, and the exercise physiology of individuals with spinal cord injury. Prof. Natalia Morgulec-Adamowicz is the co-author of over 120 scientific papers published in indexed journals and 34 book chapters and monographs. She has participated in 16 international research projects, including two conducted under the supervision of the International Paralympic Committee (IPC) — at the London 2012 (goalball) and Vancouver 2010 (ice sledge hockey) Paralympic Games.

Prof. Natalia Morgulec-Adamowicz is also a co-founder of the Polish Scientific Association of Adapted Physical Activity and was awarded the Fellowship of the International Federation of Adapted Physical Activity (IFAPA) in 2019.

Selected publications:

- Ogonowska-Slodownik, A., Güeita-Rodriguez, J., Skomorowska, K., & Morgulec-Adamowicz, N. (2024). Effects on Function and Enjoyment of Aquatic Therapy in Children with Cerebral Palsy: A Pilot Study in a Special Education School. *International Journal of Disability, Development and Education*, 1–10. <https://doi.org/10.1080/1034912X.2024.2358860>
- Ng, K., Venckuniene, K., Klavina, A., Labecka, M., Ostaseviciene, V., Pozeriene, J., Strazdina, N., Puromies, M., Reklaitiene, D. & Morgulec-Adamowicz, N. (2025). Associations Between Technology Use, Knowledge and Inclusive Physical Education Teacher-Efficacy Among European Primary School Teachers. *Physical Culture and Sport. Studies and Research*, 108(1), 2025. 71-83. <https://doi.org/10.2478/pcssr-2025-0013>
- Pawlak, M., Wnuk, B. & Morgulec-Adamowicz, N. (2024). A long-term observation on effects of modified constraint-induced movement therapy combined with bimanual training in children with hemiplegia in “The Pirate Group” program – case report. *Biomedical Human Kinetics*, vol. 16 no. 1, <https://doi.org/10.2478/bhk-2024-0036>
- Van Biesen, D., Van Damme, T., Morgulec-Adamowicz, N., Buchholtz, A., Anjum, M., & Healy, S. (2023). A Systematic Review of Digital Interventions to Promote Physical Activity in People With Intellectual Disabilities and/or Autism. *Adapted physical activity quarterly : APAQ*, 1–21. Advance online publication. <https://doi.org/10.1123/apaq.2023-0061>
- Morgulec-Adamowicz N. (2020). The Sherborne Developmental Movement (SDM) for individuals with Autism Spectrum Disorder. *Palaestra*, 34(2); 17-22



Kristina Fagher

Department of Health Sciences, Faculty of Medicine, Lund University, Lund, Sweden

<https://portal.research.lu.se/sv/persons/kristina-fagher/publications/>

Dr. Kristina Fagher is an Associate Professor in Physiotherapy in the Rehabilitation Medicine Research Group, Faculty of Medicine, Lund University, Sweden. Her research focus on Para athletes' health, injury and illness prevention and well-being in sports, and she is the founder of the adapted health promotion platform

<https://www.safeparasport.com>

Clinically she is a Physiotherapist specialised in Sports Medicine and Physical Activity with more than ten years of experience of working with elite Para athletes (e.g. at the Paralympic Games 2016, 2022 and 2024). She is a member of The Concussion in Para sport group (CIPS) and she is a Physiotherapist working with Parasport Sweden.

Selected publications:

- Fagher, K., Runciman, P., Adam, F., Badenhorst, M., & Derman, W. (2025). A framework for safe, healthy and sustainable participation in elite Para sport. *British Journal of Sports Medicine*, 59(20), 1389-1391.
- Wik, E. H., Derman, W., Eken, M., Kunorozva, L., Lexell, J., Runciman, P., & Fagher, K. (2025). Health promotion in elite Para sport: bridging knowledge gaps and addressing individual needs—a qualitative evaluation of the Safe and Healthy Para sport (SHAPE) intervention. *British Journal of Sports Medicine*, 59(19), 1350-1358.
- Bentzen, M., Kenttä, G., Derman, W. & Fagher, K. (2025). Mental distress is associated with injury and illness in elite Para athletes: a 44-week prospective study over 13 860 athlete days. *BMJ Open Sport & Exercise Medicine*, 11(1), Artikel e002267. <https://doi.org/10.1136/bmjsem-2024-0022>
- Fagher, K., Badenhorst, M., Kunorozva, L., Derman, W., & Lexell, J. (2022). “It gives me a wake up call”—It is time to implement athlete health monitoring within the Para sport context. *Scandinavian Journal of Me*
- Fagher, K., Dahlström, Ö., Jacobsson, J., Timpka, T., & Lexell, J. (2020). Injuries and Illnesses in Swedish Paralympic Athletes - A 52-week Prospective Study of Incidence and Risk Factors. *Scandinavian Journal of Medicine and Science in Sports*, 30(8), 1457-1470. <https://doi.org/10.1111/sms.13687> dicine and Science in Sports. <https://doi.org/10.1111/sms.14281>



Martin Kudláček

Palacký University Olomouc, Czechia

<https://www.martinkudlacek.cz/>

Professor Martin Kudláček is an internationally recognized scholar and educator with a strong focus on inclusive physical education and Paralympic sport. His professional work bridges research, teacher education, and applied practice. He is also widely known for his long-term leadership and advocacy in promoting awareness, inclusion, and positive attitudes toward people with disabilities through education and sport.

Professor Kudláček is a co-founding editor of the *European Journal of Adapted Physical Activity*, a co-founder of the Czech Para Ice Hockey Program, and a former president of the European Federation of Adapted Physical Activity (EUFAPA). He served as Chair of the Scientific Committee of EUCAPA 2006 and Chair of the Organizing Committee of EUCAPA 2016. In recognition of his contributions to the development of Adapted Physical Activity (APA), he became an IFAPA Fellow in 2019, received the prestigious Elly D. Friedmann Award at ISAPA 2021, and in 2022 was honored with a national award for lifetime contribution to APA in the Czech Republic.

His main research activities focus on Inclusive Physical Education and the competencies of educators and pupils—including attitudes, self-efficacy, and beliefs—related to inclusion in physical education. According to Google Scholar, his work has received 2,084 citations, with an h-index of 26. He has been responsible for numerous national and international projects aimed at advancing both the theoretical and practical development of APA, including European Standards in Adapted Physical Activity and European Inclusive Physical Education Training.

Selected publications:

- Kudláček, M., Baloun, L., & Ješina, O. (2020). The development and validation of revised inclusive physical education self-efficacy questionnaire for Czech physical education majors. *International Journal of Inclusive Education*, 24(1), 77–88. <https://doi.org/10.1080/13603116.2018.1451562>
- Kudláček, M. (2018). *European Journal of Adapted Physical Activity* in the second decade. *European Journal of Adapted Physical Activity*, 11(1), 1. doi: 10.5507/euj.2018.007
- Sklenaříková, J., Kudláček, M., Baloun, L., & Causgrove Dunn, J. (2016). A Documentary Analysis of Abstracts Presented in European Congresses on Adapted Physical Activity. *Adapted physical activity quarterly : APAQ*, 33(3), 283–298. <https://doi.org/10.1123/APAQ.2015-0001>
- Kudláček, M., Ješina, O., & Wittmannová, J. (2011). Structure of a Questionnaire on Children's Attitudes towards Inclusive Physical Education (CAIPE-CZ). *Acta Universitatis Palackianae Olomucensis. Gymnica*, 41(4), 43–48. doi: 10.5507/ag.2011.025
- Klavina, A., & Kudláček, M. (2011). Physical education for students with SEN in Europe: Findings of the EUSAPA project. *European Journal of Adapted Physical Activity*, 4(2), 46–62. doi: 10.5507/euj.2011.008
- Kudláček, M., Válková, H., Sherrill, C., Myers, B., & French, R. (2002). An Inclusion Instrument Based on Planned Behavior Theory for Prospective Physical Educators. *Adapted physical activity quarterly : APAQ*, 19(3), 280–299. <https://doi.org/10.1123/apaq.19.3.280>



Jeffrey J. Martin

Division of Kinesiology, Health and Sport Studies, College of Education, Wayne State University

<https://education.wayne.edu/profile/aa3975>

Jeffrey J. Martin is a Professor at Wayne State University. He has published over 250 research articles and chapters as well as the Handbook of Disability Sport and Exercise Psychology published by Oxford University Press. His research focuses on the psychosocial aspects of disability sport and physical activity with populations ranging from Paralympians to Wounded Warriors. His Google Scholar profile reflects 12,658 citations, a h-index of 65, and i10-index of 154 and he was recently recognized as one of the top 153 exercise and sport psychology scholars in the world (Smolinski et al., 2024). Based on the C-index for citations, in 2023-2024, he was 290 out of 722 scientists estimated to represent the top 2% in all of sport science researchers in the world. For his career, he is ranked 312 out of 714 of the top 2% of the sport science researchers in the world. He has received over 7 million dollars of external funding and has provided keynote addresses and lectures in Belgium, Czech Republic, Ireland, Italy, Portugal, Sweden, Thailand, China, and Turkey. He was the founding editor of the APA journal, Sport, Exercise, and Performance Psychology, and the past editor of the Adapted Physical Activity Quarterly.

Selected publications:

- Martin, J. J. (2017). Handbook of Disability Sport and Exercise Psychology. Oxford University Press.
- Martin, J. J. (2013). Benefits and barriers to physical activity for individuals with disabilities: a social-relational model of disability perspective. *Disability and Rehabilitation*, 35(24), 2030-2037.
- Martin, J. J. (1999). A personal development model of sport psychology for athletes with disabilities. *Journal of Applied Sport Psychology*, 11(2), 181-193.
- Martin, J., & Martin, D. (2021). The n-pact factor, replication, power, and quantitative research in adapted physical activity quarterly. *Kinesiology Review*, 10(3), 363-368.
- Martin, J. (2021). The emotional experiences of Paralympic swimming medalists: Not all wins and losses are equal. *Adapted Physical Activity Quarterly*, 38(3), 396-412.



Yves Vanlandewijck

Department of Physiology, Nutrition and Biomechanics, Swedish School of Sport and Health Sciences (GIH) – Stockholm, Sweden
<https://www.gih.se>

Prof. Em. Yves Vanlandewijck retired from KU Leuven in 2025 and continues his career at GIH Stockholm, with teaching assignments at Charles University Prague and the International Olympic Academy. With a background in Rehabilitation Sciences, he dedicated his professional life to improving the quality of life of people with disabilities, from rehabilitation towards and throughout the entire athlete career. What follows are a few highlights of more than 40 years of professional dedication:

As a member/chair of the IPC Sport Science Committee, he coordinated 50+ research projects during the Paralympic Games from Atlanta 1996 until PyeongChang 2018. As the principal investigator, he coordinated during more than a decade an international research group studying the relationship between cognitive functioning and sports performance, leading to the re-inclusion of athletes with intellectual impairment in the London 2012 Paralympic Games. His multidisciplinary insights in the sport-specific profiles of athletes with impairments allowed him to (co-)author position stands on classification of Para-athletes with physical and intellectual impairments and 100+ scientific peer-reviewed articles. Prof. Vanlandewijck is the founding editor of the European Journal in Adapted Physical Activity (APA). Throughout his career, he supervised 300+ Master theses in Movement and Rehabilitation Sciences.

