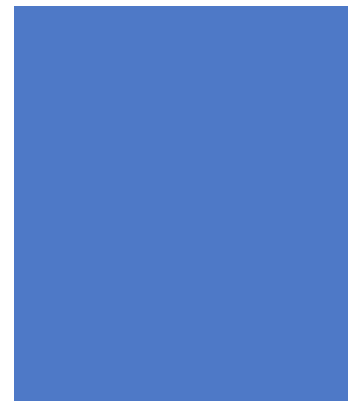


The Lieberman-Brian Inclusion Rating Scale

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Turkey, 2021



Objectives

- **To introduce the Lieberman-Brian Inclusion Rating Scale (LIRSPE)** as a tool that will assist you in supporting all students in the physical education setting.
- **Describe key components** of the LIRSPE scale including instruction, management, supports and assessments.
- To assist teachers in identifying areas **that require specific pedagogical practices or supports**
- Participants will be able to provide feedback on potential uses of the tool within their own program.



Guiding Documents

In the **United Nations Convention on the Rights of the Child** (UNCRC) from 1989 (ratified by Sweden in 1990), it is stated that the 'disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community'. **Moreover, free assistance should 'ensure that the disabled child has effective access to and receives education'** (UN, 1989).

Governments should ensure that disabled pupils '**are not excluded**' and 'can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live'.



What is Inclusion?

- Meeting the needs of all students in the classroom.
- Providing a strong program that includes psychomotor, cognitive and affective domains.
- Includes supports and services to enhance learning.



Inclusion is...

Educating students with disabilities
in general educational settings along
with students without disabilities
with *supports and services*



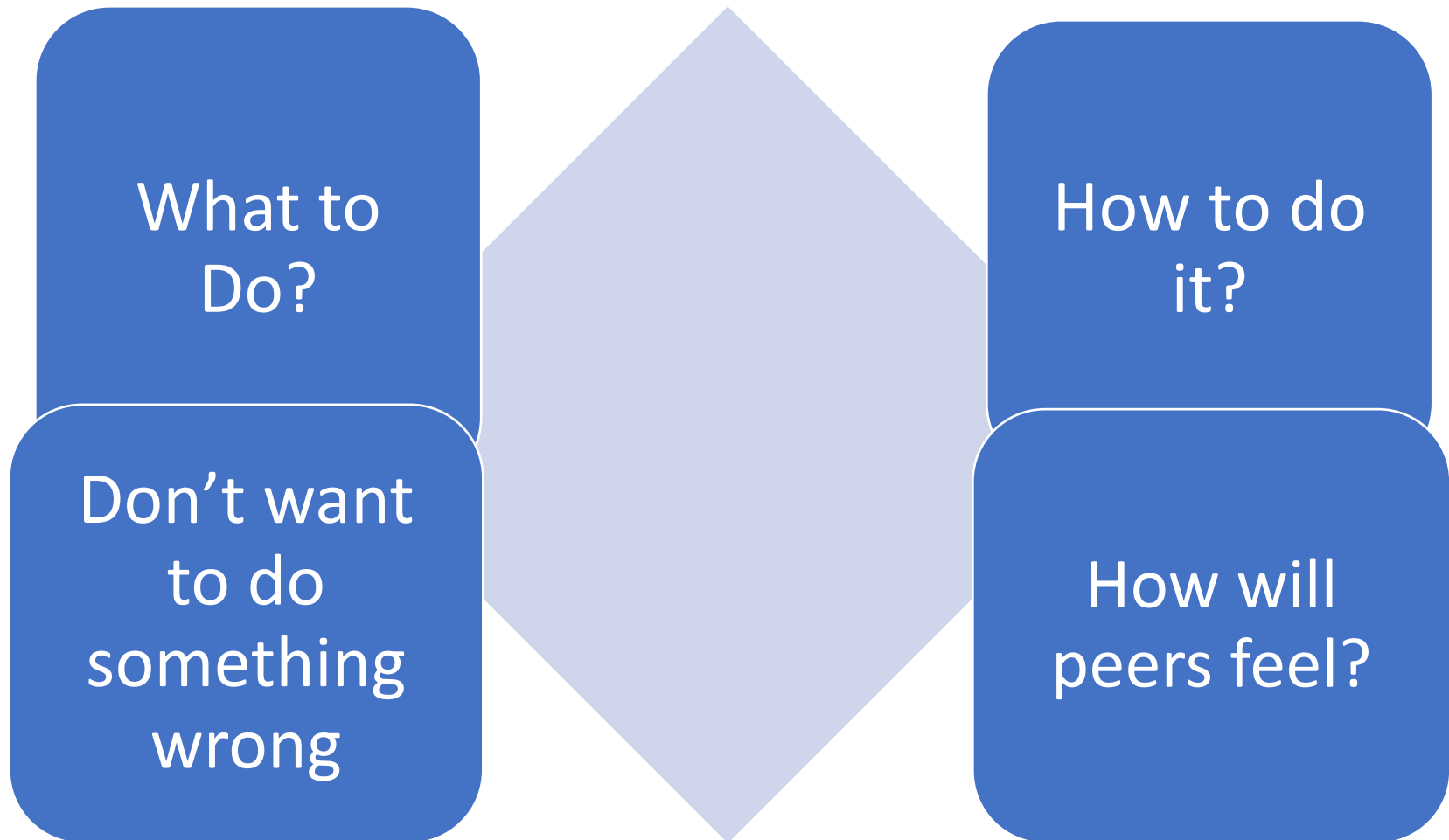
But there are Problems!

