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KICKING IT IN CALIFORNIA!

Denise Ramirez
California State University, Fresno

Amy Williams
California Education Partners

AUTHOR NOTE
Correspondence concerning this submission should be addressed via email to Deniseramirez@mail.fresnostate.edu or Awilliams@caedpartners.org.

ABSTRACT

Physical education classrooms reflect a range of learners, movers, and abilities. Incoming physical educators report lacking confidence and knowledge in their ability to create inclusive lesson plans. Many undergraduate and liberal studies students are required to take one adaptative physical education pedagogy course; thus, incoming educators tend to lack an array of instructional tools to ensure all students are participating in activities and engaging with peers. The goal of Universal Design for Learning (UDL) is for teachers to use a range of strategies by removing barriers to learning and giving students opportunities to experience physical education to the best of their ability. Physical educators have the foundational tools; they just need to envision using those tools differently. The purpose of this article is to demonstrate how, by combining the physical education and UDL frameworks, educators can implement an inclusive lesson with a skills rubric and a summative assessment.

Keywords: Universal Design for Learning, physical education, California, inclusive practices, diverse populations

INTRODUCTION

This paper aims to amplify the need for physical education teachers to implement and design educational experiences utilizing the Universal Design for Learning (UDL) framework. Fundamentally, UDL is about the design of the lesson with the diversity of student learning in

mind. In addition to adhering to the state and national physical education standards, educators should develop lesson plans that ensure all individual abilities are met, thus enhancing physical literacy. Physical literacy is described as one's ability to express movement through an array of physical activities in varying environments that will contribute to overall health and emotional and social well-being (Mandigo et al., 2012). Physical education standards and UDL have a common foundation, which is to engage all students through the delivery of instruction that meets varied learning needs; educators should offer students choices in the way learning is acquired, and knowledge is demonstrated, thus empowering students in their educational process (Lieberman & Grenier, 2019). With this, incoming and even veteran physical educators lack an understanding of the UDL framework (Healy et al., 2017). A misnomer of UDL is that it is a teaching practice for special education students; however, it can be implemented successfully in all general education classes. Regarding the use of UDL, Horton (2020) stated, “Needed by some, but beneficial to all.”

The Individuals with Disabilities Education Act (IDEA) mandates a "free and appropriate public education" (National Center for Education Statistics, 2022) for qualified students ages 3-21 years old. During the fall of 2020, 95% of IDEA-eligible students were enrolled in public school, with 80% of their time spent in the general education classroom (National Center for Education Statistics, 2022). However, due to minimal practicum opportunities, many incoming physical education teachers feel underprepared to teach diverse populations (Lirgg et al., 2017). The National Center for Education Statistics (2022) presented 2020-2022 data showing that 7% of educators had less than three years of teaching, and 29% had more than nine years of teaching experience. It is common for undergraduate and preservice liberal studies and physical education (PE) students to have one foundational class in teaching adaptative PE as a part of their required coursework (Healy et al., 2017; Kwon, 2018; Piletic & Davis, 2010). Research conducted by Healy et al. (2017) concluded that one course is inadequate educational preparation for ensuring inclusive PE practices. When a teacher is given the necessary tools, confidence levels rise, therefore being prepared to meet the needs of students with disabilities (Elliot, 2008; Jung et al., 2011; Obrusnikova, 2008; Wilhelmsen & Sorensen, 2017). Many PE classes include students with a range of motor skills, learning abilities, and modalities, and as such, educators should anticipate and prepare for all learners. Universal Design is an educational framework that all physical educators should integrate into their lesson plans and classrooms; physical education teachers already have the tools to utilize UDL successfully; they need to envision using them in another way (Posey, 2023). For example, a physical educator discussed how differentiated instruction met the needs of his special education (SPED) students by offering varied equipment and task modifications; he added that implementing UDL meant he would have to redesign his lessons to meet the needs of SPED students (Amey, 2015). The teacher was utilizing the foundations of UDL but was unclear on what it meant (Lieberman et al., 2020). Differentiated instruction aims at instructional delivery, student’s learning profile, and levels of readiness. In contrast, UDLs focus is on the instructional design and full access regardless of needs, abilities, and learning profile (Vahey & Benedikt, 2022).

