

Abstract

Title: Utilization of the LIRSPE protocol as a self-assessment tool for teachers regarding the integration of SEN students into inclusive PE classes

Objectives: The aim of this thesis is to use specific teacher self-assessment tools (LIRSPE protocol, SWOT analysis) to analyse the level of effort demonstrated by teachers in integrating students with special educational needs (SEN) into inclusive PE classes.

Methods: Within a theoretical-empirical research framework, a survey was conducted using mixed research methods with 4 respondents – teachers of inclusive PE at the secondary level of primary schools in Prague/Central Bohemian Region, who had a student with physical/sensory disabilities integrated into their class. Data collection methods included the LIRSPE protocol, SWOT analysis and a professional questionnaire accompanied by interview.

Results: The data obtained from the LIRSPE protocol indicated that the effort demonstrated by teachers was above average to excellent, as the mean overall score was 4.1. Three out of four teachers identified the LIRSPE protocol as a beneficial tool, while the provided unofficial Czech translation version was rated as understandable by all respondents.

Key words: teacher in the process of inclusion, pupil with special educational needs (SEN), join education in PE, adapted physical activities, surveying, SWOT analysis