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# Inclusion in Physical education

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# Inclusion in Physical Education Using a Peer Tutor Method

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**Abstract**

Cross-age peer tutoring will be used to help create an inclusion setting for students with and without disabilities. The participants for the capstone project included five fifth graders and five students with special needs that are in grades first to third. The site the research was conducted at is an elementary school located in Seaside, California. Fifth graders were trained on how to be an effective tutor in order to be able to help the special need students increase their motor performance by teaching them how to throw a ball overhand. The research found that cross-age peer tutoring was an effective solution for all students to feel included while being able to increase their skills in physical education. As a future educator, the researcher understands how this solution can help create a space in schools that all students can thrive in.

*Keywords*: cross-age peer tutoring, special education, physical education

# Inclusion in Physical Education Today

## Literature Review

Inclusion is an idea that every student, regardless of their needs, should be involved in education classes while they are meeting their goals and learning from one another (Block, 2007,). In schools today, 93% of children with disabilities are included in their general education class. It is important to note, however, that results from studies and researchers such as DuBois (2011) state how even though students are integrated there is a lack of interaction and awareness of one another.

"Functional exclusion occurs when physical educators include a student with a disability in the physical education class, but the student does not meaningfully participate in an instructional program with his or her peers" (Tripp, Webbert, & Rizzo, 2007,p.1). Tripp, Webbert, Rizzo (2007); DuBois (2011); Maras, and Brown (2000) express how this has been one of the underlying problems why inclusion in physical education is not effective. Inclusion requires more than just placing students in the same general classroom. According to Maras and Brown (2000) when students with and without disabilities are more inclusive, the students have stronger interpersonal relationships. Peer tutoring can help increase students' interactions which can create an environment that is less restrictive (Disability Rights California, n.d).

## Laws and Regulations in Inclusion

Although research has shown how peer tutoring can effectively create inclusion in physical education, a great amount of schools do not implement peer tutoring into their curriculum due to laws, regulations, and other issues. The Individual with Disabilities Education Act law states that "children with disabilities be educated in the "least restrictive environment appropriate" to meet their "unique needs" (Individuals with Disabilities Education Act, n.d.).

Special need students are segregated to meet their own needs which is why all students are not able to be included with general education students. Government and school districts recognize that inclusion is the answer in solving the issue of special education students participating in physical education. These laws, lack of training, and lack of implementation are some of the main reasons why inclusion is not being met in schools. By building an effective program and implementing it, schools can help create inclusion in physical education (Block, 2007). There is no way to successfully build on programs to help inclusion unless the programs are implemented into the schools. There are three solutions that the researchers explore which can help implement inclusion in physical education using a peer tutoring method (Cervantes, Lieberman, Magnesio, & Wood, 2013; Temple & Lyness, 2011). It is important to keep in mind that there was a lack of research on how these methods could be changed within the laws in order to create a long-term inclusion setting in schools.

## Peer tutoring

Peer tutoring is an approach researchers and schools have used to help include students with disabilities in an effective way (Cervantes, Lieberman, Magnesio, & Wood, 2013). Students are trained to learn how to interact, teach, and connect with the other scholars. According to Temple and Lynnes (2011), “Peer tutoring is when one child instructs another child. For this to succeed the child who is instructing needs some expertise, that is, they have to been trained in some way” (p.1). Teachers structure the learning environment so that one or both students in a pair (dyad) have been trained to teach the other (Temple & Lynnes, 2011, p.1). The point of peer tutoring is to help teach students how to give effective feedback, what techniques can be used to help guide students with different disabilities or students with a language barrier and explaining to them their roles and responsibilities. Training tutors before they start working with students

with disabilities will give them the confidence and knowledge they need, to be great tutors. According to Temple and Lynnes (2011) about forty percent of the studies that were conducted showed how these training programs helped guide students and provided models on how to work with students with special needs. The researchers discussed how it is important to take the time to check in with the tutors in order to make sure that the program is functioning and accommodating the students with disabilities.

When conducting peer tutoring the program should conduct activities and lectures regarding disability awareness, communication techniques, instructional techniques, behavior programs, and examples of scenarios depending on individual goals and objectives (Temple & Lynnes, 2011; Cervantes, Lieberman, Magnesio, & Woods, 2013). Using real life scenarios helps students prepare for situations that they could be in when working with students with special needs. Depending on the student's disabilities and their needs is important to discuss to the students who are involved because it helps them understand and gives them an opportunity to discuss concerns or questions they have regarding certain disabilities. According to a variety of researchers (Cervantes, Lieberman, Magnesio & Woods, 2013; Temple & Lynnes, 2011; Klavina & Block, 2008) understanding and a simple description of the students with disabilities needs to be discussed in order for students to understand how to communicate with them. According to studies (Lieberman & Houston-Wilson, 2009; Temple & Lynnes, 2011; Klavina & Block, 2008) results indicated that feedback techniques and training improved students outcomes goals.