The purpose of UDL is to offer inclusivity, equitable learning opportunities, and improved learning outcomes (CAST, 2018). Inclusive classrooms advocate for a range of learning preferences and abilities regardless of the learners' background; equity in learning addresses barriers in knowledge acquisition and promotes a fair learning environment; and finally, improved learning outcomes result from teachers offering learners flexibility, options, and choices. Rather than asking the students to be flexible in the way they learn, UDL asks the teacher to be flexible in the development and delivery of course content (Minarik & Linter, 2011), with the goal being to develop expert learners in their unique ways (CAST, 2018). The effectiveness of UDL and PE has been examined minimally (Lieberman et al., 2020); however, what is known is how UDL meets the needs of all learners and movers. A myth surrounding UDL is how its framework primarily targets students with special needs and may not adequately challenge all learners; Delisle (1999) reported that gifted and talented students benefited from UDL's inclusive practices by allowing students to personalize their learning and accelerate the pace once they demonstrate competency. Physical educators can positively influence students' overall health and emotional well-being, and UDL can be implemented to promote mastery in health and physical fitness.

A common misconception surrounding UDL is that this approach to designing learning experiences applies only to students eligible for an Individualized Education Plan (IEP) or those eligible under the American Disabilities Act section 504. Research has demonstrated that UDL is an effective educational framework that supports all learners in educational settings, from primary school to higher education (Glass et al., 2013). "UDL...is a way of thinking about students, teaching, and curriculum – a way of recognizing the diversity of learners, reducing barriers to learning, and addressing students' different needs right from the start" (Rose & Meyer, 2008).

What is Missing in Practice?

Incoming physical educators and even those considered veterans in the field who seek to enhance inclusive teaching practices would benefit from using the Lieberman-Brian Inclusion Rating Scale (LIRSPE) (Liberman & Houston-Wilson, 2018). The purpose of the LIRSPE is to measure the level of effort the teacher makes to include all students in physical education lessons. To best evaluate the teacher's ability to implement inclusive practices consistently, an evaluator (perhaps an experienced colleague) would observe a minimum of three classes (in their entirety) and have at least one student with a disability in the general education class. The LIRSPE matrix includes instructional strategies such as using varied manipulatives, class management, and assessment (Liberman et al., 2020). While the matrix does not entirely determine if the lesson is a fully inclusive activity, it provides an array of commonly experienced variables. Variables not explicitly detailed in the LIRSPE would be experiences that are challenging to measure, such as "interactions between those with disabilities and their peers" (Lieberman & Grenier, 2019).

The evaluator scores the teacher on a Likert scale, from poor (1) student is not included in the lesson, to excellent (5) student is completely engaged throughout the lesson (Liberman & Houston-Wilson, 2018). Feedback from the evaluator's observational scores can offer teachers practical solutions for improving their inclusive teaching practices (Lieberman et al., 2020). The

teachers' objective is to increase and enhance learning for all students, and the LIRSPE can provide insightful feedback as a part of critical reflection. The LIRSPE tool can be used as a physical educator's guide to lesson design. It ensures all students' needs are met and actively engaged to the best of their abilities, thus maximizing student participation in the PE classroom (Liberman et al., 2020).

