

The 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 in a general physical education 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 IRSPE must be utilized during at least three physical education class periods that includes at least one child with a disability. It is recommended that teachers receive 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- Student is not included in class

2=Below- average Student is rarely included in class

3=Average- Student is sometimes included but not all the time

4=Above average- Student is mostly included in class

5=Excellent- Student is fully included all of the time.

*The final score Total # from each descriptor used above/Total number of descriptors used = Inclusion Rating related to effort the teacher makes to include all children.

Please arrive 15 minutes prior to the class start time and remain until all children are dismissed.

Note: 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”.

Descriptor	Score	Comments
<u>Start of Class</u> 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)	1 2 3 4 5 N/A	
<u>Introduction</u> 2. Children with disabilities are sitting/standing with their peers and included in the instructions of the introduction	1 2 3 4 5 N/A	
<u>Warm-up</u> 3. The class does the warm-up together with children performing at their own pace (For example, children run as many laps as they can in X mins vs. requiring X laps in X mins).	1 2 3 4 5 N/A	

<u>Speed of Play Within the Lesson</u> 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 (Examples include: volleyball - players use a beach ball to slow down the speed of the game; floor hockey - players use a Frisbee instead of a ball or puck; softball - hit ball off a tee; or basketball – eliminating the five second rule)	1 2 3 4 5 N/A	
<u>Differentiated Instruction</u> 5. Instruction is provided that allows for all students to succeed and benefit within the general program by accommodating different learning styles (Audio, visual, kinesthetic, and approaches specific to the needs of the child such as tactile modeling) 6. The lesson provides a variety of choices to execute skills (This may be done in stations, within the task, and task-to-task)	1 2 3 4 5 N/A 1 2 3 4 5 N/A	
<u>Autonomy Supported Instruction</u> 7. Student has opportunities to make some choices driving his/her own learning 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 may be comfortable for them to use)	1 2 3 4 5 N/A 1 2 3 4 5 N/A	
<u>Demonstrations</u> 9. Use various members of the class including children with disabilities to demonstrate skills to the class (Only when you know they can demonstrate the skill being taught and that they would enjoy doing so)	1 2 3 4 5 N/A	
<u>Use of Paraeducator</u> 10. Support staff assists the child in learning as needed 11. Lesson is provided to the paraeducator before the class and explains their role throughout the lesson	1 2 3 4 5 N/A 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 13. Paraeducator encourages social interactions with peers in the class when possible	1 2 3 4 5 N/A 1 2 3 4 5 N/A	
<u>Skill/Activity-partner Activity</u> 14. Teacher plans ahead to organize and manage partners effectively 15. Teacher ensures that children with disabilities have a partner	1 2 3 4 5 N/A 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 reduced to maximize success	1 2 3 4 5 N/A	
<u>Assessment</u> 23. When assessing the class, children with disabilities are assessed alongside 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 his/her peers)	1 2 3 4 5 N/A	
<u>Assessment Scores</u> 24. When children with disabilities are assessed, the scores count at least for their baseline of performance. (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).	1 2 3 4 5 N/A	
<u>Skill-related Feedback</u> 25. Feedback on skill performance is given throughout the class to all children when possible.	1 2 3 4 5 N/A	
26. Feedback in regard to skill performance is positive general-and/or positive specific feedback with the use of first names. (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.)	1 2 3 4 5 N/A	
<u>Closure</u> 27. The whole class is together and present when the teacher presents the closure/warm down of the class.	1 2 3 4 5 N/A	

28. Teacher checks for understanding of all children during closure	1 2 3 4 5 N/A	
<p>Mean Overall Score: Sum from each item used above / Total number of items used (excluding n/a) = inclusion rating related to effort the teacher makes to include all children</p> <p>For example: 11 items received a total score of 47 / 11 items (excluding 17 that coded as n/a) = 4.27</p>		