Klavina and Block (2008) found how untrained students were less interactive with students with disabilities compared to trained tutors. The first student who was scored based on their interactions got a score of 23 percent, the second student scored 6 percent and the third student received a 5 percent. When the students were trained the mean of the score increased

more than fifty percent. The student's interaction behaviors increased due to the type of peer tutoring that was implemented. The program included the five steps above, however the researchers did not mention how long the training was for. Many of the other studies training was around one to two hours of training depending on the number of students, age, and how severe the disabilities were of the other students. Lyness and Temples study was done over two different sessions that were thirty minutes long. The trainings were only done in the beginning of the study not throughout the lessons.

DuBois (2014) found how many programs will fail overtime due to the quality of training. The study that was conducted noted how programs only did one training program throughout the school year which failed to meet students long term goals. According to DuBois (2014) following up and implementing other trainings throughout the year is important because adjustments are going to be needed in order to better accommodate the tutees. The maintenance of the training is crucial in order to make the program succeed. Even though peer tutoring requires a great amount of commitment the benefits from it are significant.

Researchers like Block discuss how more children with disabilities would be better served in a self-contained environment with trained specialist due to the lack of support and elimination of physical education in schools. Block found that many elementary schools did not hire special education teachers to help teachers understand how to help students with disabilities develop in special education. Most teachers were left on their own to figure out how to provide their students with the appropriate physical education for students with disabilities. If teachers were given extra support, it was usually an aid who was poorly trained in the area and did not know how to assist students with disabilities in a physical education setting. Block argues that

school's philospohy of inclusion is not taking into consideration of the student's unique needs that would serve better in a self-contained environment.

**The values of peer tutoring in physical education**

According to researcher (Temple & Lyness 2011; Block, 2002; Klavina & Block, 2008; Lieberman & Houston-Wilson 2009) peer tutoring has many positive outcomes for all students who are involved in the program. Research shows that students benefit from peer tutoring, academically and socially. However, results may vary based on how involved the tutor and tutee are in the activity and the age of students participating. Some of the positive results and benefits that various researchers (Block, 2002; Qi & Ha 2012; Goodwin & Walkinson, 2000) found when using peer tutoring in physical education, were how students improved in learning and skill attainment, social behaviors, leadership skills, self-esteem, and an increase of students feeling included.

A study conducted by Klavina and Block (2008) focused on behavior outcomes in inclusion in physical education using peer tutoring. The researchers focused on the social interactions between students with special needs and students without special needs (Block, 2007; Block & Kalvina, 2008). Two elementary schools in the United States were part of the assessment. There were nine peer tutors from an elementary general education class and three elementary age students with disabilities. Results were based on what the tutors experienced and the researcher's observations. According to researchers Klavina and Block (2008) the students in the general education class received instructions on how to tutor students with disabilities. Through the peer tutoring instructions tutors expressed how their attitudes towards their peers changed. Interacting with the students with disabilities helped create a sense of disability awareness. According to other researchers Goodwin and Wilkinson (2008) noticed students

social skills grew because they were more accepting of their peers because of the direct interactions and training.

The tutees expressed how they felt more comfortable with their fellow classmates because they helped them with the task at hand (Kalvina & Block, 2008). Students with and without disabilities expressed how they were more motivated and involved in the activity because they had support. According to researchers (Block, 2002; Klavina & Block, 2008; Qi & Ha, 2012) through interactions, students learn a various amount of skills that could have a positive outcome on their social behaviors later in life. Block (2002) found how students who have disabilities had a chance to make new friends and share their experiences with one another which helped with student's social skills. Qi & Ha (2012) found how the students with autism learned how to communicate with general students; over time the students felt more comfortable when interacting with other students outside the activity that was conducted. Lieberman and Houston-Wilson (2009) noticed how student's problem-solving skills increased and/or were learned through working with the students. When students encountered different personalities and problematic issues, tutors had to use problem solving skills in order to provide practical and systematic help. Students had to think about how to adjust to their tutees and the ways they could help the situations they were in. Social growth had a major impact of the student's interaction skills and their acceptance toward their peers grew (Bailey, 2011; Qi & Ha, 2012).