As a teacher and program director of the International Master program of Adapted Physical Activity (1990-2022), he inspired 450+ international master students. Between 2006 and 2018, Prof. Vanlandewijck served as the project leader of a VLIR-UOS project developing a Bachelor-Master program in Physiotherapy at the Anton de Kom University of Paramaribo (Suriname). Currently, he is still teaching international cohorts in the International Master program of Sport Ethics and Integrity and the International Master program of Olympic Studies.

Prof. Vanlandewijck is the founder of the Center of Adapted Sports in Leuven – Belgium (1989), a multi-sports organization offering a permanent program of active lifestyle, leisure time physical activity and sports for individuals with disabilities. His initiatives created the foundation for the inclusion of sport coaches in a therapeutic context, bridging rehabilitation to active lifestyle. From 1991 onwards, Prof. Vanlandewijck built the scientific support program for Paralympic athletes, in collaboration with the Belgian Paralympic Committee. In his active free time, Prof. Vanlandewijck is a wheelchair basketball player/coach.

For his contributions to the domain of APA and Para(lympic) Sport, Prof. Vanlandewijck received the European Professional Award for Outstanding Achievements from the European Federation of APA in 2016 and the International Paralympic Committee Scientific Award in 2019. The absolute highlight of international presentations was the Wolffe Lecture 2017 in Denver - Colorado, opening the American College of Sport Medicine Congress.



Martin Vetter

Head of Institute of Special Education, Faculty of Participation Sciences
University of Education Ludwigsburg, Germany

<https://www.ph-ludwigsburg.de/>

Since 09/2023 Professor of Psychomotor Skills, Motologie and Movement Education at Ludwigsburg University of Education

2017–2023 Professorship for Psychomotor Skills and Motologie at Philipps University of Marburg. Responsibilities include heading the master's program in Motologie & Psychomotricity

2013–2018 Professor at the University of Teacher Education Schwyz (CH), Psychomotricity & Developmental Psychology, third-party funded project

2010–2013 Professor at the University of Teacher Education Central Switzerland (CH), psychomotor therapy, health education and exercise

2005–2011 Professor at the University of Special Education, Zurich, including head of the BA program in psychomotor therapy

2015–2017 Specialist representative at the Center for Support and Inclusion of the Department of Education of the Canton of Basel-Stadt. Consulting for psychomotor therapy in schools

2001–2005 Head of the Institute for Applied Movement Research at the Psychomotricity Support Association, Bonn.

1998–2000 Cologne Therapy Center for Children with Specific Learning Disabilities: Educational staff member for psychomotor development, therapy, parent counseling

Scientific Interests:

- Psychomotricity and Motologie in the contexts of development, education, and health
- Enabling inclusion and participation through movement-based activities
- Evaluation and effectiveness of school-integrated or school-based support services
- Qualitative research approaches
- Professionalization processes
- Prevention, resilience, accident and risk research
- Diagnostics
- Specialist educator for psychotraumatology (SIPT/DIPT)
- University diploma as psychomotor therapist CH (EDK)

Selected publications:

- Klingele Schwery, J., Vetter, M., Truxius, L., Maurer, M. N., Wyss, J. S., & Eckhart, M. (2025). Relations between graphomotor self-concept and graphomotor skills: A longitudinal study in early school age. *Learning and Instruction*, 101, 102229. <https://doi.org/10.1016/j.learninstruc.2025.102229>

- Vetter, M. (2015). School-Integrated Therapies and Inclusive Education: The Tension between Institutionally Defined Responsibility and Subjective Problem Experience and Efficacy Experience with Consequences for Interventions. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 16(3).
<http://www.qualitative-research.net/index.php/fqs/article/view/2277>

Invited lectures and workshops

APA Consultant – A Unique Professional Position within the European Special Education Counselling System

Ondrej Jesina

Faculty of Physical Culture, Palacký University, Olomouc, Czechia

The position of an APA (Adapted Physical Activity) consultant is relatively unique within the European context and represents an important example of linking special education counselling with the support of physical activity participation and quality of life for individuals with special needs. The main objective of APA consultants is to support individuals with special educational needs or disabilities in the areas of physical activity, school physical education, sport, and active lifestyle participation. The specificity of this professional role lies primarily in its interdisciplinary character, combining pedagogical, special educational, psychosocial, and movement-related competencies. APA consultants cooperate mainly with schools, special education centres, pedagogical-psychological counselling centres, physical education teachers, and teaching assistants.

The history of the APA consultant position is closely connected with the development of Adapted Physical Activity at Palacký University Olomouc, specifically through the activities of the APA Centre UPOL at the Faculty of Physical Culture. This institution currently serves as the main methodological and coordinating centre employing APA consultants in the Czech Republic. An important partner contributing to the development of this professional position is also the Department of Adapted Physical Education and Sports Medicine at the Faculty of Physical Education and Sport in Prague.

The expected competencies of APA consultants include primarily:

- knowledge of special education and inclusive education,
- understanding of adapted physical activities and modifications of movement tasks,
- ability to assess pupils' needs in the field of physical activity,
- methodological support for teachers,
- ability to work within interdisciplinary teams,
- counselling and communication competencies,
- orientation in assistive devices and environmental adaptations.

APA consultants focus mainly on supporting inclusive physical education, reducing barriers to physical activity participation, and creating conditions for the active involvement of pupils with special educational needs in school and leisure-time physical activities. Their work includes consultations in schools, methodological support for teachers, organization of workshops, recommendations for appropriate adaptations of teaching, and cooperation with families and counselling services.

Circus skills for all

Kateřina Klusáková

Cirqueon, Prague, Czechia

This workshop will introduce circus pedagogy as a tool for creating inclusive spaces for positive movement experiences. During the workshop you will try the basics of juggling and object manipulation. You will get a first-hand experience with the concept of Circus PLAYgrounds - an approach for engaging people through creativity and giving them agency and ownership of movement.

Blind floor aerobic

Pavla Kovaříková

Lookout NGO (Rozhledna z.ú.), Český Brod, Czechia

The floor aerobic program is designed for blind people without visual assistance, promoting independence and healthy lifestyle. It's accessible to all blind or partially sighted individuals regardless of sport experience or fitness level – the only requirement is ability to follow verbal instructions and willingness to try. The program is flexible and adaptable to various skill levels and movement needs. The workshop demonstrates how to create an accessible workout space and presents systematic learning techniques. It includes a practical demonstration with an option for participants to try it themselves.

Adaptive Water Sports

Ilona Pavlová

Charles University – Faculty of Physical Education and Sport, Prague, Czechia

This workshop focuses on para sailing, para canoeing, and para paddleboarding. Participants will learn the basics of safe movement on the water, options for adapting watercraft, and the specific training needs of athletes with disabilities. The program also includes a presentation of cooperation with the Water Rescue Service. In the practical part, participants will have the opportunity to try assistive devices and adapted watercraft, as well as experience water activities under the guidance of skilled instructors. The workshop also offers a brief introduction to classification systems, principles of assistance, water safety, and space for discussion and exchange of experiences.

Thanks for the support



Inclusion-Oriented Application of the TREE Concept in Sports Games

Florian Pochstein

University of Education, Faculty of Participation Sciences, Ludwigsburg, Germany

This workshop focuses on the inclusion-oriented application of the TREE concept (Teaching Style, Rules, Equipment, Environment) as a didactic and methodological approach to designing sports games in heterogeneous groups. The aim is to demonstrate how targeted modifications of teaching strategies, game rules, equipment, and learning environments can facilitate equal participation, individualized learning opportunities, and social interaction in sports games. The workshop emphasizes practical activities in the sports hall, where participants actively experience and reflect on different game adaptations that address diverse motor, social, and cognitive abilities. Accompanying reflective phases support the theory-based analysis of practical experiences and promote the transfer of inclusive teaching competencies to school-based and extracurricular physical activity and sport settings.

Blind Baseball

Tereza Stejspalová

Charles University – Faculty of Physical Education and Sport, Prague, Czechia

Blind baseball is a fast-growing sport for visually impaired athletes with strong paralympic aspirations. In this workshop, you'll discover how the game is played and experience what it's like to move across the field without sight—guided only by sound and the support of trained sighted assistants. You will try base running blindfolded, listening for the sound-emitting equipment, and exploring how players hit, field, and throw the ball without vision. If you've ever wondered how athletes navigate the game using hearing and teamwork, this is your chance to find out. We are always excited to share this unique and inspiring sport with new people. Come and be part of the movement!

Feldenkrais Method in APA

Eliška Úblová

Charles University – Faculty of Physical Education and Sport, Prague, Czechia

The Feldenkrais Method is a comprehensive approach that in general facilitates organic learning, which includes motor learning, develops movement differentiation, and enables individuals to discover new possibilities within themselves. It offers valuable benefits not only for people with physical limitations but for anyone seeking more efficient and comfortable movement and a way to develop their own potential. The workshop will provide an introduction to the theory and principles of the Feldenkrais Method, especially its group form - Awareness Through Movement lessons. Participants will have the

opportunity to practically experience parts of group lessons and explore the principles of the method through their own experience.

Active Care: Supporting Carers' Wellbeing Through Movement

Jitka Všecková

The Open University, Milton Keynes, United Kingdom

Anyone can become a carer at any point in their life. Carers traditionally play a pivotal role in supporting individuals, very often family members, with diverse needs, dictated by their illnesses and disabilities. Many carers will not prioritise their own wellbeing and health. Carers' needs often vary, according to what age group they belong to (young carers, young adult carers, adult carers, older carers). Any caring role can be quite lonely and isolating, so knowing where, when, and how to reach out can help carers across different age groups to meet their needs. That makes accessible support and good signposting a crucial part of any services or interventions for carers. Without practising self-care, it is very easy for anyone to burn out, especially when they might be juggling several roles in life, including the one where they care for their loved ones. The model Five Pillars for Ageing Well, utilised in the Ageing Well Public Talk Series (AWPTS) and Take Five to Age Well (Take Five), has been well evaluated and demanded by carers for its easy use. AWPTS and Take Five are educational interventions (Take Five became a national public health campaign) and are tailored to supporting carers with self-care and easier access to physical activities, as they were co-designed and co-produced with people with multiple, and often long-term conditions, and their carers.

Submitted workshops

An Interactive Showcase of the "Diverse Discoveries" Card Game

R.A. Aksoy

Munster Technological University, Tralee, Co. Kerry, Ireland

Introduction: Regulating services, securing the rights of participation by laws is crucial for the people with visual impairment (PwVI). Yet, many PwVI still face barriers due to lack of life experiences in an accessible environment, in recreational activities, including games. This workshop introduces "Diverse Discoveries," an innovative game.

