



Lieberman/Brian Inclusion Rating Scale for Physical Education (LIRSPE) Intervention

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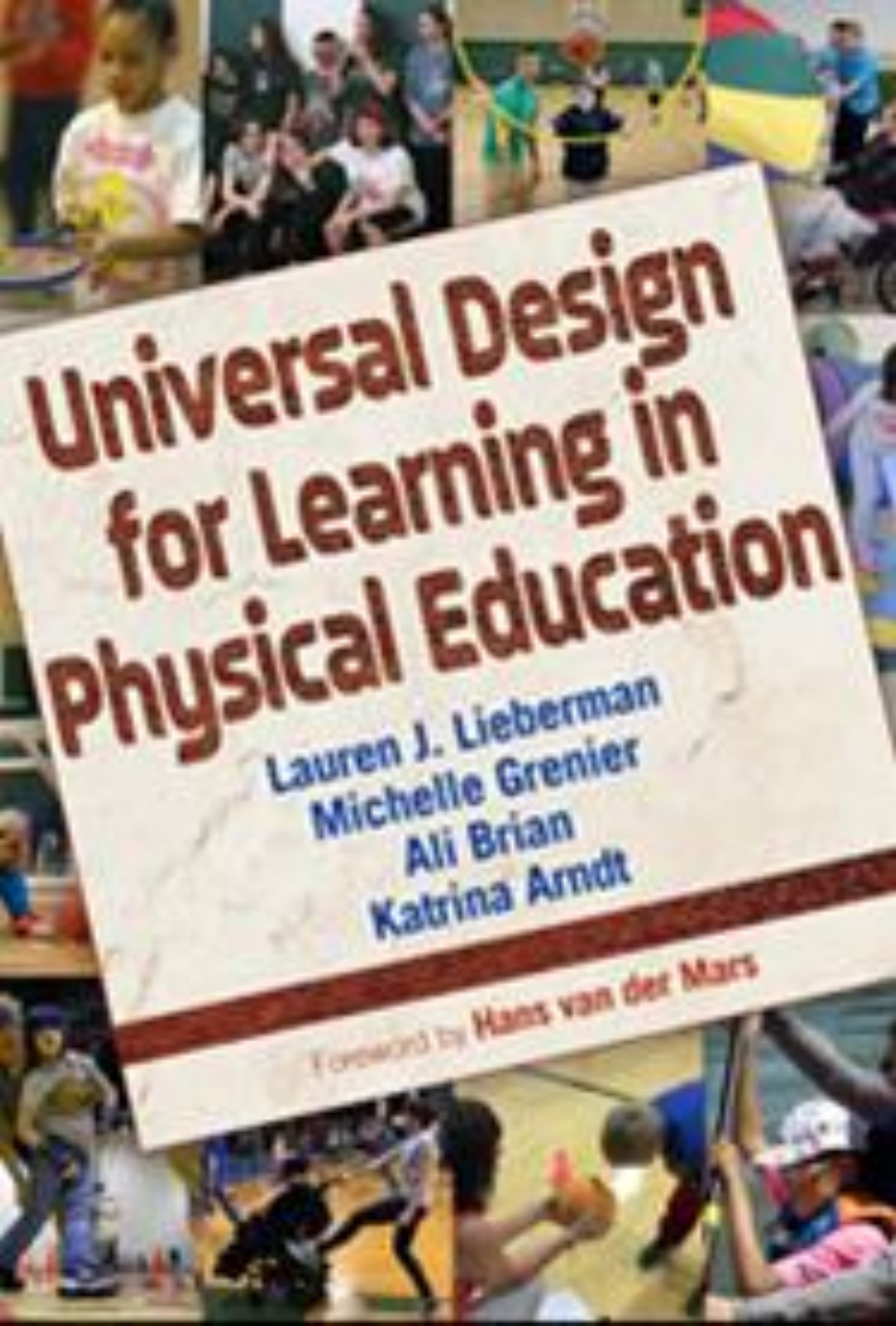
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Purpose of the LIRSPE

To evaluate the effort made by physical education teachers to include all children.