According to studies (Goodwin & Wilkinson, 2000; Qi & Ha, 2012) positive attitudes of students with disabilities increased when students felt included. Due to the positive interactions many researchers' results indicated that student's self-esteem increased along with their sense of self (Qi & Ha, 2012). Students felt like they could achieve their individual goals along with the class goals because of their peer's involvement. A various amount of questions were answered

by the tutors in order to see how students felt about peer inclusion and what they learned. Results showed how many of the students felt included in the task at hand. The research says that the students felt a sense of belonging, group membership, and companionship (Goodwin & Walkinson, 2000). Researchers noticed how the tutors support helped the students feel like they were truly included in the task. The tutors would help the tutee with equipment, be supportive when they were accomplishing a task, and would work together in order to achieve their goals (Goodwin & Walkinson, 2000). Through implementing peer tutoring students meaningfully participated in physical education which was a positive experience for all students who were involved. Kalvina and Block (2008) reported how students with disabilities usually clung onto and relied on their adult support personnel when peer tutoring was not used. However, when peer support was used the students with disabilities tended to interact more with their peers than their adult personnel.

Using an appropriate peer tutoring strategy helps improve engagement between students with and without disabilities in an inclusive general physical education setting. Three types of peer tutoring models are used to effectively create inclusion such as reciprocal, class-wide, and cross-age.

## Evaluation of options

The three types of peer tutoring models will be examined and evaluated by time, cost, and effectiveness. This evaluation will determine which model is the most feasible and efficient that will create inclusion for all students.

Time is measured based on the amount of time it takes to train teachers, students, and others who are involved. Cost is measured by how much funding the program would need in order to implement the type of peer tutoring method. Effectiveness is measured in relation to

how much the students are included and involved with their peers in order to understand if inclusion is effectively created.

**Reciprocal Peer-Tutoring**

The first type of peer tutoring is reciprocal peer-tutoring, which is also known as bidirectional. According to researchers, "...this model of peer-tutoring involves two or more students who are grouped together, preferably in a pair consisting of a student with and one without disability" (Cervantes, Lieberman, Magnesio, & Woods, 2013). Most of the time students have the opportunity to switch roles one being a tutor and the others being the tutee. According to Cervantes, Lieberman, Magnesio, &Woods (2013) this method only works with students who know how to follow directions without extra assistance and for students who have mild to moderate needs. This method only involves a limited number of students who are fully participating.

The time that it takes to implement, and train students requires the least amount of time out of the others due to the limited number of students that would have to be trained. Teachers may have to train both sets of students on how to be tutors and tutees. Students with special needs might need more time in training which should be factored into the equation. According to researcher Cervantes, Lieberman, Magnesio, & Woods (2013) the time it took to train students with disabilities was about two hours however this was done over four different session due to the students' needs. This method takes the most time to implement since both sets of students had to be trained on how to be tutors.

The cost of this method is generally inexpensive because of the amount of training that would be needed. Since many of the studies that were done only had about ten to twelve students

who were involved in the study (Cervantes, Lieberman, Magnesio, & Woods, 2013). Depending on how many students are required to be trained cost can tend to fluctuate.

Studies have shown that this method is very effective because both students get the chance to be each other's tutors. Interactions between the students significantly increased 11.8% during the activity. Researches noticed how students could really connect with one another because both students got to be leaders during the activity. According to Cervantes, Lieberman, Magnesio, & Woods (2013) it was hard for the students with disabilities to be tutors because of the different level of skill they had compared to students without disabilities. Researchers noted how this program worked for students because students were the same age and had the same level of skills.

**Class-wide Peer Tutoring**

The second type of peer tutoring is class-wide peer tutoring, which is when both classes are generally the same grade or age level. This method can be done by "...breaking the entire class into pairs. Each student in the class participates by promoting behavior, correcting errors, and helping partners" (Block & Oberwiser, 1995). In this study nine students with special needs were brought into the general education class who had eighteen students. The class was broken up into nine groups. Each tutee had two tutors to themselves throughout the lesson. According to Lieberman and Houston-Wilson (2009), this method is highly structured but is simple for both sets of students.

Time plays a factor in how much time is needed to tutor the students. The age, grade, and skill level of the students depend how much training is needed. According to Block & Oberwiser (1995) the training time can increase depending how long the unit of instruction is and the goals of the students. More training was needed due to the whole class being involved in the study.

The training time was planned for thirty minutes but the training lasted for an hour and a half. This method is the only method that is taught during class time.

The cost of this option would depend on how much it would cost to train teachers on how to implement this peer tutoring method effectively. Research shows that this type of peer tutoring can be costly because extra assistance might be needed depending on the number of students that are involved.

This method could be highly effective because student's motor skills can increase due to the similar age rage between the tutors and tutees. They can learn from one another because they are at the same level and can relate to each other more. In some cases, results indicated that a few teachers had to intervene at points because the younger students would become scared since they did not know how to handle the times when their partner would act out (Block & Oberwiser, 1995). According to Bailey (2011) students with autism were given an opportunity to learn social interaction skills because students were paired with different tutors each week.
The main benefit of this approach is that all students are involved in the tutoring and apart of the lesson.