Aim: To host a dynamic, experiential workshop that introduces the market-ready "Diverse Discoveries" card game, showcases its unique value as an inclusive and accessible social product, and directly drives awareness, engagement. The objectives include:

- To immerse participants in the enjoyable and socially connective experience of playing "Diverse Discoveries."
- To demonstrate the game's innovative multi-modal design (tactile, audio, visual),
- To articulate the game's social impact mission: promoting inclusion, accessibility, and awareness of Paralympic sports.

Method: A mixed method of quantitative and qualitative research was applied according to the principles of inclusive, accessible design, colour contrast, audio descriptions that were compatible with smartphones, and tactile additions. Purposively selected participants (blind, vision loss, elderly) were included in the needs analysis (n=11) and for testing (n=21). By applying Design Thinking Approach (DTA) (d.school Stanford, 2010) respectively (1) empathising stage: a literature review was conducted, interviews were carried out to understand the needs, and create the empathy map; (2) defining stage: the problem was defined by translating the data into a solution proposal; (3) ideating stage: the solution was conceptualised, and the content was created, and feedback was received from 5 field experts; (4) prototyping stage: necessary corrections were made, and researcher created physical product with digital features; (5) testing stage: prototype was tested with 4 groups (N=21).

Results: It can be said that developing an accessible game, to empower participation in social, fun activities, along with promoting paralympic sports, would have an enhancing effect.

Conclusions: By developing an accessible card game for the PwVI, to empower participation in social activities, while promoting disability awareness, paralympic sports would have an enhancing effect. This workshop plan is designed to transition "Diverse Discoveries" from a research prototype to a compelling commercial product for people with visual impairment and/or blind.

COOL-APA Workshop

U. Barrett¹, M. Kudláček², M. Reponen³

¹*Munster Technological University, Tralee, Ireland;* ²*Haaga-Helia Ammattikorkeakoulu OY, Helsinki, Finland;* ³*Univerzita Palackeho v Olomouci, Olomouc, Czechia*

Background & purpose. What counts as “inclusion” in adapted physical activity (APA) varies across European contexts. Building on the ERASMUS funded COOL-APA project’s evidence from their needs assessment and its in-development online modules, this practical workshop will both share cross-country insights and collect participants’ experiences and future needs to shape the next iteration of the COOL-APA modules.

Format & activities. We begin with a concise, data-informed scene-setting (10–12 min) highlighting contrasts and convergences in inclusive practice across partner countries (Finland, Ireland, Czechia, Lithuania, and Ukraine). Participants then rotate through facilitated roundtables (3×10 min) on:

- Access & participation (schools, clubs, community),
- Capacity & competences (teacher/coach training, interprofessional work),
- Enablers in digital/onsite delivery (UDL, accessibility).

A live poll and facilitator synthesis (10-15 min) will prioritise the most actionable needs and promising practices.

Expected outcomes:

- A crowdsourced European (and global) priorities list for inclusive physical activity
- A short action brief translating the top priorities into concrete learning outcomes and teaching approaches for COOL-APA Work Package 3

Target audience. Educators, researchers, students, practitioners, programme managers, and policy-shapers from all EUCAPA sub-themes, especially those advancing inclusive PE, community sport, rehabilitation/exercise therapy, leisure/recreation, and technology-enabled inclusion.

Contribution to EUCAPA 2026. The session directly supports the congress motto, “APA Evolution: Honouring Our Past, Shaping Our Future,” by turning comparative European insight into co-created, forward-looking curriculum design for APA.

Needs-Oriented Psychomotricity in Movement Interventions – Promoting Individual Resources in Times of Multiple Challenges

N. Holz, S. Trotter

University of Education Ludwigsburg - Faculty of Participation Sciences, Ludwigsburg, Germany

Challenges for society such as poverty, climate change, war, pandemic experiences, and economic uncertainty, as well as individual circumstances and challenges, can lead to uncertainty and overwhelm. This may have lasting impacts on participation, well-being and health of children, adolescents, and adults. In light of, this psychomotricity workshop focuses on the important question of how psychomotor activities can create opportunities for fostering resources and promoting resilience.

Needs orientation has long been a central principle of psychomotor therapy (cf. Zimmer, 2025; KeBel, 2014). Based on theoretical models of basic (psychological) needs, this workshop creates practice-oriented and movement-based experiences that can be adapted to diverse age groups, abilities, and participation contexts. Participants experience psychomotor movement and perception activities that enable physical, personal, and social experiences, which are geared towards resources and needs. Together, we reflect on the practical sequences and classify them both professionally and conceptually, in order to highlight possibilities of transfer regarding different target groups and work contexts. In line with the conference theme *APA Evolution: Honoring Our Past, Shaping Our Future*, the workshop builds on established psychomotor principles and further develops them in response to societal challenges. It illustrates how needs-oriented psychomotor interventions may contribute to promoting resilience and individual resources essential to cope with societal and individual challenges.

Differences in the Psychomotor Development of Children with Visual Impairments

Z. Janečka

Faculty of Physical Culture, Palacký University, Olomouc, Czechia

This workshop focuses on the influence of reduced or absent visual functions on the psychomotor development of children with visual impairments. Attention will be given to the role of sensory perception in early motor development, with particular emphasis on how other senses can compensate for limited visual input and support orientation, movement control, and body awareness.

The workshop will combine theoretical explanation with practical demonstrations. Participants will explore how other senses can be used when working with movement in children with visual impairments. Practical examples will illustrate the positioning of individual body segments during static and dynamic movement tasks, including selected sports-related motor skills.

A further part of the workshop will focus on exercises derived from basic three-month developmental patterns within the first year of life and their application across different age groups. Participants will also be introduced to practical methods for developing fundamental locomotor patterns in children with visual impairments. Special attention will be paid to exercises aimed at compensating for persistent primary reflexes that may interfere with controlled motor activity.

The final part of the workshop will demonstrate exercises supporting the development of dynamic movement stereotypes within muscle chains. These principles will be applied to various types of physical education classes and sports training sessions, with the aim of improving movement quality, safety, and participation of children with visual impairments.

From mobility to participation: Applying the WELLDONE framework for teaching wheelchair skills in European higher education curricula

K. Karinharju¹, R-K. Kuusiluoma¹, F. Dokuztuğ Üçsular², F. Mutluay², B., Molik³, J. Marszałek³, A. Saltan²

¹Satakunta University of Applied Sciences, Finland; ²Yalova University, Faculty of Health Sciences, Department of Physiotherapy and Rehabilitation, Yalova, Türkiye; ³Faculty of Rehabilitation, Jozef Piłsudski University of Physical Education in Warsaw, Warsaw, POLAND

Background: Wheelchair skills training is essential for safe, efficient, and autonomous participation in physical activity, sport, and everyday mobility for wheelchair users. Despite its importance in activities of daily living and adapted physical activity (APA), pedagogically structured approaches to wheelchair skills training remain limited in European higher education and professional training. There is a clear need to integrate evidence-informed wheelchair skills training into European degree programmes in physiotherapy, rehabilitation, and APA.

Aim: WELLDONE (Wheelchair Skills Empowerment through Learning and Lifelong Mobility Inclusivity for All) is an Erasmus+ project involving five European universities from Türkiye, Lithuania, Poland, and Finland. The project aims to promote equality and participation by strengthening wheelchair skills education in European higher education and focuses on developing technology-enhanced learning materials for health and wellbeing fields. Its target group consists of students and researchers in European higher education working in these fields, who are key contributors in teaching and promoting wheelchair skills.

Workshop description: This interactive workshop introduces the WELLDONE wheelchair skills training framework through practical activities and reflection, focusing on adapted physical activity contexts. It demonstrates how wheelchair skills training can be integrated into education and community programmes, highlights foundational skills and

teaching principles, and emphasizes safety, inclusion, contextual adaptation, and the use of digital learning tools.

Target group and learning outcomes: This workshop is targeted at professionals, educators, researchers, students, and practitioners working in adapted physical activity, physiotherapy, rehabilitation, and inclusive sport. By the end of the workshop, participants will be able to identify essential wheelchair skills for active participation, understand how wheelchair skills training can be integrated into higher education curricula, and use existing resources and frameworks to support effective wheelchair skills education.

Enhancing Tactical Skills and Game Play through Passing Games

K. Vanluyten, T. Dehandschutter, P. Iserbyt
KU Leuven, Leuven, Belgium

During this practical session we explore a lesson unit in which there is a focus on tactical elements during game play. While there are several challenges in teaching invasion and interactive games, this unit is developed to build a foundation for future engagement in several of these games. This unit is designed to develop game play techniques such as throwing and catching, alongside tactical understanding in an authentic learning context. During these passing games there is a focus on maintaining possession of the ball without time and spatial pressure and with a focus on restoring the triangle. Shaping time and spatial constraints is fundamental during task progression as these constraints offer children opportunities to be successful at their current developmental level. The development of offensive tactics is designed to create scoring opportunities. Techniques like passing with a chest pass or an overhand pass, catching, and shooting combined with tactical aspects such as positioning, game strategies, and decision-making are introduced early in the unit. Early on, several safety-related rules are applied, along with additional modifications to adapt the game. Children work together in fixed, heterogeneous teams to foster team affiliation and game play. An assessment rubric serves as both a feedback tool during each lesson to inform students and teachers about progress and an evaluation tool at the end of the unit. The rubric emphasizes the functional use of techniques, rudimentary offensive tactics (i.e., moving into open space and restoring the triangle), defensive tactics (i.e., preventing offensive actions and scoring opportunities), and fair play. Finally, suggestions concerning content development as well as key reminders for task presentation, providing feedback, and managerial routines for teaching this unit are included.

Analysis of Swimming Skills in Children with Physical Disabilities and Validation of a Modified Assessment Scale

K. Botková

Palacký University Olomouc, Olomouc, Czechia

Introduction: Swimming is an important form of physical activity for individuals with physical disabilities, contributing to motor development, independence, and quality of life. Mastery of basic swimming skills is a prerequisite for acquiring swimming techniques; however, their assessment in this population remains insufficiently standardized. The aim of this study was to analyze swimming skill levels in children with physical disabilities and to examine the applicability of a modified assessment scale tailored to their specific needs.

Method: A longitudinal design (2022–2024) was used. The sample consisted of 14 children aged 6–17 years with physical or multiple disabilities. Data were collected through systematic observation and standardized testing using a modified scale assessing seven basic swimming skills (e.g., head submersion, streamlined position, exhalation into water, water orientation). The intervention was conducted 1–2 times per week, emphasizing individualized instruction and gradual adaptation to the aquatic environment.

Results: All participants showed improvement across the assessed skills. The mean increase was 8 points on the assessment scale, with some individuals achieving gains of 16–25 points. The greatest improvements were observed in water adaptation skills (head submersion, exhalation into water), which appeared to be critical for further skill development. The lowest performance was found in jumping into water, likely due to limitations in lower limb function. At post-test, no participant remained at the beginner level.