Unfortunately, studies suggest PE teachers do not feel their professional preparation and clinical experiences were adequate to prepare them for inclusion.

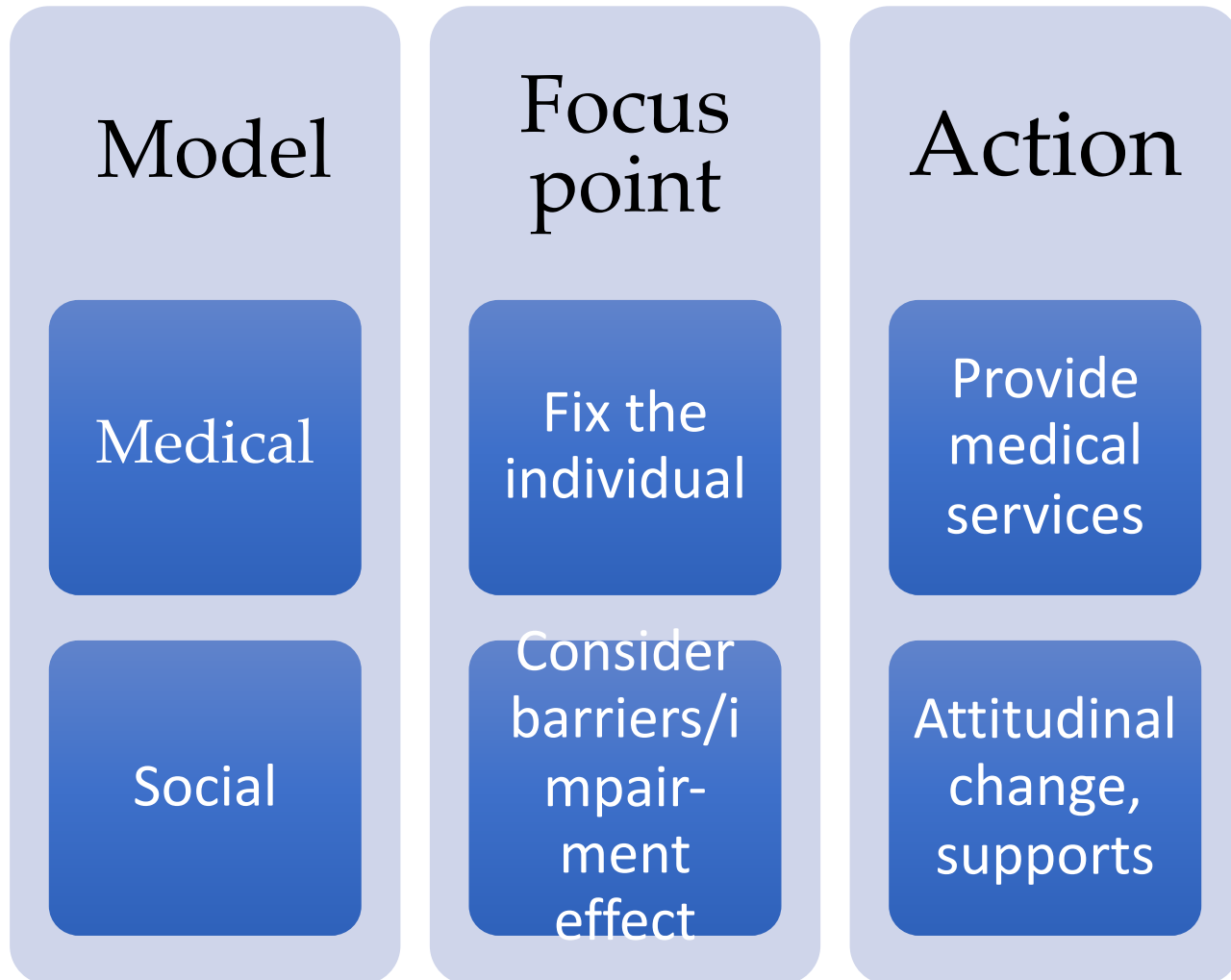
Teachers lack knowledge about and experience of teaching disabled pupils, both during the initial teacher training and in continuing professional training in schools (Feigin et al., 2005; Hersman & Hodge, 2010; Fitzgerald et al., 2004; Jerlinder et al., 2010; Sato & Hodge, 2009; Vickerman & Coates, 2009).