**Cross-age Peer Tutoring**

The final type of peer tutoring is cross-age peer tutoring, which is when a special education class that is a lower grade is paired with a general education class that is at a higher level. The objective of this method is for students with disabilities skills increase by pairing them with advanced older students. According to researchers (Block, 2002; Klavina & Block, 2008) the younger students worked best with the older students because they were more mature, reliable, and experienced, than the younger students were (Block, 2002; Block & Oberwiser, 1995).

Time plays a factor in how to effectively teach students and train teachers regarding this program as well as the others. However, the amount of training can depend on how old the other students are. If the students are older than they might need less training than younger students. The older students knew how to follow directions, had more knowledge in how to handle situations and had better communication skills. According to researcher Block (2002) training sessions can range from thirty minutes to two hours depending on the situation, how involved the students are in the training, and what type of disabilities the students have (Block, 2002). Depending where the older students are coming from can play a role in how much time may be needed for the student to get to the site. Some of the studies that were conducted used students from a local high school to help train students with disabilities where as other studies used older students who attended the same school the study was done at. Block study (2002) found how recruitment for the older students took two additional weeks in order to recruit, find and train the older students.

This type of program can be high in cost or low in cost depending on various factors. For example, if the older students are commuting than cost might be higher due to transportation. However, cost could be low because less training would have to be implemented due to the students ages. Cost is primarily low due to the fact that extra support was not needed because the older students were able to handle the harder situations Whereas the younger students needed extra peer support. (Goodwin & Walkinson, 2000)

This method is the most effective because of the age gap between the students. According to (Block, 2002; Goodwin & Walkinson, 2000 students learned more social skills and were more included into the activities because the older students were able to guide and tutor the students with special needs more than the younger students. The older students also seemed to know how

to handle the students who had severe needs versus the younger students who did not know what to do in some situations. Although inclusion was successfully met the older students were not from the school. The students were still segregated from their classmates that attended the school.

| Options | Time | Cost | Effectiveness |
|---|---|---|---|
| Option 1: **Reciprocal Peer Tutoring** | Requires the most time of training due to having to train both students with and without disabilities | Low cost amount due to the limited amount of students. | Only effective if students with disabilities were mild to moderate. |
| Option 2: **Classwide- Peer Tutoring** | Short amount of training but multiple trainings will be needed to be more effective. | Cost effective due to low amount of training that is needed. Students may need additional support which can add to the cost. | Due to students being the same age or grade level helped achieve inclusion. |
| Option 3: **Cross-age Peer tutoring** | Varies on where the students are coming from and how older the students are. Training will only be needed for an hour or two. | Can be highly costly depending on transportation and if extra assistance is needed. | Highly effective and various of positive results due to the students age differences. |

After evaluating each option, it is recommended that cross-age peer tutoring would be the most effective. Although training requires a great amount of time, training will help build confidence and the older students will understand how to work with students. Once the tutors are trained, they will be able to help the younger students with the physical activity. Despite the peer tutoring method that will be used in order to achieve inclusion in larger settings it is important

the program involves appropriate training to the tutors and the tutees. Specific teaching strategies will be introduced to help students understand the point of the program. More research is needed to understand what types of peer tutoring are most feasible with the different type of disabilities. In contrast, cross-age peer tutoring would be the most effective to achieve inclusion for all students.

## Project

The researcher emphasizes how students with disabilities are not integrated into a traditional classroom setting along with their general education peers. In the literature review, the research states how peer tutoring is an approach that schools can use to create an inclusive setting, which results in higher social and academic achievements. Cross-age peer tutoring had been found to be the most feasible based on time, cost, and effectiveness. The researcher conducted a study based on using cross-age peer tutoring during a throwing activity to see if an inclusion environment was created.

### Design

The school that the researcher is choosing to conduct their research at is located in Seaside, California. The top ethnicities out of the 453 students is comprised of eighty percent Hispanic, eight percent Asian, and three percent African American. The school's mission is to enhance students learning through arts integration while trying to spark student's interest in learning. Throughout the week each K-5 classes has an art class for forty-five minutes and a music class for an hour with trained teachers who have experience in that field. The school requires all general education students to complete a minimum of two hundred minutes of physical education every ten school days.

