Awesome PE for AUsome Students
Who am I?

Never be proud of doing the right thing… just do the right thing.

-Dean Smith
Autism Spectrum Disorder (ASD)

- 1 out of every 45 children (CDC, 2014)
- Fastest growing developmental disability in the U.S.
- Boys are 5x more likely to be diagnosed with AU
- No medical detection or cure
- Difficulty in:
  - sensory processing,
  - social interaction,
  - verbal and nonverbal communication
  - repetitive behaviors
- Paradigm Shift
I can do better when you think that I can
Remember to show me and show me again
I know that you love me so love me through this
I do my best and don’t need to be fixed.
Sensory Processing Disorder (SPD)

- Neurological process of organizing sensations for use in everyday life.
- Done without conscious effort – automatic adaptive responses:
  - Climbing stairs – flex and extend legs, alternate feet, slide hand along banister, maintain balance, remain upright, look ahead
- The five main senses: vision, hearing, smell, taste, and touch
- Additional (vital) Senses:
  - Tactile
  - Vestibular
  - Proprioceptive
SPD

- **Tactile** – surface of skin
  - Texture, shape, and size of objects
  - Exploratory play = Increases interaction with and exposure to various equipment, quarter in your pocket

- **Vestibular** – inner ear
  - Gravity, space, balance, movement, and head/body position
  - Playground swings, balance boards, roller coaster

- **Proprioceptive** – muscles and joints
  - Where our bodies are, what they’re doing, and how they’re moving/stretching
  - Twister, pushing, pulling, walking

- MANY (maybe most) students with ASD have SPD.
- The converse is not true – most students with SPD do not have autism.
Communication

• Verbal Behavior Approach (VBA)
  o Language can get them what they want
  o Always, ALWAYS reinforce language

• Tell student what “to do.”
  o “Kick ball.”
  o NOT “Don’t pick up that ball and throw it again.”

• Avoid negatives
  o Try to stay away from “No” or “Stop it.”
  o Use encouraging phrases like “Try again” or “I’ll help you.”

• Be specific, not abstract
  o “Awesome job waiting for your turn, Jason!”
  o “Sammy, I really like the way you’re sitting quietly.”
communication and autism

Hi, how are you?

The Maglev Train in Shanghai is the fastest train in the world

I don't know what to say next

Do I know the appropriate script to respond with

I don't understand what you are saying

What are they trying to tell me?

I need more time to process this information

What is the appropriate response?

Their voice is too loud, it really hurts my ears

Is this a good or bad thing? Are they happy?

I like trains, I am comfortable talking about trains

Am I giving too much information or not enough?

What are the appropriate physical gestures?

I feel uncomfortable when people look at me

I am not comfortable moving my body like that

I'm nervous the little noises I make help me feel calm

That freckle on their nose looks like a train

Keep body calm, use appropriate gestures

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Routine and Structure

Increase Predictability
- Follow schedule
- Consistent instructions
- Defined expectations

Decrease Anxiety
"Okay, 30 seconds, then clean up. "Five more throws, then rotate." "Andrew's turn, then yours!"

Previewing
Preview (prepare) student for upcoming activities:
- Visuals
- Tangible items
- Vocabulary

1. Walk on green
2. Warm-up with partner
3. Sit on bleachers
4. Activity with partner
5. Line up with class

I'm working for...
Functional Lifetime Skills

- Turn taking
- Start/Stop cue
- Personal space
- Problem solving
- Cause and effect
- Cooperation
- Self control
- Sequencing
- Safety awareness
<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Sense</td>
<td>To think it through.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>To work together toward a common goal or purpose.</td>
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<tr>
<td>Courage</td>
<td>The quality of mind that enables one to face danger or hardship with confidence.</td>
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<tr>
<td>Curiosity</td>
<td>A desire to learn or know about a full range of things.</td>
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<tr>
<td>Effort</td>
<td>To try your hardest.</td>
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<tr>
<td>Flexibility</td>
<td>The ability to alter plans when necessary.</td>
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<tr>
<td>Friendship</td>
<td>To make and keep a friend through mutual trust and caring.</td>
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<tr>
<td>Initiative</td>
<td>To do something because it needs to be done.</td>
</tr>
<tr>
<td>Integrity</td>
<td>To act according to what is right and wrong.</td>
</tr>
<tr>
<td>Organization</td>
<td>To plan, arrange and implement in an orderly way.</td>
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<tr>
<td>Patience</td>
<td>To wait calmly for something to happen.</td>
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<tr>
<td>Perseverance</td>
<td>To continue in spite of difficulties.</td>
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<tr>
<td>Pride</td>
<td>Satisfaction from doing your personal best.</td>
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<tr>
<td>Problem Solving</td>
<td>To seek solutions in difficult situations.</td>
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<tr>
<td>Responsibility</td>
<td>To be accountable for your actions.</td>
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<tr>
<td>Sense of Humor</td>
<td>To laugh and be playful without hurting others.</td>
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</tbody>
</table>
Teaching Functional Skills

- **Prompting**
  - Verbal, gestural, modeling, video, physical

- **Fading**
  - Gradual removal of prompts

- **Reinforcement**
  - Individualized, immediate, consistent, motivating

- **Chaining**
  - Most functional skills are performed in a sequence, or “behavior chain,” and not in isolation.
    - Behavior chain: each behavior/task is a cue for the next response and reinforcer for previous response.

Jump/Hop Progression
Sensory Friendly Fun

- Appeal to ALL senses including tactile, vestibular, and proprioceptive
- Functional lifetime skill development in disguise

Obstacle Course

Pong Launcher

Scarves

Balloon Race
Sensory Friendly Fun

• Appeal to ALL senses including tactile, vestibular, and proprioceptive
• Functional lifetime skill development in disguise
Final Thoughts

- Be enthusiastic!
- Have a plan
- Advocate
- Know your students
- Accept mini victories
  - Lining up correctly
  - Waiting for turn
  - Eye contact
  - Smiles
- Ask questions
  - Classroom teacher
  - Paraeducators
  - Student
- Never underestimate
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