Di Pardo Léon-Henri (2023) explains that self-reflection is a process where teachers regularly examine, gauge, and assess their teaching effectiveness, measuring student responses and actions and recognizing their successes and deficits. Reflective teachers continually strive to improve, re-evaluate practices, and investigate the effectiveness of their PE program, personal assessment of lesson planning, and curriculum implementation, with the diverse student population at the forefront of the preparation process (Graham et al., 2020). Universal Design for Learning strategies are integral to developing a quality physical education program, and all learners will benefit from its inclusivity; UDL supports ethnic inclusiveness, students with learning and mobility considerations, and students in mainstream physical education (Liberman et al., 2012). Universal Design for Learning is a general education framework that benefits all students and is not solely a special education practice (Willams, 2020).

What Makes a Quality Physical Education Program?

California students grades one through six must have at least 200 minutes of physical education instructional time every ten school days; before and after school programs, recess, and lunch are excluded (California Department of Education [CDE], 2022). A quality program ensures that students participate in activities that stimulate the physical, cognitive, and affective domains (CDE, 2022). Physical educators must purposefully plan long-term and short-term goals while ensuring lessons are developmentally and sequentially introduced (Graham et al., 2020). Additionally, a quality program promotes overall health, enhances motor development, and addresses psychosocial components (California Department of Education [CDE], 2010). Providing multiple opportunities for students to succeed and learn the value of an activity is crucial, as physical educators aim to develop lifelong movers (Society of Health and Physical Educators, 2023). Students with positive memories and experiences at the elementary levels are more apt to adopt movement-based activities over a life span (CDE, 2010).

Adults who participate in regular physical activity demonstrate a higher quality of life, including increased social, emotional, and physical well-being (National Institute on Aging, 2020). Perhaps more importantly, adults with movement or cognitive needs reap the added benefits of physical activity by increasing stamina and muscular strength, reducing the effects of depression, and increasing socialization, which promotes adults living an independent and overall healthier lifestyle (Centers for Disease Control, 2022). Research has demonstrated that students who have a positive PE experience carry those positive feelings and enthusiasm throughout adulthood (Green, 2014; Kim, 2008; O’Connor & Penney, 2021); thus, it is paramount that incoming physical educators have the tools needed to provide quality instruction to all students.

What is Universal Design for Learning?

Universal Design for Learning is a proactive approach to creating equity and access for each student. The Center for Applied Special Technology (CAST, 2020) defines UDL as "a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (Williams, 2020). Universal Design for Learning is grounded in neuroscience. It is an educational framework that PE teachers can use to increase access to learning experiences for all students and the variability of educational needs they require. The UDL framework has three principles:

Multiple Means of Engagement - The degree to which students feel safe and at ease in the learning environment. Engagement ensures students connect with the content and see its relevance to their lives.

Multiple Means of Action and Expression - This is evident when students have options and choices in how they work with or learn the content and demonstrate their knowledge in a way that makes sense to them. This gives students opportunities to lean into their strengths and talents.

Multiple Means of Representation - Centers on content being presented in multiple ways. Representation is evident when teachers deliver content in multiple ways, e.g., lecture, PowerPoint, and video, each representing the standard to be mastered (Williams, 2020). Designing lessons built on the three UDL principles also creates enhanced learning opportunities for already proficient students by providing choice within the learning experiences.

Blending the Universal Design for Learning and the Physical Education Framework

For example, Ms. Smith, a physical education student teacher, is designing a lesson that introduces the foundations of kicking and ball control. Reflecting on the diversity of her class, two students come to mind: Sal and Kristi. Sal is excited about the upcoming unit, has a 504 Plan, and is in a wheelchair.

Kristi is often disengaged, requests to go to the nurse's office, and is easily distracted talking with friends; however, outside of PE, Kristi is cooperative, enthusiastic, and does well academically.

An experienced colleague is assigned to evaluate three of Ms. Smith's physical education classes using the LIRSPE matrix scale. Analyzing the results of the LIRSPE scale with her colleague, Ms. Smith gained insight into her strengths and weaknesses during the first week of the kicking and ball control unit.