The researcher selected the community because they have been observing the 1st - 3rd grade special education classroom. Coming into that classroom the teacher helped the researcher notice the improvements the school can make. The researcher noticed that the students are very segregated from the other classes and there is little to no interaction between the general and disabled students. This interaction for students is crucial because all individuals can benefit from one another, which can lead to enhancements in compassion, acceptance of disabilities, and appreciation of individual differences. Implementing cross-age peer tutoring will hopefully help create a successful inclusion environment that all students can thrive in.

## Implementation

The researcher refers to Appendix A in regard to the first and second lesson that was conducted at the school's site. The detailed lesson plans provide an in-depth understanding of what is involved in the lesson and the standards students were learning. Refer to Appendix B for the evidence that the researcher used to help note if student's standards were met. The evidence shows how cross-age peer tutoring helped form a nonexclusive environment. Students learning how to be more effective tutors is what contributed to the nonexclusive environment in physical education.

The first day, the researcher taught five fifth graders how to effectively teach someone to throw a ball overhand. Scenarios, disability awareness, and effective communication strategies were a part of the lesson to make sure that students could effectively teach students who have a disability. By going over scenarios and helping students understand what to do if students started to act out, misbehave, not want to participate, or had a hard time with the task made students gain skills they could use. The tutors were taught the steps it takes to throw a ball overhand, which they demonstrated and practiced amongst themselves. To help tutors make sure they

completed all the throwing steps, students filled out a chart (Appendix B evidence 1). The worksheet used to mark off the throwing steps was used in both the fifth graders practice as well with the tutoring of the special education students. Tutees (students with special needs) had to complete two of the five throwing steps in order to meet their standard. Results indicate that five out of the five students met their standards. The tutors filled out the chart four separate times to track the tutees throwing. If the tutors filled out the sheet this shows that students were interactive and involved in the activity. If the sheet was not completed than this shows that the student's interactions with one another stopped.

After the activity was conducted, students answered questions about their interactions, what they learned, and if they would continue to be tutors. The younger students with disabilities had to color in the facial expression regarding the statement (Appendix B evidence 2). All of the tutees wanted to continue playing their role because they had felt their partner helped them and they connected with their partner. The older students had to score themselves on their thoughts and feelings, as well as give an explanation for their rank. Four of the five students felt they understood how to communicate with students with disabilities now. One student expressed how they had never interacted with a student who had a disability and felt nervous about it. In the end the student mentioned how they connected with their partner and felt comfortable with working with students with disabilities.

According to the researcher's evidence, it is clear that the project successfully created an inclusive environment that all students benefited from. From the researcher's observations, the tutors encouraged and gave effective feedback even when the tutees were struggling at the task at hand. These are all factors that played a role in creating an inclusion setting were the fifth graders gained new skills and students with disabilities learned how to throw a ball with the help

of their partners. Most of the feedback the researcher received was positive and nine out of the ten students wanted to continue being a tutor or tutee. From the researcher's evidence (appendix B evidence 3) it shows that students were interactive and completed the task at hand. After the project was completed the researcher took note of how the project could have been more measurable.

**Evaluation**

Even though this method helped create an inclusion setting, there is uncertainty on how effective it was. The researcher notes how further evidence and implementation is needed that effectively measures how interactive students were. After the first lesson the older students should have been tested on the skills they learned. The researcher should have given students scenarios and tested what they would have done. Rating students on a scale would have helped shown how their interactions were positive and inclusive based on the students scoring. It is not clear how fifth grade standards were met due to the researcher not testing the older students. The fifth graders standard was based on accommodating individual differences in others' physical abilities in small-group activities. This standard was not measured or met by students because the researcher failed to measure the outcome.

During the activity the students only had one-on-one interactions with each other which only showed how those students were communicating amongst themselves. Although this contributed to students not being excluded, the whole class was still not involved. The researcher could have had students switch partners, added more students, or used a different method to test if cross-age peer tutoring helped create a nonexclusive environment based on different scenarios. By testing the different scenarios, the researcher could have had a clearer understanding of what changes would have been necessary if results varied from scenario to scenario. If a different

outcome was noticed than it would be evident what further tests or changes could have been made to help create a more inclusive environment. Based on other results it is already evident that cross-age peer tutoring will help create an inclusive setting but, more importantly the research should have shown how effective this method is.

## Reflection

After the researcher conducted the research, limitations were noticed and recommendations for future plans can be made. One limitation the researcher noticed was how fifth graders should have had more time for prepping to be efficient tutors. The researcher could have gone over more scenarios, gave more feedback, and had another lesson on communication. This limitation is due to the observations and the feedback students gave on their worksheet. Time was a huge limitation throughout the lesson based on the recommendations that could have been made.