Conclusions: The findings highlight the importance of long-term, systematic, and individualized swimming interventions for children with physical disabilities. The modified assessment scale proved to be a practical and suitable tool for evaluating swimming skills in this population. The study contributes to evidence-based practice in adapted physical activity and supports the development of more effective inclusive swimming programs.

Historical milestones in sports for the physically disabled, which led to the participation of Czechoslovak athletes in the Paralympics

R. Čichoň

Charles University – Faculty of Physical Education and Sport, Prague, Czechia

Introduction: This historical study maps the genesis of physical activities and sports for the physically disabled in Czechoslovakia. The work focuses on the period from the post-war years until 1972, when the 4th Summer Paralympic Games were held in Heidelberg, Germany, with the first ever participation of Czechoslovak physically disabled representatives.

Methods: The author analyzed the historical context and identifies key milestones and significant sporting events on the domestic and international scene of the physically disabled, thereby filling the gaps in historical research. Methodologically, the study is based on the analysis of unique, long-term collected materials from the author's personal archive - in particular, unedited documents from the period, period press, promotional publications, and an extensive photographic collection.

Results: Within the presentation these valuable sources will become available to the professional public and the historical development of sports for the physically disabled in Czechoslovakia within socio-political context will be comprehensively described.

The Role of Psychomotricity in Physical Education

Z. Janečka

Faculty of Physical Culture, Palacký University, Olomouc, Czechia

Introduction: Motor development should be understood broadly. Its foundations emerge in early infancy, when reflex-driven movement is gradually replaced by goal-directed motor activity. This process is linked to neural networks for motor control and to muscle activation in typical three-month developmental stages. It raises questions about what children learn through movement and play, how the environment and sensory systems influence development, and how early motor programming affects lifelong competencies.

Methods: We analyzed theoretical sources and intervention concepts in psychomotricity, diagnostics of psychomotor development in children up to one year of age, spinal muscle chains involved in movement stabilization, and vertical muscle chains responsible for segmental stabilization at rest. The aim was to identify strategies that may influence motor competencies across life stages.

Results: Based on two Czech concepts, we designed intervention programs to stimulate fundamental movement patterns that may influence later motor behavior. The first approach is Pavel Kolář's concept, which uses three-month developmental movement

patterns naturally appearing during infant verticalization, approximately between 12 and 15 months of age. It emphasizes activation of specific muscle groups characteristic of each stage, when motor control programs and coordinated muscle synergies are established. If verticalization develops optimally in the first year, these patterns become embedded and may persist throughout life. The second approach is Richard Smíšek's spiral stabilization method. Spiral stabilization supports optimal muscle activation during movement, whereas vertical stabilization ensures alignment and stabilization of body segments and the muscular corset at rest. The method aims to restore muscular balance by strengthening muscles prone to weakness and stretching muscles with a tendency toward shortening. Both concepts may compensate for pathological movement patterns associated with sedentary behavior, poor posture, and unilateral demands in performance sports. They can support conditioning training through balanced posture, coordinated muscle-chain activation, timing, and optimized muscle tension.

Conclusions: The analysis led to practical exercise protocols, including descriptions of deviations from optimal postural alignment. Exercises derived from Kolář's concept are designed for children aged 5–8 years and aim to establish optimal segmental alignment and postural responses. Exercises based on Smíšek's method focus on regeneration of muscle groups overloaded by unilateral sports activities. Improved stabilization and movement coordination may enhance performance without increasing training volume, while reducing tissue wear and injury risk. Practical demonstrations will be presented in a conference workshop.

The “Active School in the South Moravian Region” Project in the Context of an Inclusive Approach to Physical Education

A. Skotáková

Faculty of Sports Studies, Masaryk University, Brno, Czechia

This paper presents the “Active School in the South Moravian Region” project, which focuses on promoting a physically active school environment and developing students' physical literacy throughout the school day. The project is based on the principles of school physical activity intervention and health promotion and integrates both curricular and extracurricular forms of physical activity. Key tools include methodological support for schools, self-assessment tools, and the practical implementation of active school principles.

In the context of inclusive education, the project addresses the needs of students with special educational needs (SEN) and emphasizes the principles of individualization, participation, and fostering a positive social climate. The project's approach aligns with the concepts of inclusive physical education and adapted physical activities (APA), emphasizing the accessibility of physical activity for all students regardless of their abilities.

This paper presents the project's structure, its outputs to date, and implications for practice, particularly in the areas of supporting inclusion and implementing physical activity interventions in the school setting.

Teaching Methodology for Basic Skiing for Children with Neurodevelopmental Disorders in the Inclusive Environment of Ski Schools and School Ski Courses – Design and Practical Implementation

A. Stehlíková, I. Pavlová

Charles University – Faculty of Physical Education and Sport, Prague, Czechia

Introduction: Physical activities are an important means of supporting the physical, mental, and social development of children with neurodevelopmental disorders. Skiing is a specific physical activity that develops balance, coordination, and spatial orientation while also promoting the social inclusion of children through group activities. In the Czech Republic, skiing is often taught as part of school ski courses in elementary schools, typically in the 7th grade. With the growing emphasis on inclusive education, there is a need for methodological support for ski instructors and teachers who work with children with specific educational needs. The aim of this paper is to present a proposed methodology for teaching basic skiing to children with neurodevelopmental disorders and the possibilities for its application in regular ski schools and during school ski training.

Method: The methodology was developed based on an analysis of professional literature in the fields of special education, sports pedagogy, and adapted physical activities. The proposal includes a series of basic skiing exercises supplemented by educational games and motivational elements. The methodology considers the principles of individualized instruction, safety, and the use of visual and verbal instructions. The design of the methodology also considered the collaboration between the ski instructor and the teacher or teaching assistant, as well as the potential for implementation in standard ski schools in cooperation with the Czech Association of Ski Schools.

Conclusions: The proposed methodology can contribute to improving the quality and accessibility of ski instruction for children with neurodevelopmental disorders in an inclusive setting. At the same time, it provides practical methodological support for ski school instructors and teachers involved in school ski training programs. Further development of the methodology is possible through its validation in practice and collaboration with professional organizations, such as the Czech Association of Ski Schools.

Pre-conference workshop

Spinal Cord Injury in the Context of Comprehensive Rehabilitation and Research

Specialised pre-conference workshop organised by **Paraple Centre** in cooperation with **Paralab**.

June 9, 2026, 9:00-12:00

VENUE

Centrum Paraple

Ovčárská 471/6

108 00 Prague 10 – Malešice

Participants will gain an in-depth understanding of **spinal cord injury**, modern approaches to **comprehensive rehabilitation**, and current **research directions** in the field. The program offers a unique opportunity to explore the work of one of the Czech Republic's leading centres supporting individuals after spinal cord injury.

Social program

Welcome Drink

Tuesday, June 9, 18:00-20:00

Admission is free for all registered participants.

The welcome drink will take place at the conference venue (ATRIUM) and will include a light snack and a welcome drink.

Conference Dinner

Wednesday, June 10, from 19:00–22:00

Venue: Klášterní pivovar Strahov (Strahov Monastic Brewery)

Address: Strahovské nádvoří 301, Prague 1-Hradčany

www.klasterni-pivovar.cz

Conference dinner tickets are not included in the registration fee.

How to get to Strahov Monastic Brewery by public transport (35 min.)

From Conference venue (José Martího 269/31, Prague 6):

1. Walk 5 minutes to Tram stop Nad Džbánem.
2. Take tram 26 (direction: Želivského) to Hradčanská stop, 10 stops - 15 min.
3. Take tram 22 (direction: Bílá Hora), 3 stops - 6 min.
4. Get off at “Pohořelec” stop
5. From there, it’s a 5-minute walk along the Pohořelec Street.

[MAP](#)



Closing Dinner

Thursday, June 11, from 19:00

Venue: Restaurant Podolka

Address: Podolské nábřeží – přístav 1, Prague 4

The Closing Dinner is included in selected registration categories. Participants whose fee does not include the dinner may purchase a ticket through the registration system.

How to get to Restaurant Podolka by public transport (50 min.)

From Conference venue (José Martího 269/31, Prague 6):

1. Walk 5 minutes to Tram stop Nad Džbánem.
2. Take tram 26 (direction: Želivského) to Nábřeží Kapitána Jaroše, 15 stops - 23 min.
3. Take tram 17 (direction: Sídliště Modřany) to Podolská vodárna, 9 stops – 17 min.
4. From there, it's a 2-minute walk.

[MAP](#)



Evening program

19:00 – Welcome Drink

We will open the Closing Dinner with a celebratory welcome drink, symbolically connecting the energy of the day with the atmosphere of the evening program.

19:30 – Para Dance Performance

Under the walls of Vyšehrad, you will experience a dynamic and emotionally rich Para Dance performance that blends movement, music, and artistic expression into a memorable cultural moment.

20:00 onwards – Festive Dinner & Music Program

The cultural highlight will flow directly into a festive dinner accompanied by music. Enjoy quality gastronomy and celebrate the gathering of the European academic community in adapted physical activity.

Additional social activities

Tuesday Walks

Join one of our voluntary Tuesday walks, prepared by student volunteers for EUCAPA participants.

Each walk offers a relaxed way to explore Prague's history, culture, and local life — from charming streets and viewpoints to hidden corners and stories behind the city's landmarks.

- Participants will travel partly by public transport, so please make sure you have a valid ticket for Prague's public transport system.
- Any personal expenses during the walk (meals, tastings, entrance fees, etc.) are not covered by the conference budget.
- Please wear comfortable walking shoes — some routes include cobblestones and short uphill sections.

Group sizes are limited, so we recommend early registration.

After logging into the [conference registration system](#), you will find the form “Tuesday Walks”.

Old Town Square Tour

Ten stories from Prague's most famous square.



OLD TOWN SQUARE
GUIDED TOUR

Ten stories. One square. The heart of Prague's history, with Magdalena (+420 755 259 905)

JOIN US

Discover ten stories from the most important historical square in Prague.

WhatsApp group



TEN STOPS

1. The Astronomical Clock
2. Jan Hus Monument
3. Franz Kafka's Birthplace
4. House at the Stone Bell
5. Kinsky Palace – of Neohumanism
6. Gottwald's Bakery
7. The 17. Cross
8. Charles University
9. Church of Our Lady before Týn
10. St. Martin Column

WE WILL SEE



20:00 TUESDAY

30 min AT THE SQUARE

10 min FROM METRO

Date Night with Prague

Evening stroll through Malá Strana and Charles Bridge.



DATE NIGHT WITH PRAGUE

ONE CITY. ONE NIGHT. ENDLESS MEMORIES



THE ROUTE



1 MALÁ STRANA
Charming streets, hidden corners and stories of old Prague. Let's start the night right.

We'll pass by: Kampan

2 PIVO U GLAUBICU
Local pub. Cold beer. Good views. The perfect introduction.

3 KARLŮV MOST
Iconic views, legends and the best place for a group photo. From one side of Prague to the other.

4 VYHLÍDKA Z MAJE
Breathtaking view over the city. The perfect spot for sunset, photos and moon moments.

5 STAROMĚSTSKÉ NÁMĚSTÍ
Heart of the old town. Street performers, lights and the energy of Prague nights. And the night's just getting started.

