

## **Lieberman-Brian Inclusion Rating Scale for Physical Education (LIRSPE)**

The purpose of this rating scale is to evaluate the **effort** made by teachers to include children with disabilities and create a universally designed environment. The LIRSPE measures the actions taken by teachers to ensure students with disabilities are offered physical education opportunities alongside their typically developing peers. However, it should be noted, that this instrument does not comprehensively determine whether physical education classes are inclusive because it does not measure a number of complex variables associated with inclusion, such as the nature of interactions between those with disabilities and their peers. High scores on one of these items will not guarantee that a class is inclusive, but the net positive effect of these items demonstrate the effort that teachers take toward inclusion. Any score above a 3 demonstrates that the teacher is attempting to include children with disabilities in classes.

The following scale can be used to determine the level of inclusive experiences that children with disabilities are receiving in general physical education. The LIRSPE must be utilized during at least three physical education class periods that includes at least one child with a disability in order to obtain a valid inclusion rating score for a specific general physical education teacher. It is recommended the teachers are given the scale at least one day before it is used to prepare. Raters are asked to watch the physical education class in its entirety and circle one number (between 1-5 in the score column) providing a rating for each item listed (in the descriptor column) within the LIRSPE.

1=Poor the teacher is making the effort the child(ren) is left out of class

3=Average the teacher is making the effort the child(ren) is included sometimes but not all the time

5=Excellent the teacher is making the effort for the child(ren) is included all of the time.

\*The final score Total # from each descriptor used above/Total number of descriptors used (out of 28 possible) = Inclusion Rating related to effort the teacher makes to include all children

Column three, which is the notes column, is a space for the rater to list field notes or feedback that may be useful for the teacher or for the rater's review. Please arrive 15 minutes prior to the class start time and remain until all children are dismissed.

Note: The LIRSPE was created with the child's needs in mind from the voices of children with disabilities. The purpose of the LIRSPE is to assess how inclusive the physical education class is for the child in general. It is understood that some of these items may not be within the total control of the physical education teacher. If the physical education teacher makes a good faith effort, for example to get all their children to class on time, but that behavior still does not occur the rater has the option to rate that item as "N/A".

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Descriptor	Score					
<p><u>Start of Class</u></p> <p>1. When the general physical education teacher welcomes the children into the gymnasium all of the children in the class are together including the children with disabilities (Children with disabilities do not walk into the gymnasium late)</p>	1	2	3	4	5	N/A
<p><u>Introduction</u></p> <p>2. The children with disabilities are sitting/standing with their peers and included in the instructions of the introduction</p>	1	2	3	4	5	N/A
<p><u>Warm-up</u></p> <p>3. The class does the warm-up together at the same time at their individualized pace thus not excluding children with lesser skills (The idea here is about duration not frequency such as children run as many laps as they can in X mins vs. requiring X laps in X mins. When a class is held to a standard number such as five laps or 20 push ups some children may take much longer than others so everyone starts and finishes together.)</p>	1	2	3	4	5	N/A
<p><u>Speed of Play Within the Lesson</u></p> <p>4. Speed of play is varied based upon present level of performance of all children including children with disabilities so as not to leave anyone behind (Such as during a dance unit the line dance can be executed in two counts, four counts or six counts for each move Another example in volleyball players could use a beach ball to slow down the speed of the game, floor hockey use a Frisbee instead of a ball or puck, hit of f a tee in baseball, or in basketball having a five second rule for high performers and no timing limitations to initiate movement in new performers)</p>	1	2	3	4	5	N/A
<p><u>Differentiated Instruction</u></p> <p>5. Instruction is provided that allows for all students to succeed and benefit within the general program capturing different learning styles (Audio, visual, kinesthetic, and approaches specific to the needs of the child such as tactile modeling)</p> <p>6. The lesson provides a variety of choices to execute skills including all levels of the class. (This may be done in stations, within the task, and task-to-task)</p>	1	2	3	4	5	N/A
<p><u>Autonomy Supported Instruction</u></p> <p>7. Student has opportunities to make some choices driving his/her own learning</p> <p>8. Proper accommodations and supports are available for her or his choices (This may require some pre-teaching so children know what choices are available and comfortable for them)</p>	1	2	3	4	5	N/A
<p><u>Demonstrations</u></p> <p>9. Utilize various members of the class including children with disabilities to demonstrate skills to the class</p>	1	2	3	4	5	N/A