Result of Lack of Preparation



Social/Medical Dichotomy



Examples of the way we think



The LIRSPE-A Sense of Belonging

- **Bullying** (Fitzgerald, 2005; Goodwin & Watkinson, 2000; Healy et al., 2013; Moola, Fusco, & Kirsh, 2011),
- **Social isolation** (Block & Obrusnikova, 2007; Fitzgerald, 2005; Goodwin & Watkinson, 2000; Place & Hodge, 2001)
- **Negative social comparisons** (Healy et al., 2013)
- **The speed of activities was not appropriate for all children** (Bredahl, 2013; DeSchipper, Lieberman, & Moody, in press; Healy et al.,).
- **Lack of adaptation and modifications** (Herold & Dandolo, 2009; Lieberman, et al., 2002).





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

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Lieberman/Brian Inclusion Rating Scale for Physical Education

Descriptor	Score	Comments
<u>Start of Class</u> 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> 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> 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	

LIRSPE

<p><u>Speed of Play Within the Lesson</u></p> <p>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</p> <p>(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)</p>	<p>1 2 3 4 5</p> <p>N/A</p>	
<p><u>Differentiated Instruction</u></p> <p>Instruction is provided that allows for all students to succeed and benefit within the general program by accommodating different learning styles</p> <p>(Audio, visual, kinesthetic, and approaches specific to the needs of the child such as tactile modeling)</p> <p>The lesson provides a variety of choices to execute skills</p> <p>(This may be done in stations, within the task, and task-to-task)</p>	<p>1 2 3 4 5</p> <p>N/A</p> <p>1 2 3 4 5</p> <p>N/A</p>	

LIRSPE

<u>Use of Paraeducator</u> Support staff assists the child in learning as needed 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> 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 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> Teacher plans ahead to organize and manage partners effectively 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> Students do not pick teams. Teacher avoids elimination games Teacher avoids students waiting in line Teacher distributes as much equipment as possible to maximize opportunities to respond 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 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A 1 2 3 4 5 N/A	

Warm-up

1	2	3	4	5
Class does warm up and child with the disability sits out of the warm-up	Warm-up is started and the child with the disability is included peripherally but not held to the same standard	Class does warm-up for number of laps or number of push-ups and they have to wait for some students to finish	Class does warm-up for number but the child with the disability is held to a lesser number so they can finish on time	Class does warm-up for time and not number and they all start and finish together with high expectations

Speed of Play

1	2	3	4	5
Tennis game is played with no modifications to the serving line, equipment, rules or the racquet	Tennis game is played with modified balls offered related to the needs of the students often as an afterthought	Tennis game is played with modified balls and racquets if needed	Tennis game is played with modified balls and racquets if needed as well as a variety of places to serve from clearly defined	Tennis game is played with modified balls and racquets if needed as well as a variety of places to serve from clearly defined all set up from the beginning of class