One recommendation for future implementation is adding another lesson. Instead of having one lesson for forty-five minutes, the researcher should have had a follow up lesson. It is observed that the other researchers conducted about two to three lessons that lasted about thirty to forty-five minutes on training older students to be tutors. Due to time being a limitation, the researcher recommends that more time was needed to make the lesson highly effective. The added lesson could have helped tutors feel more comfortable by them gaining knowledge and exploring other skills that they could use during the lesson. Cervantes, Lieberman, Magneso & Wood (2013) note that it is crucial for tutors to have extra training and additional support for making peer tutoring successful work. The added lesson could have helped the researcher note the students' concerns or questions before the activity that were not addressed due to only having one lesson. The students' answers to the worksheet (refer to evidence 4) address that they needed

more time to adjust due to the answers. Tutors felt comfortable with the tutees but needed more time to adjust and figure out how to handle their partners. The researcher recognized how tutors were sometimes quiet or letting the younger students take over the throwing lesson. This was because they either did not know what to do or if they did the tutee was not listening to them. The evidence does not fully back up this claim however, students did note this was their first time interacting with students with disabilities. (Appendix B evidence 3). Although the researcher recognizes the changes that could be made, the overall lesson went well.

Due to student's involvement, effort and positive interactions show that the students thrived in a physical education setting that was inclusive. All the students were involved in the lesson and the tutees felt a positive connection with their tutors because they had a partner who guided, interacted, and gave positive feedback to them. Based on the evidence, students highly enjoyed the lesson and would continue to be a tutor. The researcher belives based on their observations and the feedback, students gave the lesson went well for their first time conducting this research.

Based on the researcher's outcome they realize how cross-age peer tutoring should be used in schools as a way to create inclusive environments in a school setting. It is highly vital that students with disabilities and general education students understand how to work with each other based on their differences. Cross-age peer tutoring can help create awareness and build a more effective community that does not view these students as incapable or not a part of the community around them. Schools need to help students understand how to interact with one another because students are separated from each other and hardly interact with one another when they are involved.

In the future the researcher will use this method as a way to help connect students and create an environment where both sets of students can help each other grow and learn. Feedback is highly vital and will be given based on how the students interact. Feedback was not given due to the amount of time. The researcher noticed how one-on-one interactions were made but the students only got to interact with their partners and not the others around them. The researcher plans to try and find a way to help the whole class connect. Students could also switch partners after a certain amount of lessons in order to help students create new connections. This may also help them understand who they work best with. More time and planning will be put in the next lesson now that the researcher recognizes the limitations and challenges they faced.

The researcher notes how they want to find a way to help involve all students in the lesson, however to do this, more support will be needed. The researcher hopes that all students from both classes will be able to fully participate. The researcher has noted that extra support will be needed if more students are involved. The researcher realistically wanted both classes to fully participate, however the researcher did not have aids or others to help involve the full classes.

In the future the researcher hopes to implement cross-age peer tutoring at the school site they are working at. This is important to them because they feel this method can highly benefit all students. By implementing this project, the researcher recognizes the changes that could be made to help create a more successful inclusion setting all students can learn in. Gaining more knowledge and experience in the class setting will help the researcher understand how to help students feel included in a school setting.

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## Appendix A

**LESSON PLAN #1**

Lesson Title: Peer tutoring Lesson Duration:30 minutes

| | |
|---|---|
| **Standards: Content**<br><br>**Physical education** | 5.7 Accommodate individual differences in others' physical abilities in small-group activities. |
| **Central Focus/Learning Target** | Students will be able to understand disability awareness, provide effective feedback, and understand how to teach others to throw a ball overhand. |
| **Lesson Learning Objective/Target** | Students will gain knowledge and understand how to tutor students with special needs using the strategies and the communication skills they learn |
| **Assessment Plan, Rubric, and Feedback Procedures After Student Work Analysis** | Fifth grade tutors will practice and demonstrate the steps of throwing<br><br>ball overhand. They will fill out the worksheet and check off the steps they have completed. |

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| **Instruction**<br>**Identify**<br>**ecessary**<br><br>**Supports**<br>**/scaffolding/**<br>**modifications)**<br><br>***Time Allotted:***<br>***5 minutes*** | Teacher does:<br>1. The teacher explains the steps<br>1) grip the ball<br>2) turn toward target<br>3) make a smiley face with ball in hand<br>4) step with opposite arm<br>5) release ball at 2 o'clock<br>6) follow through<br>2. Teacher will repeat the steps as students follow along with the movements and cues. | Students do:<br>1.Students will listen and observe the teachers throwing steps.<br>2. Students and teacher will repeat the steps together (3x) |
| **Formative**<br>**nformal)**<br>**Assessment** | Adjustments need to be made regarding students questions and concerns. | |
| **Instruction and/or**<br>**Practice**<br>**Activity**<br>**(I Identify**<br><br>***[Time Allotted: 10 minutes*** | Teacher does:<br>.1. teacher will have students demonstrate the steps to<br>nemselves<br>2. Students will pair up with a<br>artner<br>to practice the steps | Students do:<br>1.Students will practice the cues and steps<br>2. Students will demonstrate the steps to a partner. Each partner will throw the ball while explaining the steps. |
| **ormative (Informal)**<br>**Assessment** | Observe students throwing and make adjustments to the students throwing cues and steps. | |