Utilizing the UDL framework, Ms. Smith designs a learning experience to maximize access and engagement for both students. The designated activity space for this lesson was to be held in a grassy modified ponding basin. This space would not be accessible for Sal since the ramp does not meet Americans with Disabilities Act compliance, and the terrain of the activity field tends to be uneven (Department of Rehabilitation, CA, 2023); inaccessibility creates a barrier for Sal to engage meaningfully in this unit.

Finally, Ms. Smith talked with Kristi to learn more about her interests in physical activities. Kristi shared that she likes it when she can choose her partners during PE. By learning more about Kristi, Ms. Smith can capitalize on recruiting Kristi's interest to engage in the lesson. Ms. Smith's lessons will promote collaboration and encourage students to pick their partners during the lesson. Taking what Ms. Smith learned from the LIRSPE scale, the next step for Ms. Smith is to evaluate the lesson plans in this unit to ensure all students will be active participants with the UDL guidelines in mind.

When PE teachers are designing a learning experience, the decision-making process to integrate UDL design into the lesson begins with considering the possible barriers, both visible and invisible, that may impact students' access and engagement. Beginning with clear goals and objectives, the teacher identifies the concepts and skills the students are to acquire. Using the UDL matrix as a tool allows the teacher to consider students' variability, challenges, strengths, preferences, and backgrounds they bring to the learning experience to maximize learning. In this process, the teacher might collaborate with the learners. Collaboration provides a student voice in the learning design. The teacher has a better opportunity to tap into the student's interests and needs, along with an opportunity for students to provide feedback on their experiences and learning. Student and teacher collaboration also promotes UDL's effort to have students become expert learners of themselves and what they need to be successful.

The decision to integrate UDL beyond setting clear goals, understanding diverse learners, and collaborative decision-making also provides a framework for continuous improvement for the teacher. By embracing UDL, the PE teacher, through the process mentioned earlier, allows continued professional learning, resulting in continuous refinement of pedagogy and curriculum. This approach promotes inclusivity and enhances the overall learning experiences for all students.

Physical education teachers need to consider the activity space; when instructional space is outdoors, there are environmental factors to consider through the lens of UDL. These could include rough, uneven terrain, sensory considerations, and climate. When UDL design principles are applied to the PE framework, it creates an opportunity for all students to be engaged with the learning experiences while maintaining the PE learning outcomes. Table 1 demonstrates the alignment made with both frameworks. When preparing lessons, physical educators should incorporate the state or national standards, along with Means of Action and Expression, Means of Representation, and Means of Engagement (Gilbert, 2019).

Table 1

Frameworks

California Physical Education	**Teacher UDL Considerations**
Psychomotor Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	**Means of Action and Expression** - Offer choice in manipulative, target, and hand or foot to demonstrate the motor skill -Offer choice in distance and target - Assess all learners together.
Cognitive Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.	**Means of Representation** -Share a video demonstrating and identifying skills and highlighting vocabulary and motor concepts. -Choice in summative assessment response questions -Teaching strategies are varied.
Affective Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	**Means of Engagement** -Pair share -Modified rules -Choice of grouping, fitness buddy -Choice of manipulative

Educators must create lesson plans with the UDL guidelines from the inception of the unit plan - inclusivity is not an afterthought or a last-minute add-in to a lesson. Furthermore, options should be available to all class learners (Lieberman & Grenier, 2019). Table 2 is a representative lesson plan for grades one and two, with an introduction to kicking. Students are provided options in manipulatives, distances, targets, and groupings. Educators provide support in skill development based on the needs of the learners.

Table 2

Lesson Plan

<table>
<tr><td colspan="2">TEAM: Denise and Amy</td><td>DATES: First Two Weeks of Unit Grades 1 & 2</td></tr>
<tr><td colspan="2">UNIT/SUBJECT: Kicking a ball to a target</td><td>LESSON TITLE: Pumped Up to Kick!</td></tr>
<tr><td colspan="2">Learning experience objectives:
● Students will be able to kick a ball to an intended target
● Students will be able to share their tips for success with peers

National Physical Education Standards:
Standard 1: The physically literate individual demonstrates competency in various motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction (Society of Health and Physical Education, 2023).