JOIN THE GROUP!
Scan to join our WhatsApp group and get all the info.



MALÁ STRANA
PIVO U GLAUBICU
KARLŮV MOST
MAJE
STAROMĚSTSKÉ NÁMĚSTÍ
= KAMPA, NÁRODNÍ PŘÁZDRAŽÍ, VOZKOVSKÉ NÁMĚSTÍ

EXPLORE. CONNECT.
MAKE IT A NIGHT TO REMEMBER.

Underground Beer Tour

Discover local craft beer spots in Dejvice.

UNDERGROUND BEER TOUR
LOCAL CRAFT BEER TOUR

- KLUBOVNA DEJVICE**
Cultural center, live gigs, concerts, outdoor cinema and a great atmosphere. Taste beer, craft selection and ever-changing lineup.
- PIVNÍ JISTOTA**
Craft beer bar in the heart of Dejvice. Regularly changing selection of Czech craft beers from small and independent breweries.
- DEJVIČKÁ NÁDRAŽKA**
A legendary railway pub with vintage atmosphere for over 80 years. Famous local, local and other classic Czech beers. Have Real Důl!
- AUTOMAT MATUŠKA**
Taproom of the Matuška Brewery in Dejvice. Several of their great beers on tap all the time.

MEETING POINT 20:00
IN FRONT OF THE FACULTY OF PHYSICAL EDUCATION AND SPORT
CZECH REPUBLIC 25, PRAGUE 02

DISCOVER DEJVICE
DIFFERENT PLACES. ONE PASSION.

SCAN TO SEE THE ROUTE
JOIN THE GROUP
AND GET ALL THE INFORMATION!

KLUBOVNA JISTOTA NADRAZKA MATUŠKA

Charles IV and the Golden Age of Bohemia

Explore medieval Prague and its royal legacy.

As one of the most influential and beloved Czech monarchs, Charles IV. played a crucial part in making Prague what it is today.

Together we explore the legacy of medieval Prague during his reign and the remnants of Bohemia's Golden Age.

- Karolinum
- The Powder Gate Tower
- Old Town's Square
- Charles' Bridge
- Church of Our Lady of Victories
- Hunger Wall

★ *And more!*

This tour will take you for a relaxing, but educational walk through Prague's historical centre.

Charles IV. and the Golden Age of Bohemia
A guided walking tour

The reception of Faculty of Physical Education and Sport
Tuesday, June 9th 20:00

Join our Whats-app group!

Inclusive Boccia Tournament

Join fellow delegates for a friendly Boccia match. Experience teamwork, precision, and fun in an inclusive environment. The winner will be awarded at Closing dinner.

EUCAPE
PRAGUE 2026

BOCCIA TOURNAMENT

Take aim. Enjoy the game.
Everyone is welcome!

WHEN?
WEDNESDAY 10 JUNE 2026
THURSDAY 11 JUNE 2026
10:00 AM - 4:00 PM

WHERE?
GREEN HUB
3RD FLOOR,
MAIN BUILDING (H)

WHO?
FOR INDIVIDUALS ONLY

WHY?
HAVE FUN, MEET OTHERS
AND EXPERIENCE
THE JOY OF BOCCIA!

REGISTER HERE!
SCAN ME OR VISIT:
<https://forms.gle/oWCm3eGRoI5WCppt5>

REGISTER VIA THE QR CODE
BY WEDNESDAY 10 JUNE 2026
BY 8:00 AM.

Join us and be part of the game!

The Lost Paralympic Quest: A Geocaching Mystery at EUCAPA 2026



When the European Congress of Adapted Physical Activity (EUCAPA) arrives in Prague, something unexpected happens — a treasured Paralympic symbol disappears without a trace. Whispers lead to the wild valley of Divoká Šárka, where secrets hide among the cliffs and streams.

Your mission begins at the Faculty of Physical Education and Sport. Armed with your phone, map, and detective instincts, follow cryptic clues along the trail to uncover what (or who) has gone missing. Each cache reveals a puzzle — and only the sharpest team will piece the story together before time runs out.

Join the EUCAPA social adventure that combines mystery, movement, and teamwork. The valley is calling... will you answer?

Self-guided QR mystery game in Divoká Šárka

A Paralympic symbol has disappeared somewhere in the valley of Divoká Šárka. Follow the trail, scan QR codes, unlock story fragments and solve short challenges that connect movement, teamwork and curiosity.

- Format: self-guided outdoor QR game
- Duration: about 45–60 minutes
- Distance: about 2.5–3 km
- Route: main valley path in Divoká Šárka
- Team size: ideal for 2–5 people, but also possible individually
- What you need: a mobile phone with internet access and comfortable walking shoes

How it works:

1. Start at the first QR point (which you can find in the faculty entrance at the reception desk).
2. Scan the code and read the short task.
3. Enter the correct password to unlock the next clue.
4. Follow the route through 7 stations.
5. Discover what happened to the lost Paralympian at the final station.

Important:

- Stay on the main marked paths.
- No climbing or leaving the trail is needed.
- All QR points are placed in visible and accessible locations.
- The game is available throughout the week as a self-guided activity.

Tuesday, June 9, 2026

HALL TC-F

OPENING CEREMONY

14:00

Welcome speeches

Klára DAŘOVÁ, Miroslav PETR, Zbyněk SÝKORA, Zdenek SVOBODA, Javier PÉREZ-TEJERO

KEYNOTE LECTURE

Chairpersons: Klára DAŘOVÁ, Javier PÉREZ-TEJERO

14:30

Living in presence, honoring past and shaping the future

Martin KUDLÁČEK

Palacký University Olomouc, Czechia

15:30-16:00 Coffee break and networking (CREATIVE HUB)

PHYSICAL EDUCATION AND INCLUSIVE ACTIVITIES

Chairpersons: Aija KLAIVINA, Natalia MORGULEC-ADAMOWICZ

16:00

Disability inclusion in physical education in Saudi Arabia: A comprehensive review of research, policy, and practice

Majed ALHUMAID

Department of Physical Education, Al-Ahsa, Saudi Arabia

16:20

Bringing science live to the stage: young people's reflections on inclusive and adapted physical education through creative performance

Lesley SHARPE

University of Lincoln, United Kingdom

16:40

Empowering inclusion in physical education and sport: Barriers, practices, and systemic change for learners with intellectual disabilities in Malta

Amanda FARRUGIA

MCAST - Malta College of Arts, Birkirkara, Malta

17:00

Sedentary behavior and physical activity levels in Swedish adolescents with and without intellectual disabilities

Sanna FJELLSTRÖM

Department of Health Sciences, Östersund, Sweden

HALL P2

SPORTS – FROM BEGINNER TO PARALYMPIAN

Chairpersons: Kwok NG, Martin KUDLÁČEK

16:00

Talent identification in Paralympic sport in Germany: Structures, stakeholders, and challenges

Sabine RADTKE

Paderborn University, Paderborn, Germany

16:20

Coaching para sport in Ireland: Qualitative insights to guide a national coach development framework

Alan DINEEN

Department of Physical Education and Sport Sciences, Cork, Ireland

16:40

Reconnecting research and practice in Paralympic sport management: The paramanager framework as an evidence-informed model of professionalisation

Piotr MAREK

Institute of Sport-National Research Institute, Warsaw, Poland

17:00

Parents in competitive sport – a comprehensive literature review on similarities and differences between disability and non-disabled sport

Alina VOGEL

Paderborn University, Paderborn, Germany

17:20

Age of starting sports among Finnish adolescents with disabilities

Kwok NG

University of Turku, Turku, Finland

HALL P6

REHABILITATION AND EXERCISE THERAPY

Chairpersons: Jitka VAŘEKOVÁ, Věra KNAPPOVÁ

16:00

Feasibility and impact of a low-threshold 12-week supervised exercise program on physical fitness and quality of life in oncology patients.

Věra KNAPPOVÁ

University of West Bohemia, Pilsen, Czechia

16:20

Alpine skiing in athletes after transplantation and with chronic kidney disease – movement as courage and therapy

Ilona PAVLOVÁ

Charles University, Prague, Czechia

16:40

Resistance training in elderly people with sarcopenia: Systematic review

Sophia CHARITOU

School of Physical Education and Sport Science- National and Kapodistrian University of Athens, Greece

17:00

The impact of physical activity on sleep in the context of alcohol use and abuse: systematic review and protocol of pilot study APhysOH

Lilou DUQUET

Université Marie et Louis Pasteur, Besancon, France

17:20

Defining wheelchair skills education in physiotherapy curricula

Asuman SALTAN

Yalova University Faculty of Health Science Department of Physiotherapy and Rehabilitation, Yalova, Turkey

HALL U10

LEISURE, RECREATION AND PSYCHOSOCIAL ASPECTS OF APA

Chairpersons: Klára DAŘOVÁ, Raul REINA VAILLO

16:00

Quality of life and life satisfaction in sitting volleyball players: A two wave study from the Czech Republic

Klára DAŘOVÁ

Charles University, Prague, Czechia

16:20

Member commitment to wheelchair sports groups of the Swiss paraplegic association

Florence EPINEY

University of Bern, Switzerland

16:40

Motivation of Venezuelan refugees with physical disabilities to play wheelchair basketball

Vinícius CARDOSO

State University of Roraima, Boa Vista, Brazil

17:00

Inclusion and accessibility in local mass-participation running events: Practical implications for inclusive event design

Raul REINA VAILLO

Miguel Hernández University, Elche, Spain

17:20

Analysis of digital information quality regarding access for people with physical disabilities in the national parks of Spain and Croatia

Ana CASTRO SANCHO

Catholic University of Valencia, Valencia, Spain

GYM TBO-4

PSYCHOMOTRICITY AS A PART OF APA INVITED WORKSHOP

Chairperson: Markéta KŘIVÁNKOVÁ

16:00

Invited workshop - Circus skills for all

Kateřina KLUSÁKOVÁ

CIRQUEON, Prague, Czechia

ATRIUM

18:00-20:00 Welcome drink and networking

Wednesday, June 10, 2026

ATRIUM

8:20-8:50 Morning exercise

HALL TC-F

KEYNOTE LECTURE

Chairpersons: Kristina FAGHER, Klára DAŘOVÁ

09:00

Paralympic classification – eligibility, the border of disqualification

Yves VANLANDEWIJCK

Swedish School of Sport and Health Sciences (GIH), Stockholm, Sweden

10:00-10:30 Coffee break and networking (CREATIVE HUB)

PHYSICAL EDUCATION AND INCLUSIVE ACTIVITIES

Chairpersons: Ursula BARRETT, Julie WITTMANNOVÁ

10:30

Future training needs in adapted physical activity in Europe: Insights from a multi-country survey

Ursula BARRETT

Munster Technological University, Tralee, Ireland

10:50

Youth unified at universities: Special olympics pilot project at Eurasia region

Julie WITTMANNOVÁ

Palacký University Olomouc, Czechia

11:10

Challenges in the inclusion of students with autism from the perspective of Slovak physical education teachers across different educational level

Dagmar NEMČEK

Comenius University Bratislava, Slovakia

11:30

Supporting primary school teachers to include a child with a visual impairment in PE lessons

Niamh BOYLAN

Dublin City University (DCU), Dublin, Ireland

11:50

What is taught within introductory adapted physical activity courses? The perceptions of US faculty.