To provide information on the strengths and weaknesses of lessons to reduce barriers.

To promote equity and access.

To encourage learning for all!

UDL & LIRSPE

Engagement

Starting the class

Where students sit



Representation

How you teach

What you teach



Action and Expression

How students show you what they know

Differing abilities

Utilizing the Scale

Look at Barriers

Finding out about the
setting
/instruction/Supports

Collaborate to
Support Students

Share with
direct/related service
providers

Professional
Development



The LIRSPE Rating Scale



Overview of the Tool

- Introduction/entrance
- Warm-up
- Speed of play
- Differentiating instruction and skill components
- Variety of choices within the lesson
- Demonstrations
- Use of support staff
- Planning for partners and social interactions



Overview of the Intervention continued

- Creating teams effectively
- Elimination games
- Managing waiting time and distributing equipment
- Providing choices with equipment and choices throughout
- Minimizing distractions
- Assessment of all children
- Feedback to improve performance
- Closure and checking for understanding

Introduction/Entrance

- Make every effort to start class with all student present
- If students are consistently late find out why
- Resolve the issue as soon as possible if you can
- Work with administration if you need to



Warm-up

- Ensure the warm up is challenging yet does not exclude some children.
 - Example sit ups for time and not a number
 - Stretch a muscle and not a specific stretch
 - Move for time and not specific number of jumping jacks or number of laps
 - Other?



Speed of Play

- Ensure the speed of the game can accommodate all students
- Some ways to slow down the pace of games:
 - Use carpet squares
 - Use slower balls
 - Every player has to touch before scoring
 - Play on scooters
 - Play with partners
 - Allow additional bounces in tennis or volleyball
 - Use a frisbee for a puck in hockey
 - Other?

Differentiating Instruction

- **Content** – what is to be learned
- **Process** – how students acquire information
- **Product** – how students demonstrate their learning
- **Learning Environment** – where and with whom students learn

Differentiating Instruction continued

- **Content – Help students build on their strengths and provide multiple opportunities to engage. LEARN, PRACTICE, DEMONSTRATE, More PRACTICE**





Accessing the Content

Access, Differentiation and Instruction

Demonstrations

- Ensure that you demonstrate and also allow a variety of students in the class show off what they know related to the skill or activity you are teaching



Use of support staff

- Ensure all support staff know the objectives of the lesson and what they need to do for each child they are working with. This should happen ahead of time.
- Ways to share information-e-mails, texts, lesson plans on the white board, 3 x 5 cards, other?
- Support staff could come to class early for micro training on what their roles and responsibilities are on that day
- Provide feedback throughout

Creating Teams Effectively

- **Teams**
 - **Group by season they were born in**
 - **Colored hair bands**
 - **matching popsicle stick colors or patterns, etc.**
 - **Rock paper scissors**
 - **Colored balloons**
 - **Other?**