(Only when you know they can demonstrate the skill being taught and that they would enjoy doing so)						
<u>Use of Paraeducator</u>						
10. Support staff is utilized to facilitate the child in learning as needed	1	2	3	4	5	N/A
11. Lesson is provided to paraeducator ahead of the class and includes how they will be used	1	2	3	4	5	N/A
<u>Peer-partner (when possible)</u>						
12. When using partners the student with a disability has opportunities to partner with a same-aged peer (if appropriate) and not only the paraeducator when possible	1	2	3	4	5	N/A
13. Paraeducator encourages the socialization interactions with peers in the class when possible	1	2	3	4	5	N/A
<u>Skill/Activity-partner Activity</u>						
14. Teacher plans ahead to organize and manage partners effectively	1	2	3	4	5	N/A
15. Teacher ensures that children with disabilities have a partner	1	2	3	4	5	N/A
<u>Game/Activity-team Sport</u>						
16. Students do not pick teams.	1	2	3	4	5	N/A
17. Teacher avoids elimination games	1	2	3	4	5	N/A
18. Teacher avoids students waiting in line	1	2	3	4	5	N/A
19. Teacher distributes as much equipment as possible to maximize opportunities to respond	1	2	3	4	5	N/A
20. Teacher maximizes opportunities to respond and engagement time for all students by modifying the organization and rules of the game (For example: using smaller sided games like 3v3 instead of 11 v 11 or allowing two bounces a side for volleyball)	1	2	3	4	5	N/A
<u>Equipment</u>						
21. There is a range of equipment to meet the learning needs of all the students in the class. (For example: in a striking unit the child could use a foam paddle, badminton racquet, flat bat, or tennis racquet)	1	2	3	4	5	N/A
<u>Environment</u>						
22. Noise and distractions are set up/reduced to maximize success	1	2	3	4	5	N/A
<u>Assessment</u>						
23. When assessing the class, children with disabilities are assessed along side their peers and modifications are provided as needed. (For example, a child with a disability may do wall push-ups or sit-ups on a wedge mat yet they are still being assessed along with their peers)	1	2	3	4	5	N/A

<p><u>Assessment Scores</u></p> <p>24. When children with disabilities are assessed, the scores count at least for their baseline of performance.</p> <p>(For example when the teacher is collecting scores from the class she will always record the performance of the child with the disabilities at the same time to ensure inclusion and show that their performance and scores matter. If a child who uses a wheelchair is batting using the TGMD their performance will be recorded and counted to measure present level of performance).</p>	<p>1 2 3 4 5 N/A</p>
<p><u>Skill-related Feedback</u></p> <p>25. Feedback on skill performance is given throughout the class to all children when possible.</p> <p>26. Feedback in regard to skill performance is positive general-and/or positive specific feedback with the use of first names.</p> <p>(The idea here is that the children are held to a high standard and not just going through the motions of the performance. The teacher shows that they care about achievement and learning and not just participation.)</p>	<p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p>
<p><u>Closure/warm Down</u></p> <p>27. The whole class is together and present when the teacher presents the closure/warm down of the class.</p> <p>28. Teacher checks for understanding of all children during closure</p>	<p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p>
<p>Mean Overall Score: Total # from each descriptor used above/Total number of descriptors used (out of 28 possible) = Inclusion Rating related to effort the teacher makes to include all children</p>	<p>Total # from each descriptor used above/Total number of descriptors used= Inclusion Rating</p>