Lauren LIEBERMAN

SUNY Brockport, Brockport, United States

12:10

From dystopia to utopia: Attempting to re-imagine physical education for disabled students

Justin HAEGELE

Old Dominion University, Norfolk, VA, United States

HALL P2

SPORTS – FROM BEGINNER TO PARALYMPIAN

Chairpersons: Javier PÉREZ-TEJERO, Raul REINA VAILLO

10:30

Retrospective and prospective analysis of the Spanish Paralympic ADOP programme: Key challenges and strategic priorities for LA 2028

Raul REINA VAILLO

Miguel Hernández University, Elche, Spain

10:50

Line-up composition matters: Macro-profiles and performance in Paralympic wheelchair basketball

William BECERRA MUÑOZ

Universidad Politécnica de Madrid, Spain

11:10

From disability to athletic identity: A qualitative exploration of the experiences of Turkish amputee football national team players

Gamze BEYAZOĞLU

Faculty of Sport Sciences, Kırşehir, Turkey

11:30

Match physical performance demands in footballers with coordination impairments

Matías HENRÍQUEZ

Escuela de Kinesiología, Santiago, Chile

11:50

Adaptive sport as a pathway to inclusion: Stakeholder perspectives from wheelchair and frame sports in Malta

Lara TONNA GRIMA

Institute for PE and Sport, Msida, Malta

12:10

Game statistic-based performance indicators in wheelchair basketball: A systematic review of trends and insights

William BECERRA MUÑOZ

Universidad Politécnica de Madrid, Madrid, Spain

HALL P6

REHABILITATION AND EXERCISE THERAPY

Chairpersons: Kristina FAGHER, José Pedro FERREIRA

10:30

High-intensity training for individuals with cerebral palsy using aquatic resistance training. Pilot study

Ingj EINARSSON

Reykjavik University, Reykjavik, Iceland

10:50

Do lower-limb passive mechanical properties influence postural stability? Innovative use of biofeedback-based intervention in children with cerebral palsy.

Laura ZALIENE

Klaipeda university, Klaipeda, Lithuania

11:10

Effects of aquatic intervention on gross motor function and water orientation skills in children with cerebral palsy

Eliška VODÁKOVÁ

Palacký University Olomouc, Czechia

11:30

How to increase the evidence supporting the effects of physical exercise on health and well-being of participants with neurodevelopmental disorders?

José Pedro FERREIRA

University of Coimbra, Portugal

11:50

The effects of aquatic exercise on motor skills and social behaviors in children and adolescents with autism spectrum disorder: A systematic review

Sarvin SALAR

University of Graz, Austria

12:10

School for parents of persons with disabilities: Enhancing family quality of life through increased knowledge, engagement, and practical skills, including adapted physical activity

Elena ZHELEVA

Medical University, Sofia, Bulgaria

HALL P1

TECHNOLOGY AND ADAPTIVE EQUIPMENT

Chairpersons: Yves VANLANDEWIJCK, Laura JIMENEZ-MONTEAGUDO

10:30

Intelligent assistive technologies to support inclusive physical education for students with visual impairments

Arnold BACA

University of Vienna, Austria

10:50

Perceptions on the use of 3D printing in adapted physical education

Melissa BITTNER

CSU, Long Beach, United States

11:10

From evidence to access: Building a cost-neutral national model for adaptive sports equipment

Biko BLOMMESTEIN

Knowledge centre of sport and physical activity, Utrecht, Netherlands

11:30

Co-designing accessible assistive technologies to support safe physical activity in older adults with visual impairments

Philipp KORNFEIND

Department of Sport and Human Movement Science, Vienna, Austria

11:50

Feasibility of smartphones and smartwatches to support self-monitoring of physical activity in university students with intellectual disabilities

Alba ROLDAN ROMERO

Miguel Hernández University, Elche, Spain

HALL U10 (CZ SESSION)

ČESKÁ STOPA V APA

Chairpersons: Ondřej JEŠINA, Rostislav ČICHOŇ

10:30

Rizika pohybové aktivity u jedinců po poranění míchy

Jiří KRÍŽ

University Hospital Motol, Prague, Czechia

11:00

Projekt „aktivní škola v JMK“ v kontextu inkluzivního přístupu v tělesné výchově

Alena SKOTÁKOVÁ

Masaryk University, Brno, Czechia

11:20

Historické mezníky sportu tělesně postižených, které vedly až k 1. účasti československých sportovců na paralympiádě

Rostislav ČICHOŇ

UK FTVS, Prague, Czechia

11:40

Analýza plaveckých dovedností u dětí s tělesným postižením a ověření modifikované aktivní hodnoticí škály

Klára BOTKOVÁ

Palacký University Olomouc, Czechia

12:00

Role psychomotoriky v pohybové výchově

Zbyněk JANEČKA

Palacký University Olomouc, Czechia

12:20

Metodika výuky základního lyžování u dětí s neurovývojovými poruchami v inkluzivním prostředí lyžařských škol a školních lyžařských kurzů – návrh a implementace v praxi

Ilona PAVLOVÁ

Charles University, Prague, Czechia

HALL P5

12:30 POSTER SESSION

LEISURE, RECREATION AND PSYCHOSOCIAL ASPECTS OF APA

P1. Exploring the psychometric properties of the physical activity selfadvocacy inventory for use with youth with visual impairments

Ali BRIAN

University of South Carolina, Columbia, SC, United States

P2. Masblox European project - promoting mixed ability games through roblox communities

Maria CAMPOS

University of Coimbra, Portugal

P3. Exploring the impact of a program based on judo falls on health and injury prevention of adults with intellectual and developmental disabilities

Maria CAMPOS

University of Coimbra, Portugal

P4. Design and implementation of an inclusive hiking program to promote social inclusion for people with intellectual disabilities

David MARTINEZ CORMENZANA

Catholic Univesrity of Valencia, Spain

P5. Education of children with emotional and behavioural difficulties through physical activity in small non-formal education groups: A psychologist-coach support model

Vida OSTASEVICIENE

Lithuanian Sports University, Kaunas, Lithuania

P6. The well-being and lived care experiences of family care partners of people living with dementia: The case study of photovoice practice in Lithuania

Ieva PETKUTĖ

The Lithuanian Sports University, Kaunas, Lithuania

P7. Analysis of barriers to physical activity participation among persons with physical disabilities

Jurate POZERIENE

Lithuanian Sports University, Kaunas, Lithuania

P8. Content validity assessment of the FAB-PA questionnaire: Facilitators and barriers to physical activity

Jitka VAŘEKOVÁ

Charles University, Prague, Czechia

P9. Physical activity, menopause, and quality of life among mothers of individuals with and without disabilities

Tanu Shree YADAV

University of Wisconsin, Madison, United States

P10. Not one story: Diverse-eyed seeing and intersectional lived experiences of disabled people in physical activity

Kyoung June Yi

McMaster University, Hamilton, Canada

P11. Evaluating the impact of inclusive sport practices for individuals with intellectual disabilities in Europe

Pelin AKSEN

Kırıkkale University Faculty of Sport Sciences, Turkey

P12. The impact of dance on the motor development of children with ASD

Isabella Maria BARROS DE ARAUJO

Department of Adapted Physical Activity, Campinas, Brazil

P13. Differences in the perception of factors influencing feelings in inclusive physical education classes in neurodivergent pupils

Dagmar NEMČEK

Comenius University Bratislava, Slovakia

P14. The European masters in adapted physical activity master study program at Lithuanian sports university

Vida OSTASEVICIENE

Lithuanian Sports university, Kaunas, Lithuania

P15. Outdoor adventure programme for students at a special needs school: Teachers' and families' opinions

Áurea REDONDO FERNÁNDEZ

"Fundación Sanitas" Chair for Inclusive Sport Studies (CEDI), Madrid, Spain

P16. Digital innovation in adapted physical activity: Evaluating the influence of the "sport, disability and inclusion" MOOC for physical activity and sport professionals

Áurea REDONDO FERNÁNDEZ

"Fundación Sanitas" Chair for Inclusive Sport Studies (CEDI), Madrid, Spain

P17. Czech translation and content validation of the AISDPE questionnaire

Jitka VAŘEKOVÁ

Charles University, Prague, Czechia

P18. An investigation of inclusive physical education practices in suburban middle schools

Jaehwa KIM

Soonchunhyang University, Asan, South Korea

SPORTS – FROM BEGINNER TO PARALYMPIAN

P19. Comparison of scoring patterns between WH1 and WH2 players in para-badminton matches

Jaehwa KIM

Soonchunhyang University, Asan, South Korea

REHABILITATION AND EXERCISE THERAPY

P20. Self-development group for parents of children with disabilities as part of occupational therapy support: A case study

Jitka VAŘEKOVÁ

Charles University, Prague, Czechia

P21. Effects of aquatic rehabilitation exercise on physical and cognitive function in older adults with physical disability

Yongho LEE

Seoul National University, Seoul, South Korea

P22. Adapted physical activity and parental involvement as an innovative approach in kinesiotherapy for children with disabilities

Elena ZHELEVA

Medical University, Faculty of Public Health, Bulgaria

13:00-14:00 LUNCH (Cantina & Café La Fresca)

HALL TC-F

KEYNOTE LECTURE

Chairpersons: Yves VANLANDEWIJCK, Laura JIMENEZ-MONTEAGUDO

14:00

Safeguarding para athletes' health: From injury risk to sustainable performance

Kristina FAGHER

Lund University, Lund, Sweden

EUFAPA GENERAL ASSEMBLY

14:45

EUFAPA General Assembly *All delegates are invited as EUFAPA members!*

Javier PÉREZ-TEJERO

16:00-16:30 Coffee break and networking (CREATIVE HUB)

PARALLEL WORKSHOPS AND SYMPOSIA

HALL TC-F

Chairperson: Ondřej JEŠINA

16:30-17:30

Cool-APA workshop

Ursula BARRETT

Munster Technological University, Tralee, Ireland

HALL P2

Chairperson: Klára DAŘOVÁ

16:30-17:30

Active care: Supporting carers' wellbeing through movement

Jitka VŠETEČKOVÁ

The Open University, Milton Keynes, United Kingdom

HALL P6

LEISURE, RECREATION AND PSYCHOSOCIAL ASPECTS OF APA

Chairperson: Sean HEALY

16:30-17:30

SYMPOSIUM: Disabled lived experience

Martin GIESE

Philipps-University Marburg, Germany

ATHLETIC STADIUM

Chairperson: Ilona PAVLOVÁ

16:30-17:30

Blind baseball workshop

Tereza STEJSPALOVÁ

Charles University, Prague, Czechia

GYM TBO-4

Chairperson: Jitka VAŘEKOVÁ

16:30-17:30

Feldenkrais method in APA

Eliška ÚBLOVÁ

Charles University, Prague, Czechia

19:00-22:00 Conference dinner (Strahov Monastic Brewery)