CA State Physical Education Standards:
1.1.16 Kick a rolled ball from a stationary position.
1.1.17 Kick a stationary ball using a smooth, continuous running approach.

1.2.12 Identify the location of the contact point to strike an object upward.

2.1.11 Kick a slowly rolling ball.
2.1.15 Foot-dribble, with control, a ball along the ground.
2.2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.</td><td>Teacher Check:
Is this an experiential learning goal? and/or

Is this a standards-based learning goal?</td></tr>
</table>

<table>
<tr><td colspan="2">1.5.1 Participate willingly in new physical activities.
2.5.5 Demonstrate respect for self, others, and equipment during physical activities.</td><td></td></tr>
<tr><td>Learning Target:
What do we want all students to know?

Students will learn to kick a ball to an intended target accurately.

Students will learn how to manipulate a ball with control.</td><td>Key Vocabulary:
Stand(ing)
Stationary
Control(led)
Dribble
Laces</td><td>Teacher Check:
Is your goal clear and specific?
Are the means flexible?
If not, how can you scaffold?
How will students revisit the goal throughout the lesson?</td></tr>
<tr><td>Learning Target:

How will we respond when learning has not occurred?

Provide additional demonstration(s).

Ask guiding questions to gain clarity on students’ level of knowledge.

Provide specific feedback for skill development improvement.

Ensure student(s) understands the task(s) and related vocabulary</td><td>Learning Target:
How will we extend the learning for already proficient students?

Increase the skills challenge by adding additional obstacles, offering a smaller manipulative, and/or increasing the distance to the target.

Create small peer-tutoring groups, allowing proficient student(s) to demonstrate skills.

Connect geometry by identifying shapes in movement patterns</td><td>Teacher Check:
Did we utilize UDL principles?
Did we consider all possible barriers to access?

Are there opportunities for choice and interest?

Connect learning to other topics/content?</td></tr>
<tr><td colspan="2">Learning Target:
What are potential areas of impediment?
Barriers:
Second language learners</td><td>Teacher Check:
Are there barriers in the context (location, grouping, noise level), presentation (oral,</td></tr>
</table>

Groupings Outdoors		*written), or activities (writing, speaking, planning)?*	
Variability: Engagement			
Learning Target: *Does the lesson use multiple means of engagement?* Self-select ball size and color Self-select targets and distance(s) Self-select groupings Options to choose goals for self-improvement Rubric	*Teacher Check:* *Providing options for recruiting interest?* *Are there existing options to increase student choice and autonomy?* *To enhance relevance, value, and authenticity?* *To reduce threats and distractions?*	*Teacher Check:* *Providing options for sustaining effort and persistence?* *Are there existing options to heighten the salience of goals and objectives?* *Vary levels of challenge and support?* *Foster collaboration and communication?* *Increase understanding and skills through feedback?*	*Teacher Check:* *Providing options for self-regulation?* *Are there existing options that guide personal goal-setting and expectations?* *Scaffold coping skills and strategies?* *Develop self-assessment and reflection?*
Variability: Representation			
Learning Target: *Does the lesson use multiple means of representation?* Multiple movement pathways	*Teacher Check:* *Providing options for perception?* *Are there existing options to customize the display of information?*	*Teacher Check:* *Providing options for language and symbols?* *Are there existing options that define vocabulary and symbols?*	*Teacher Check:* *Providing options for comprehension?* *What assumptions about background knowledge are made in the lesson?*