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| **Instruction and/or Practice Activity**<br><br>**Identify necessary scaffolding modifications**<br><br>***Time Allotted: 5 minutes*** | Teacher does:<br>1. Teacher will have students lace the balls in the bag.<br>2. teacher will go over the a genda for the lesson<br>1) warm-ups<br>2) run/walk around the gym with our partner<br>3) teach partners how to throw<br>4) throw at targets<br>5) wrap-up | Students do:<br>1. students throw ball in bag<br>2. students will sit and listen<br>3. Students may ask questions in regards to lesson |
| **Closure with outcome Assessments**<br><br>***Time Allotted: 10 minutes*** | Teacher does:<br>1. teacher will ask the students if they have any questions in regards to the lessons they have learned today. | Students do:<br>1. students will ask questions or make comments about lesson |

**LESSON PLAN #2**

Lesson Title: Overhand throwing Lesson Duration:45 minutes

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| **Standards: Content**<br><br>**Physical Education** | Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern (S .E14. 2) |

| | | |
|---|---|---|
| **Central of Fous/ Learning Target** | The central focus for this lesson is using cross age peer tutoring to implement inclusion in physical education | |
| **Lesson Learning Objective/Target** | Students will increase their motor performance skills through cross-age peer tutoring. | |
| **Assessment Plan, Rubric, and Feedback Procedures After Student Work** | Fifth grade tutors will have a worksheet to check off the steps that their partner (special needs students) completed to throw a ball overhand. | |
| **Instruction (Identify necessary upports/scaffolding/ modifications)**<br><br>***[ Time Allotted: 5 minutes*** | Teacher does:<br>1. Students will be asked if they understand what their roles are during the activity.<br>2. Teacher will refresh students memory by demonstrating the throwing steps. | Students do:<br>1.Students will put their thumbs up or down to show if they understand their roles.<br>2. Students will listen and ask any last minute question. |
| **Formative (Informal) Assessment** | Adjustments need to be made regarding students questions and concerns. | |

| | | |
|---|---|---|
| **Instruction and/or Practice Activity**<br><br>**(Identify necessary upports/scaffolding/ modifications)**<br><br>***[Time Allotted: 10 minutes*** | eacher does:<br>.1.Have students air up with their artners<br>. teacher will tell tudents to line up t ith their partners on e opposite o nds of the lines and ace one nother. | Students do:<br>1.Students pair up with their partners<br>2. Students will be at opposite needs on the line and the tutors will start to demonstrate and communicate the steps to throw a ball overhand to the tutees.<br>3. The tutees will repeat the steps and movements before throwing the ball<br>4. Tutees will practice throwing the ball to their partner<br>(Tutors will mark off the check list to keep track of students progress) |
| **Formative (Informal) Assessment** | Tutors will use the worksheet that has the steps which they will mark off in order to keep track of the students progress.<br>Teach will observe the tuttees throwing and the interactions between the partners. | |
| **Instruction and/or Practice Activity**<br><br>**(I Identify necessary upports/scaffolding/ modifications)**<br><br>***[ Time Allotted: 5 minutes*** | Teacher does:<br>1. Redirect tudents attention and have students stand front of the target. | Students do:<br>1. Tutees will throw the ball trying to aim at the target. |
| **Closure with outcome Assessments**<br><br>***Time Allotted: 10 minutes*** | Teacher does:<br>1. Have students iscuss what they learned from one nother.<br>2. Teacher will and out worksheets for students to omplete | Students do:<br>1.Students listen.<br>2. students will fill out the worksheet |

# Appendix B

## EVIDENCE #1

**How to throw a ball**

1. Stand straight upright, ball in your throwing hand, facing your target.
2. If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target).
3. If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target).
4. Make sure your feet are shoulder-width apart.
5. Lift your non-throwing arm to "point" at your target and shift your weight to your back foot.
6. Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand).
7. You are ready to throw.
8. In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target.