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Elimination
game



Do not play
elimination games of
any kind

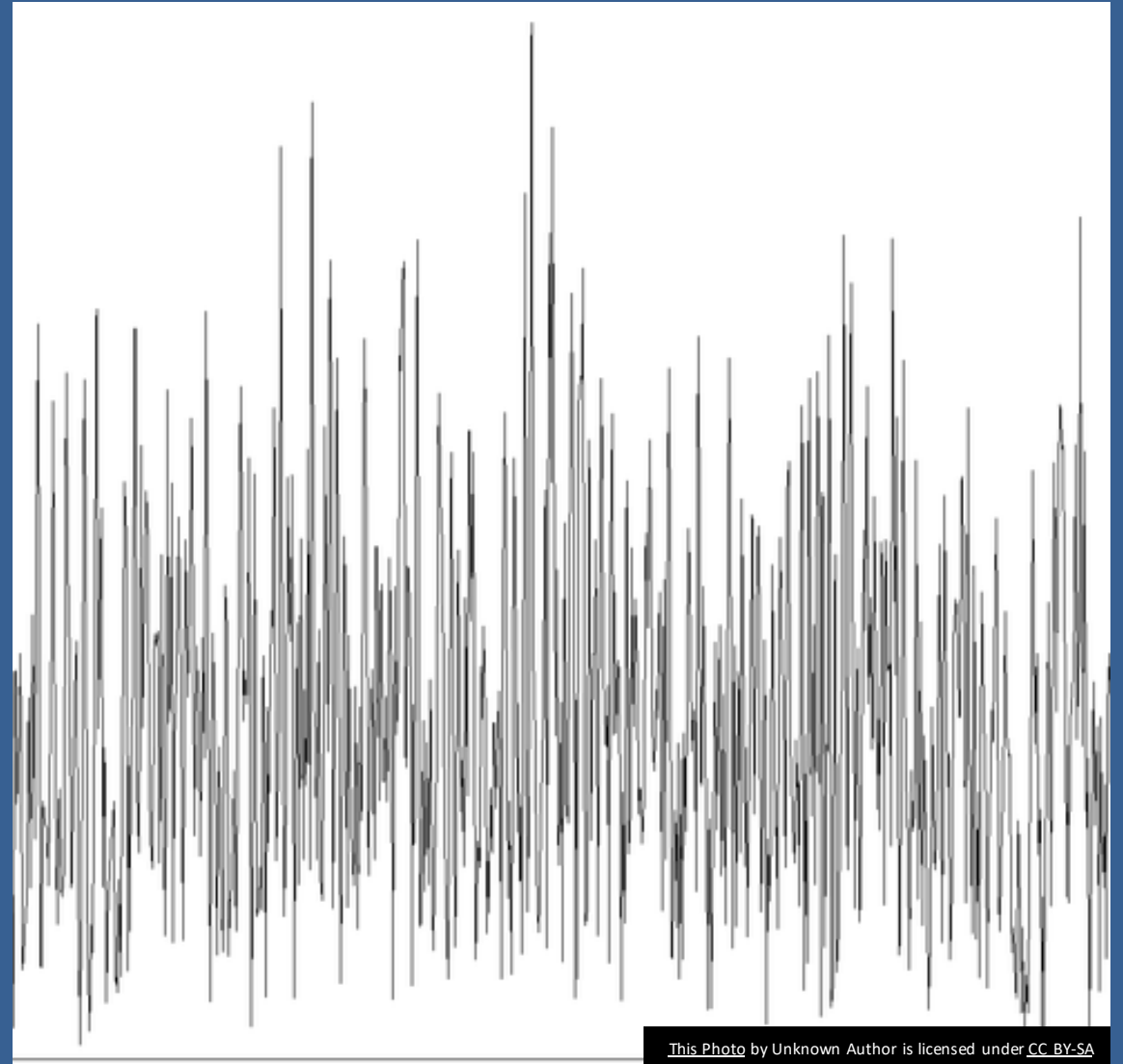
Managing waiting time and distributing equipment

- Use a variety of equipment
- Try to have one piece of equipment for each child if possible
- Minimize lines and wait times by providing stations
- If there is not enough equipment provide alternative activities in between



Minimizing distractions

- Eliminate additional:
 - Noise
 - Equipment
 - Open doors
 - Talking
 - Equipment use
 - Other?