Thursday, June 11, 2026

ATRIUM

8:20-8:50 Morning exercise

HALL TC-F

KEYNOTE LECTURE

Chairpersons: Sean HEALY, Aija KLAVINA

09:00

How universal design for learning may shape inclusive physical education: pathways, practices, and possibilities

Natalia MORGULEC-ADAMOWICZ

Jozef Pilsudski University of Physical Education, Warsaw, Poland

10:00-10:30 Coffee break and networking (CREATIVE HUB)

PHYSICAL EDUCATION AND INCLUSIVE ACTIVITIES

Chairpersons: Ondřej JEŠINA, Aija KLAVINA

10:30

Developing the 2026 Germany's first para report card for children and adolescents

Selina SEEMÜLLER

Department of Sport Science and Sport, Erlangen, Germany

10:50

Feasibility of chatgpt for translating educational documents into easy-to-read language for students with specific educational support needs

Alba ROLDAN ROMERO

Miguel Hernández University, Elche, Spain

11:10

Developing an inclusive physical education resource guide for South African educators: A multi-stage mixed-methods study

Rowena NAIDOO

University of KwaZulu-Natal, Durban, South Africa

11:30

Common components of inclusive sport practices: A physical activity model analysis based on multi-country project results

Pelin AKSEN

Kırıkkale University Faculty of Sport Sciences, Kırıkkale, Turkey

11:50

Physical fitness assessment in adolescents with intellectual disability: Implications for physical education

Aija KLAVINA

Rīga Stradins University, Rīga, Latvia

HALL P2

PHYSICAL EDUCATION AND INCLUSIVE ACTIVITIES

Chairpersons: Natalia MORGULEC ADAMOWICZ, Klára DAŘOVÁ

10:30

Self-efficacy toward teaching disabled children across instructional settings: Psychometric properties of a scale's Spanish version among Colombian pre-service physical educators

Lindsey NOWLAND-CHRISTMAS

California State University San Bernardino, United States

10:50

Differences in perceptions of the inclusion of students with autism and ADHD in physical education classes

Dagmar NEMČEK

Comenius University Bratislava, Slovakia

11:10

Self efficacy of adapted physical activity students and graduates in teaching physical education to children after bone marrow transplantation in the Czech Republic

Klára DAŘOVÁ

Charles University, Prague, Czechia

11:30

Pre-teaching in physical education as experienced by youth with visual impairments

Lauren LIEBERMAN

SUNY Brockport, United States

11:50

Transforming identities and active involvement: Caregiving perspectives of adult children with CHARGE syndrome

Pamela BEACH

Rochester Institute of Technology, United States

HALL P6

SPORTS – FROM BEGINNER TO PARALYMPIAN

Chairpersons: Sean HEALY, Martin KUDLÁČEK

10:30

Promoting inclusive competition from the grassroots level: The case of the Spanish school age championships

Áurea REDONDO FERNÁNDEZ

"Fundación Sanitas" Chair for Inclusive Sport Studies (CEDI), Madrid, Spain

10:50

The role of sporting abilities in inclusive processes: A qualitative study with people with visual impairments from an ableism-critical perspective

Felix OLDÖRP

Humboldt-Universität zu Berlin, Germany

11:10

Stress and recovery assessment in deaflympic athletes

Rainer SCHLIERMANN

Regensburg University of Applied Science, Regensburg, Germany

11:30

SYMPOSIUM:

Czech Paralympic development: Reflections, projects, and best practices

Martin KUDLÁČEK

Palacký University, Olomouc, Czechia

HALL U10

LEISURE, RECREATION AND PSYCHOSOCIAL ASPECTS OF APA

Chairpersons: Julie WITTMANNOVÁ, Jeffrey MARTIN

10:30

From the pitch to the workplace: The coach's role in facilitating skills for employability for athletes with intellectual disabilities

Charlotte MESSIAEN

Miguel Hernández University, Elche, Spain

10:50

A six-month nordic walking program for adults with intellectual and developmental disabilities: Feasibility and effect

Ayelet DUNSKY

The Levinsky-Wingate Academic College, Netanya, Israel

11:10

Healthy? Lifestyle of Czech school aged children with hearing impairment

Julie WITTMANNOVÁ

Palacký University Olomouc, Czechia

11:30

Design of an inclusive hiking model using a mountain wheelchair to promote participation of people with disabilities in outdoor physical activities

Clara CLIMENT-OLTRA

Catholic University of Valencia, Spain

11:50

A systematic review of the Paralympic sports day: A mixed method analysis

Valerie CARON

University of Fribourg, Fribourg, Switzerland

12:10

The effect of a traditional Greek dance program on the social skills of adults with autism spectrum disorder

Agapi DOULKERIDOU

Fuculty of Physical Education and Sport Science, Athens, Greece

HALL P5

12:30 POSTER SESSION

LEISURE, RECREATION AND PSYCHOSOCIAL ASPECTS OF APA

P23. Motor development in CHARGE syndrome: The role of environmental affordances and parent teaching competence

Pamela BEACH

Rochester Institute of Technology, United States

P24. An etwinning-based pedagogical approach in adapted physical education: Traditional dances and games

Agapi DOULKERIDOU

Fuculty of Physical Education and Sport Science, Athens, Greece

P25. We belong here: Female athletes challenging stigma through wheelchair basketball

Cathy MCKAY

James Madison University, Harrisonburg, Virginia, United States

PHYSICAL EDUCATION AND INCLUSIVE ACTIVITIES

P26. Perception of inclusion in physical education questionnaire – validation of the tool among students with special educational needs

Barbara ROSOŁEK

Academy of Physical Education in Katowice, Poland

P27. Preparing physical fitness testing (EUROFIT) for students with special education needs in mainstream schools

Nadija STRAZDINA

Riga Technical University, Liepaja, Latvia

PSYCHOMOTRICITY AS A PART OF APA

P28. Physical activity program based on the constraints-led model: Effects on motor competence, functional capacity, and executive functions in children with autism spectrum disorder

Gabriella ANDREETA FIGUEIREDO

School of Applied Sciences - FCA, Limeira, Brazil

P29. Mindfulness and emotional intelligence as predictors of psychological well-being in athletes with disabilities

Diana REKLAITIENE

Lithuanian Sports University, Kaunas, Lithuania

P30. From story to movement: Narrative-based psychomotor activities in inclusive education

Zlatica ZACHAROVÁ

Comenius University Bratislava, Slovakia

REHABILITATION AND EXERCISE THERAPY

P31. Physical health changes following a supervised physical activity program for mothers of children with developmental disabilities

Mar y Sol BARQUERO RAMIREZ

UW Madison, United States

P32. Psychometric evaluation of the Visions QL Brief Instrument

Pamela BEACH

Rochester Institute of Technology, Beach, United States

P33. Effects of a multicomponent intervention on physical fitness, cognitive function, anxiety, quality of life, and health in children and adolescents with autism spectrum disorder – a study protocol

Jose Pedro FERREIRA

Faculty of Sport Sciences and Physical Education, Coimbra, Portugal

P34. Soccer-based physical activity program in children with cerebral palsy: Feasibility and its impact on motor function and quality of life

Bo Young HONG

Department of Rehabilitation Medicine, Seoul, South Korea

P35. Feasibility of a supervised physical activity program for psychological well-being in mothers of children with developmental disabilities

Jamie JAIME-CONCEPCION

University of Wisconsin-Madison, United States

P36. The future of adapted physical activity in rehabilitation: Perspectives, applications and impact on the quality of life of people with disabilities

Yassine ZENATI

University of Abdelhamid Ibn Badis – Mostaganem, Algeria

P37. Is supported standing metabolically demanding in children requiring palliative care? A feasibility study protocol

Laura ZALIENE

Klaipeda University, Lithuania

SPORTS – FROM BEGINNER TO PARALYMPIAN

P38. Colonizing parasport repertoires? Extension projects and the dominance of classical modalities in Brazilian adapted physical activity

Amanda Caroline Cacheiro TOBIAS

School of Applied Sciences - FCA, Limeira, Brazil

P39. Relevance and knowledge of classification among Paralympic athletes and support personnel in a global south context

María Isabel CORNEJO CARDENAS

Escuela de Kinesiología, Santiago, Chile

P40. Exploring the relationship between critical speed from a 3-minute maximal test and 100-m performance in young para swimmers

Adrian FEBLES-CASTRO

Aquatics Lab, Granada, Spain

P41. The impact of real-time video analysis and cloud-based data service implementation on boccia competition management: A case study of the 2025 Seoul World Boccia Cup

Ji-Woong OH

Korea National Sport University, Seoul, South Korea

P42. “As a wheelchair user, that's too difficult”: Participation in sport from the perspective of German boccia players with physical disabilities

Christopher MIHAJLOVIC

3 PUNKTE für meinen Verein e.V., Stuttgart, Germany

P43. Subjective concepts of inclusion and their role in evaluating sport settings – an interview study in blind tennis and para alpine skiing

Felix OLDÖRP

Humboldt-Universität zu Berlin, Germany

13:00-14:00 LUNCH (Cantina & Café La Fresca)

HALL TC-F

KEYNOTE LECTURE

Chairpersons: Jitka VAŘEKOVÁ, Jeffrey MARTIN

14:00

Psychomotricity as a resource in challenging times: Insights into movement projects that overcome (language) barriers

Martin VETTER

Ludwigsburg University of Education, Ludwigsburg, Germany

PSYCHOMOTRICITY AS A PART OF APA

Chairpersons: Jitka VAŘEKOVÁ, Martin VETTER

14:45

Psychomotor skills and football: Expectations and needs of educators

Wafaa BEGHDADI

Institut supérieur de rééducation psychomotrice, Paris, France

15:05

Motor skill predictors of executive function in individuals with visual impairments

Ali BRIAN

University of South Carolina, Columbia, SC, United States

15:25

Psychomotor interventions in physical education for students with ADHD: A review of inclusive approaches

Zlatica ZACHAROVÁ

Comenius University Bratislava, Slovakia

15:45

Neurovisual and multisensory training for maintaining brain function and postural stability in older adults: a scoping review