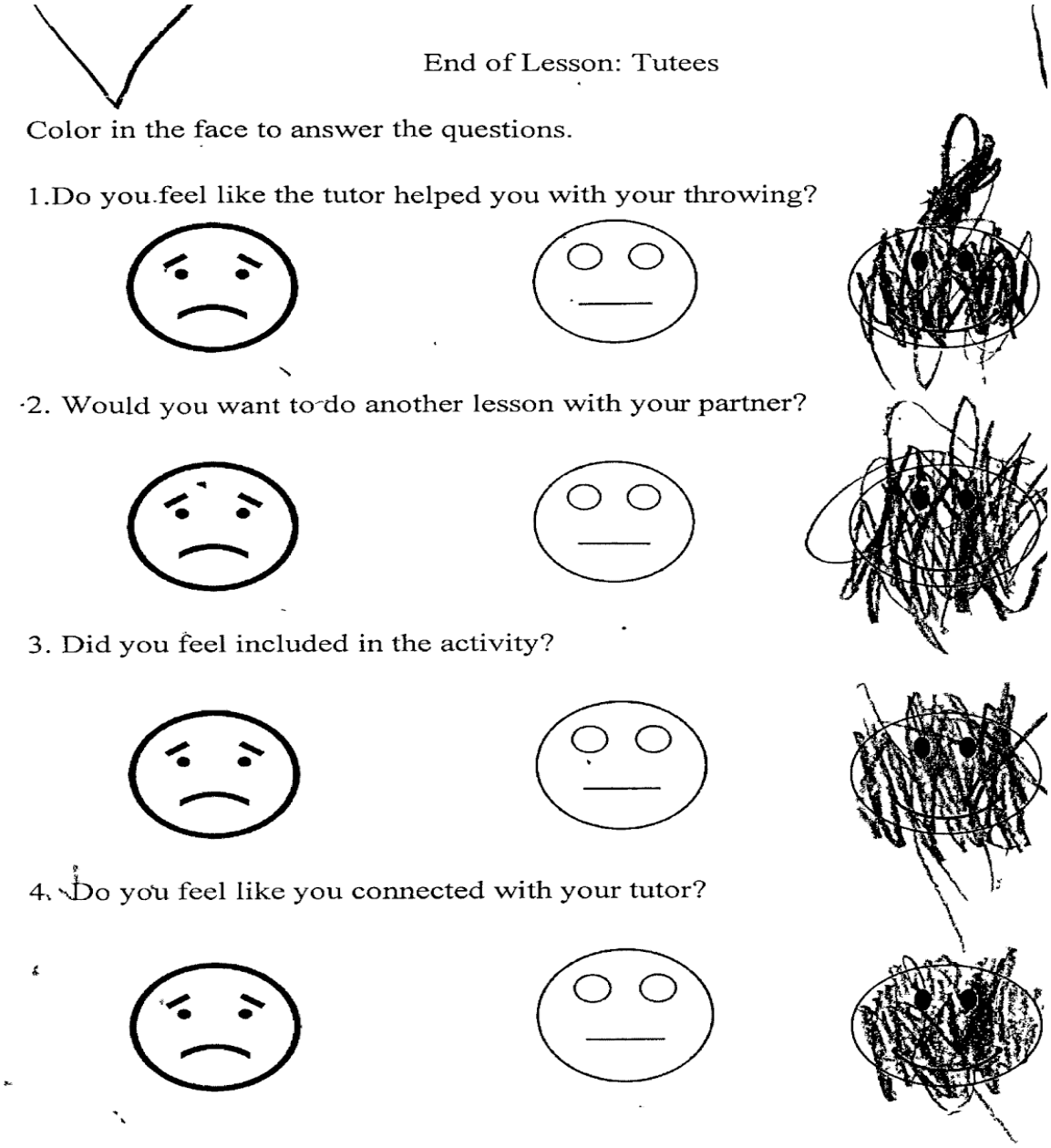
**Assessing Directions**

Check off the teaching cues that the tutee followed.

For example, if the tutee turns to the target than you would check the ox off

| Teaching Cue | Throw 1 | Throw 2 | Throw 3 | Throw 4 |
|---|---|---|---|---|
| grips ball | ✓ | ✓ | ✓ | ✓ |
| Turns to the target | ✓ | ✓ | ✓ | ✓ |
| Steps with opposite arm | ✓ | ✓ | ✓ | ✓ |
| Elbow leads | ✓ | ✓ | ✓ | ✓ |
| Releases ball at 2 0'clock | ✓ | | | ✓ |
| Follows through | ✓ | ✓ | ✓ | ✓ |

**EVIDENCE #2**



End of Lesson: Tutees

Color in the face to answer the questions.

1.Do you feel like the tutor helped you with your throwing?

2. Would you want to do another lesson with your partner?

3. Did you feel included in the activity?

4. Do you feel like you connected with your tutor?

**EVIDENCE #3**