Assessment of All Children

- Assess all students at the same time
- Use alternative assessments when necessary
- All scores should count and be recorded
- Encourage improvement when possible



Feedback to improve performance

Provide

Provide positive general, positive specific, and corrective feedback throughout the lesson to all students

Use

Use first names when possible

Expect

Expect achievement from all students

Ensure

Ensure you provide feedback to girls and boys

Celebrate

Celebrate successes

Closure and checking for understanding

- Make sure all students are present for closure
- Check for understanding from all students
- Review main focus of lesson and what they learned



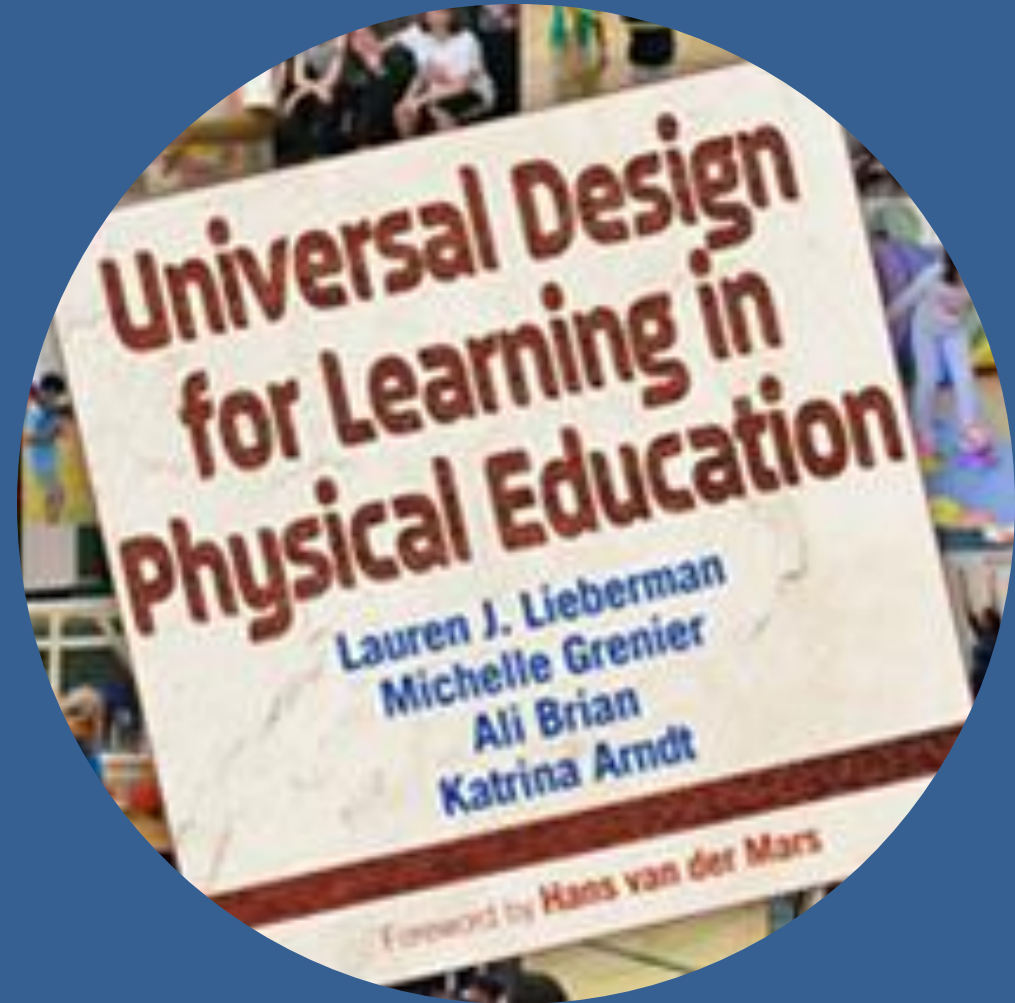
Resources!

<https://www.nchpad.org/1702/6814/Universal~Design~for~Learning~in~Physical~Education>

<https://www.myphysicaleducator.com/>

<https://www.campabilities.org/instructional-materials.html>

<https://www.youtube.com/channel/UCIpm0w1xdMsD1FvB2s6DIIA>



Thank-you