Multiple distances and targets Skills and tasks are modeled in class Station cards Poster boards in class	*Alternatives for auditory?* *Alternatives for visuals?*	*Clarifying syntax and structure?* *Decoding text and mathematical notation?* *Promote cross-linguistic understanding?* *Illustrate key concepts non-linguistically?*	*Are there existing options that provide or activate background knowledge?* *Highlight critical features, big ideas, and relationships?* *Guide information processing?* *Support memory and transfer?*
Variability: Action & Expression			
Learning Target: Does the lesson use multiple means of expression? Self-select underhand toss or kick Pair-Share Write a report Create a poster board Create an infographic Develop a story to share aloud	*Teacher Check:* *Providing options for physical action?* *Are there existing options in the mode of physical response?* *Multiple means of navigation?* *Accessing tools and assistive technologies?*	*Teacher Check:* *Providing options for expressive skills and fluency?* *Are there existing options in the media for communication?* *In the tools for composition and problem-solving?* *In the scaffolding needed for practice?*	*Teacher Check:* *Providing options for executive functions?* *Are there existing options that guide effective goal-setting?* *Supportive planning and strategy development?* *Facilitate managing information and resources?* *Enhance capacity for monitoring progress?*

Note. Adapted from CAST, 2018, & Sherry Adrian, Ph.D., Project Wild, September 26, 2018, Workshop.

Table 3 represents an example of a skills and self-responsibility rubric the teacher can use to measure student abilities. An abbreviated rubric is to be shared with students before the activity. Creating a poster board depicting expectations of skills and behaviors using texts, colors, and pictures will provide a clearer and grade-level appropriate understanding for learners, as a means of multiple representation (Lieberman et al., 2021). Before evaluating skills, teachers should post the rubric for all students, and the teacher should verbally explain the goals. Finally, teachers should encourage students to ask questions and provide an opportunity to Pair-Share information; ensuring clarity and comprehension is key for all learning environments. Multiple opportunities for success are detailed in the rubric, providing students with choices to successfully demonstrate motor skills to the best of their abilities (Lieberman & Grenier, 2019).

Table 3

Skills and Self-Responsibility Rubric

	Skills	**Responsibility - self and others**
	Student is consistent in performing: -ball is always in control -ball reaches target 4 of 4 attempts -ball is dribbled or tossed to target 4 of 4 attempts	Student is consistent: -cooperates -works well with others -provides support to others -follows rules
	Student is inconsistent in performing: -attempts are made to control ball -ball reaches target 3 of 4 times	Student is occasionally consistent: -cooperating -engages without disruption -not all rules are followed
	Student is rarely consistent in performing: - ball management - ball does not reach intended target	Student is rarely consistent: -cooperating -can be disruptive -rules are rarely followed
	Student is not consistent in performing: -ball management -limited effort	Student is unable to demonstrate consistency in the responsibility of self and toward others

Note. Adapted from “Universal Design for Learning in Physical Education,” by Liberman, L. J., Grenier, M., Brian, A., & Arndt, K., 2021, *Champaign, IL: Human Kinetics*, p.32.

Assessment is another crucial piece in the learning process - for the teacher and student. Educators who reflect on their teaching practices ask themselves, “Are students learning what I am teaching, and how well did they learn it?" and "Am I meeting the needs of all learners?" (Graham et al., 2020). Assessment can help answer those questions provided the outcomes are linked to instruction, are student-centered, and students know what learning is anticipated (Graham et al., 2020). Table 4 depicts how students may choose the skill to perform, with each skill aligning with the lesson outcomes. Student choice provides autonomy, allowing learners to determine how

they can demonstrate motor skills while staying actively engaged in the lesson (Liberman et al., 2012).

