

## **Abstract**

**Title:** The LIRSPE protocol as a tool for evaluating and supporting the pro-inclusive approach of PE teachers

**Objectives:** The aim of this thesis is to present the Lieberman-Brian Inclusion Rating Scale for Physical Education (LIRSPE), which deals with evaluation and promotion of a pro-inclusive approach of PE teachers. We start with processing a literature review focused on the current use of this protocol in European countries. Furthermore, we provide a translation of the questionnaire part of the protocol into Czech language, verifying its comprehensibility.

**Methods:** The thesis has theoretical and empirical part. The theoretical section analyses literacy resources from the field of students with special educational needs (SEN) and presents the LIRSPE protocol. The empirical section included literature review on the use of LIRSPE in European countries and a translation of the questionnaire part of the protocol (using the reverse translation method). The comprehensibility of this translation was verified by electronic questionnaire completed by 19 respondents - students of the second and third year of ATVS OSP studies at UK FTVS in 2021, whose average age was 22.

**Results:** Based on 16 sources from 3 databases as well as supporting documents provided by the co-author of the protocol, the literature review was accomplished. The questionnaire part of the LIRSPE protocol was translated with the participation of three academic experts. The electronic questionnaire verified the comprehensibility of individual items of the Czech version of the translation of the questionnaire part of the LIRSPE protocol. The results showed that respondents chose the answer *I fully understand*, or *I rather understand* in 92.86 % of cases.

**Keywords:** pupil with special educational needs (SEN), join education in PE, tools for evaluation of pedagogical performance, adapted physical activities