Use of Paraeducator

1	2	3	4	5
Children come to the class who use paraeducators and they do not come to the class at all	Children come to the class who use paraeducators and the paraeducator comes sometimes and sits on the side	Children come to the class who use paraeducators and the paraeducator helps sometimes but is not sure what to do	Children come to the class who use paraeducators and they help when they can and are told what to do sometimes	Children come to the class who use paraeducators and the paraeducators know what to do as they were trained and given the lesson plan and directions before the class



Let watch it

- <https://youtu.be/rJdHL2SLa-k>

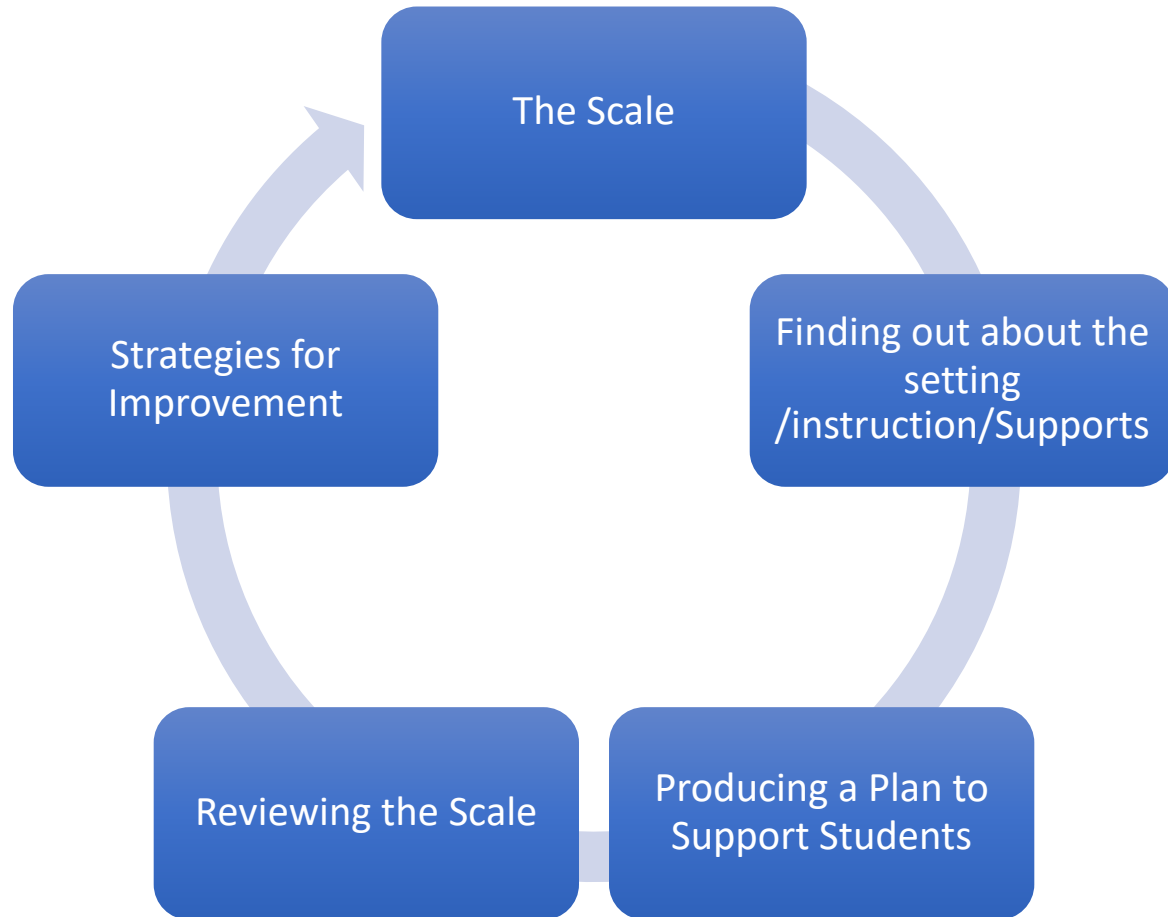
How did we do?



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LIRSPE Cycle of Teacher Success!



All of these resources are available at

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