Markéta KŘIVÁNKOVÁ

UK FTVS, Prague, Czechia

HALL P2

PROFESSIONAL AND VIDEO PRESENTATIONS

Chairpersons: Jan CHRUDIMSKÝ, Alba ROLDAN ROMERO

14:45

Self-advocacy in the community for youth with visual impairments

Lauren LIEBERMAN

SUNY Brockport, Brockport, United States

14:55

Inclusive hiking project in physical education

Laura JIMENEZ-MONTEAGUDO

Catholic University of Valencia, Valencia, Spain

15:05

Promoting inclusive values and professional skills through adapted physical activity: The INEFC Barcelona experience

Ana Maria BOFILL-RÓDENAS

Institut Nacional d'Educació Física de Catalunya, Barcelona, Spain

15:15

Monoski days – awareness event

Daniel MIKEŠKA

Palacký University Olomouc, Czechia

HALL P6

SYMPOSIUM

Chairperson: Martin KUDLÁČEK

14:45

Opportunities and limitations of participatory research in the field of APA

Jonas WIBOWO

Ruhr-Universität Bochum, Bochum, Germany

16:00-16:30 *Coffee break and networking (CREATIVE HUB)*

PARALLEL WORKSHOPS

GYM TBO-1

Chairperson: Markéta KŘIVÁNKOVÁ

16:30-17:30

Enhancing tactical skills and game play through passing games

Kian VANLUYTEN

KU Leuven & UCLL, Leuven, Belgium

GYM TBO-2

Chairperson: Jitka VAŘEKOVÁ

16:30-17:30

Invited workshop - Blind floor aerobic

Pavla KOVAŘÍKOVÁ

lookout NGO, Český Brod, Czechia

GYM TBO-4

Chairperson: Klára DAŘOVÁ

16:30-17:30

Invited workshop - Inclusion-oriented application of the TREE concept in sports games

Florian POCHSTEIN

University of Education, Ludwigsburg, Germany

HALL U12

Chairperson: Veronika SZABOOVÁ

16:30-17:30

Needs-oriented psychomotricity in movement interventions – promoting individual resources in times of multiple challenges

Nina HOLZ, Sinja TROTTER

University of Education Ludwigsburg, Germany

YACHT CLUB CERE (out of conference venue)

16:30-18:30

Invited workshop – Adaptive water sports

Ilona PAVLOVÁ

Charles University, Prague, Czechia

19:00 Closing dinner (Restaurant Podolka, Yacht Club CERE)

Friday, June 12, 2026

ATRIUM

8:20-8:50 Morning exercise

HALL TC-F

KEYNOTE LECTURE

Chairpersons: Jim PARRY, Yves VANLANDEWIJCK

09:00

Psychosocial aspects of disability sport and exercise

Jeffrey MARTIN

Wayne State University, Detroit, USA

10:00-10:30 Coffee break and networking (CREATIVE HUB)

PHYSICAL EDUCATION AND INCLUSIVE ACTIVITIES

Chairpersons: Ladislav BALOUN, Ondřej JEŠINA

10:30

When “systematic” is only in the title: A methodological review of adapted physical education research

Ladislav BALOUN

Palacký University Olomouc, Czechia

10:50

Elite team composition as a factor for increased performance orientation?! A comparison of Unified Sports® competitions

Tjorven Marie GÖB

Leuphana University of Lüneburg, Germany

11:10

The 4 dojos: A motor story workshop to foster positive attitudes toward inclusion in judo

Gaston DESCAMPS

University of Coimbra, Portugal

11:30

Attitudes, beliefs, and self-efficacy expectations of prospective teachers for inclusive physical education. Results of a theory-practice-based professionalization concept

Christiane REUTER

Julius-Maximilians Universität, Würzburg, Germany

11:50

Physical literacy, autism and inclusion in physical education preliminary findings from a UK primary school-based (pilot study)

Edyta Maria ZJAWIONY

Józef Piłsudski University of Physical Education in Warsaw, Poland

12:10

Influence of the school integration program (PIE) on body composition and physical performance in schoolchildren

Fernando Ignacio MUÑOZ-HINRICHSEN

Laboratorio de Actividad Física, Santiago, Chile

HALL P2

LEISURE, RECREATION AND PSYCHOSOCIAL ASPECTS OF APA

Chairpersons: Natalia MORGULEC-ADAMOWICZ, Javier PÉREZ-TEJERO

10:30

Feasibility and acceptability of a supervised physical activity program for mothers of children with developmental disabilities

Luis COLUMNA

University of Wisconsin-Madison, Madison, United States

10:50

Five-year follow up of a fundamental motor skill intervention for children with autism spectrum disorder: preliminary results

Meghann LLOYD

Ontario Tech University, Oshawa, Canada

11:10

Experiences of inclusion and exclusion of children and adolescents with social, emotional and mental health needs in physical education: A participatory research project

Rudolph Hubert MEYER

Philpps University Marburg, Germany

HALL P6

SPORTS – FROM BEGINNER TO PARALYMPIAN

Chairpersons: Martin KUDLÁČEK, Ursula BARRETT

10:30

Methodological assessment of speed stabilization in an adapted 3-minute all-out swimming test in young para swimmers

Adrian FEBLES-CASTRO
Aquatics Lab, Granada, Spain

10:50

Leisure-time sport inclusion of athletes with intellectual disabilities: Perspectives of athletes and coaches

Marie LUND OHLSSON
Mid Sweden University / The Swedish School of Sport and Health Sciences, Östersund / Stockholm, Sweden

11:10

Exploring exercise motivation in people with intellectual disabilities: A qualitative study

Kandianos Emmanouil SAKALIDIS
School of Psychology, Newcastle upon Tyne, United Kingdom

11:30

Decision-making performance in 3×3 basketball players with intellectual impairment: Findings from the Astana 2025 World Championships

Celia Fengli SÁNCHEZ DE LA IGLESIA
"Fundación Sanitas" Chair for Inclusive Sport Studies (CEDI), Madrid, Spain

11:50

Motor competence in children aged 6–12 years: Cross-sectional associations with age, sex, and skill component

Andreas SKIADOPOULOS
Aristotle University of Thessaloniki, Greece

GYM TBO-4

WORKSHOP: REHABILITATION AND EXERCISE THERAPY

Chairperson: Jitka VAŘEKOVÁ

10:30

From mobility to participation: Applying the Welldone framework for teaching wheelchair skills in European higher education curricula

Kati Susanna KARINHARJU
Satakunta University of Applied Sciences, Pori, Finland

GYM TBO-2

WORKSHOP: PSYCHOMOTRICITY AS A PART OF APA

Chairperson: Markéta KŘIVÁNKOVÁ

11:30

Body posture in group of visually impaired children

Zbyněk JANEČKA

Palacký University Olomouc, Czechia

HALL U10

MEET THE APA JOURNALS EDITORS

Chairpersons: Kwok NG, Sean HEALY, Wesley WILSON

10:30-11:30

EUJAPA

Kwok NG

University of Turku, Finland

APAQ

Sean HEALY

University of Limerick, Ireland

PALAESTRA

Wesley WILSON

University of Illinois, Champaign, United States

HALL U12

WORKSHOP: TECHNOLOGY AND ADAPTIVE EQUIPMENT

Chairpersons: Veronika SZABOOVÁ

11:30

An interactive showcase of the "diverse discoveries" card game

Aysegul Rosa AKSOY

IFAPA NESAPA, Tralee, Ireland

HALL P5

12:30

POSTER SESSION

LEISURE, RECREATION AND PSYCHOSOCIAL ASPECTS OF APA

P44. Older women's experiences with Baduanjin in an adapted physical activity program: A qualitative study

Shan LIU

Charles University, Prague, Czechia

P45. Caregiver assessment of adaptive movement programs (CAAMP): Development and pilot testing

Andrea MAHROVÁ

Charles University, Prague, Czechia

P46. "Whaaaat.....i have all 2 legs but i cannot do that...what an inspiring young man" – exploring the public's views toward Musa Motha, a disabled dancer

Baillie OLLILA

Old Dominion University, Norfolk, United States

P47. Accelerometry-based 24-hour movement behaviour in manual wheelchair users: Insights into differences by disability onset

Alena VERNEROVÁ

Palacký University Olomouc, Czechia

PHYSICAL EDUCATION AND INCLUSIVE ACTIVITIES

P48. Implementation of exercises developing the habit of correct body posture in physical education classes – an innovative preventive and compensatory program for students in an inclusive classroom

Diana CELEBAŃSKA

The Jerzy Kukuczka Academy of Physical Education in Katowice, Poland

P49. Physical education experiences of autistic Puerto Rican teens

Carlos CUEBAS GARCIA

University of Wisconsin Madison, United States

P50. Reliability of the brockport physical fitness test (BPFT) measuring instrument in girls, boys and adolescents with intellectual disabilities in Chile

Fernando Ignacio MUÑOZ-HINRICHSEN

Laboratorio de Actividad Física, Santiago, Chile

P51. APA consultant for the South Moravian region Czechia

Jana TOMIŠKOVÁ

Kindergarten and Elementary School in Brno, Czechia

P52. Inclusive physical and sport education in Czechia and Slovakia: A school-based Paralympic programme with follow-up monitoring of attitudes and inclusion readiness

Lukáš ZMEŠKAL

Palacký University, Olomouc, Czechia

REHABILITATION AND EXERCISE THERAPY

P53. Biopsychosocial evaluation of a 6-month activity-based therapy program in chronic spinal cord injury: Insights from three case studies

Sarah CUDRÉ

Institute of Sport Sciences, Lausanne, Switzerland

SPORTS – FROM BEGINNER TO PARALYMPIAN

P54. Evidence-informed network governance for adapted physical activity in Finland: Scaling inclusion through club and regional implementation pathways

Nina PELTONEN

Finnish Paralympic Committee, Helsinki, Finland

P55. “I am black, I am an athlete, I am a woman”: Intersectionality of black disabled women in Brazilian Paralympic sport

Maria Luiza TANURE ALVES

UNICAMP, Campinas, Brazil

P56. The participation of African countries in the Paralympic games from 1960 to 2020: The case of Mozambique

Maria Luiza TANURE ALVES

UNICAMP, Campinas, Brazil

P57. Hope - horses for opportunity, participation, and empowerment

Jana TOMIŠKOVÁ

JK Fany Hostěnice z.s., Brno, Czechia

TECHNOLOGY AND ADAPTIVE EQUIPMENT

P58. UN CRPD and sport: A comparative analysis of European states parties reports and the progressive realisation gap

Ana GEPPERT

Maynooth University, Maynooth, Ireland

P59. Digital assessment technologies as optimization tools in adapted physical activity for children in schools and sports clubs

Laura ZALIENE

Higher Education Institution/Klaipėdos valstybinė kolegija, Klaipėda, Lithuania

13:00-14:00 LUNCH (Cantina & Café La Fresca)

HALL TC-F

INVITED LECTURE

Chairpersons: Aija KLAVINA, Sean HEALY

14:00

APA consultant: A unique professional role within the European special education advisory system

Ondřej JEŠINA

Palacký University, Olomouc, Czechia

CLOSING CEREMONY

15:15

Closing ceremony and awards

Klára DAŘOVÁ, Javier PÉREZ-TEJERO