Table 4

Kicking Assessment

Students may choose their object and target. **Are skills present at this time?**				
Skill	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Kick a rolling or stationary ball to a target. Toss a ball from the stationary position to a target.	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆
Kick a slowly rolling ball to a target. Catch a tossed ball and toss it to a target.	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆
Kick a stationary ball with at least 3 approaching steps to a target. Toss a ball while traveling to a target.	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆
Foot-dribble a ball to a target. Toss a ball to multiple distanced targets.	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆	☆ ☆ ☆
Total Stars				

Assessing students in the cognitive and affective domains can be achieved in varied ways, with autonomy at the forefront. Table 5 allows students to demonstrate learning in the cognitive and affective domains through choices and options; students may demonstrate knowledge with storytelling, creating an infographic, drawing, or completing a written assessment. With each option, students may choose four questions from the six offered. The affective domain may be challenging to measure, so teachers must have clear goals, and students must be taught (Graham et al., 2020). Additionally, the example assessment offers a word bank to support Second Language Learners and students with learning disabilities, encouraging language use and increasing vocabulary.

Table 5

Summative Assessment

<table>
<tr><td colspan="3">Using the rubric, students may demonstrate skill development and cognitive knowledge through a written handout, a short story, telling a story, or creating a poster.

Students may choose four questions from each section. A Word Bank is offered.</td></tr>
<tr><td colspan="3">Psychomotor:
On my first day, I kicked or tossed my favorite ball. It was (color).
On my first day, I kicked or tossed my favorite ball (action word).
On my first day, I kicked or tossed the ball to a target. The target was (target).
On my last day, I kicked a ball while it rolled (speed).
On my last day, I tossed a ball (speed).
On my last day, I foot dribbled a ball to the (target).</td></tr>
<tr><td colspan="3">Cognitive and Affective:
On my first day, I felt (emotion).
On my first day, I kicked or tossed my favorite ball to a target (yes or no).
On my first day, I told my friend how I kicked or tossed the ball to a target (describe).
On my last day, I felt (emotion).
On my last day, I was happy I could (action word).
On my last day, I kicked a slowly rolling ball with (toes or laces).</td></tr>
<tr><td colspan="3">Word Bank:</td></tr>
<tr><td>cone
cones
hula hoop</td><td>orange
yellow
blue</td><td>happy
sad
excited</td></tr>
<tr><td>control
dribble</td><td>soft
hard</td><td>fast
slow</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

SUMMARY

New and seasoned educators continually assess their teaching practices; reflective teachers seek input from administration, knowledgeable colleagues, and their students, striving to engage, motivate, and inspire all learners (Graham et al., 2020). Inclusive planning is purposeful and meets all students' needs, as shown in Tables one through four. The impetus of the UDL framework is to support the development of lesson planning, thus ensuring all students are experiencing physical education in meaningful ways, with carefully designed lessons that offer challenging opportunities in a developmentally and sequential manner (CAST, 2018; Graham et al., 2020).

Lieberman et al. (2021) found that while UDL has been used in other areas of education, infusing the UDL framework in physical education is recent. Due to the lack of experience applying UDL, the concepts should be integrated into student coursework throughout the practicum and fieldwork experiences (Lieberman et al., 2021). Physical educators, incoming and veterans, would benefit from the LIRSPE matrix to evaluate their inclusive teaching practices, including writing lesson plans and developing stated assessments and rubrics. Physical educators should utilize the UDL framework and the LIRSPE matrix to promote full access and develop learning goals through innovative instruction when crafting standards-based lesson plans, rubrics, and assessments. Teachers can identify and remove barriers and offer choices in demonstrating knowledge, participation, and expression.

There is an extensive body of scholarly literature evaluating the application of UDL in special education and other classroom environments, while the exploration of UDL and PE has only been recently conducted. This paper underscores the use of UDL and LIRSPE in physical education by demonstrating the necessity of their use and the many benefits. The LIRSPE tool can be used to support all educators by strengthening areas recognized as needing improvement in instruction, assessment, and engagement; preservice teachers can discover more about inclusive teaching strategies, while the tool is also helpful for veteran teachers to assess their current practices (The National Consortium for Physical Education for Individuals with Disabilities, 2022). By embracing UDL, LIRSPE, and the PE standards, educators can foster an environment that puts learning in students’ hands, enriches the socioemotional experience, and develops lifelong movement practices.

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