

PHYSICAL EDUCATION AND THE STUDENT WITH AUTISM

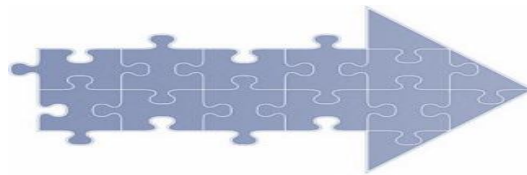


NATIONAL PHYSICAL EDUCATION INSTITUTE
ANN HUGHES AND LARA BRICKHOUSE

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
 - social interaction,
 - verbal and nonverbal communication and
 - repetitive behaviors.
- Paradigm Shift

AWARENESS

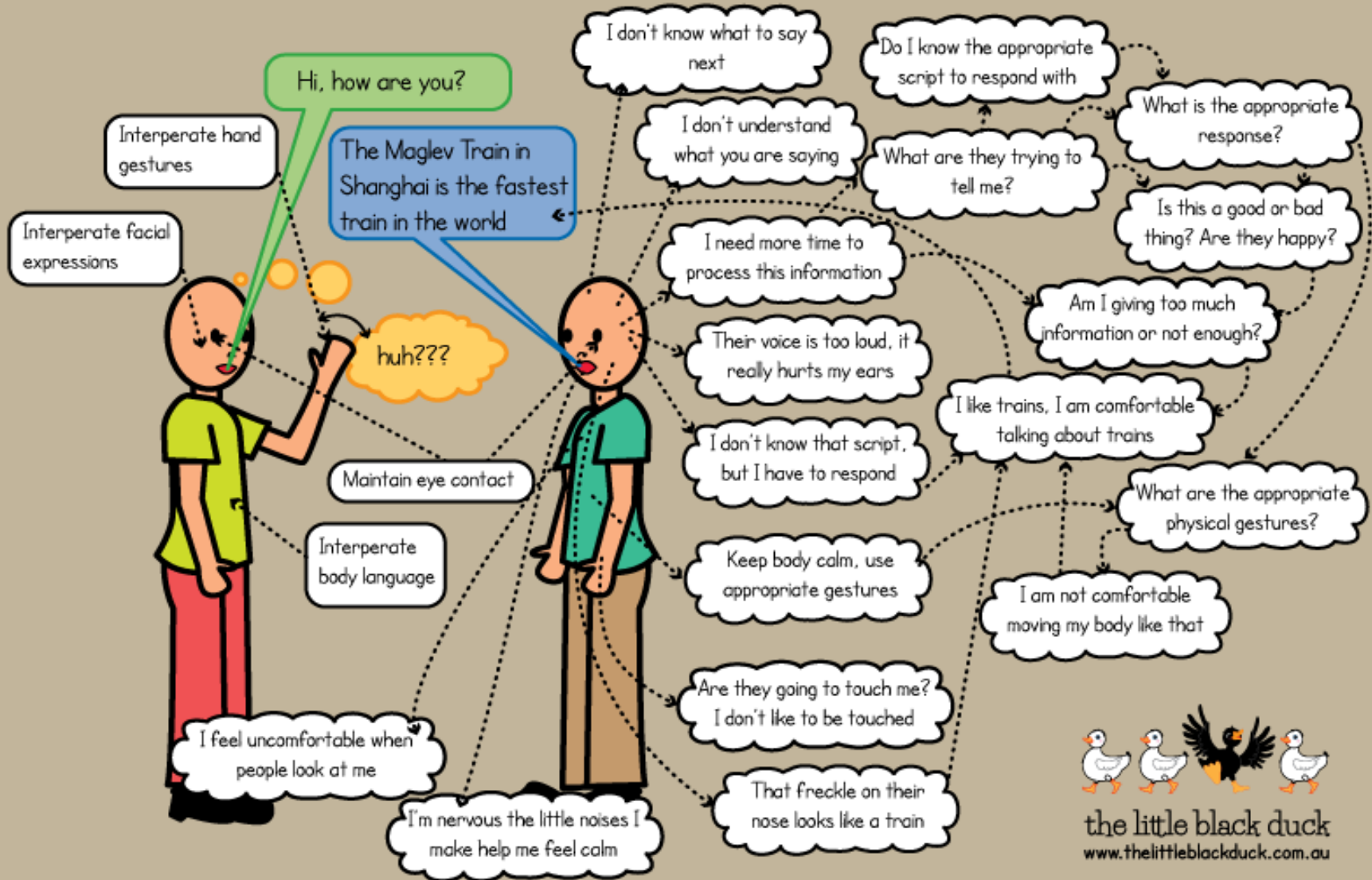


ACCEPTANCE

Communication

- Put yourself in their shoes
- Expressive vs. Receptive
 - Just because they cannot express things verbally, does not mean they do not understand.
- Processing Time
 - Allow time for student(s) to process information
 - Every time instructions/cues are repeated, student(s) have to re-process
- Body Language
 - Pay attention

communication and autism



Communication Cont.

- Verbal Behavior Approach (VBA)
 - Language can get them what they want
 - Always, always, always reinforce language
- Tell student what “to do.”
 - “Kick ball.”
 - NOT “Don’t pick up that ball and throw it again.”
- Avoid negatives
 - Try to stay away from “No” or “Stop it”
 - Use “Try again” or “I’ll help you.”
- Be specific, not abstract
 - “Awesome job waiting for your turn, Jason!”
 - “Sammy, I really like the way you’re sitting quietly.”



“I’ll Help You,
try again.”

Routine and Structure

- Establish a routine
 - Meet student
 - Identify schedule for the day
 - Consistent warm-up
 - Activity
 - Cool down/clean up
- Routine within a routine
 - Warm-ups
 - Run
 - Stretch
 - Push Ups
 - Sit Ups
- Be Organized and Prepared
 - Keep student engaged
 - Avoid boredom at all costs
 - Be enthusiastic



Routine and Structure cont...

- Predictability 

- Follow schedule, consistent instruction

- Anxiety 

- Tell students, "Okay, 30 seconds, then next" or "Five more, then rotate."

- Previewing

- Dance anyone?

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...

PE TODAY DANCE



Stimulation

- External Stimulation

- Eliminate as much as possible
 - Move to hallway
 - Use dividers or mats
 - Limit amount of equipment being used



- Self-Stimulation

- Eliminate as much as possible
 - Vigorous exercise
 - Engagement
 - Preparation, planning
 - Work for it



Visuals

- If possible, provide a visual
 - May not understand spoken word, but may be able to associate a visual with activity.
- Which is better...

Introducing Basketball:



A

OR



B

Throw ball with a partner:



A

OR



B

Social Stories

- “Describe a situation, skill or concept in terms of relevant “social” cues in a patient and reassuring manner that is easily understood by its audience” (Carol Gray, Author)
 - Address issues that impact student’s participation in P.E. class,
 - tool to assist individuals on spectrum to better understand,
 - can be presented in written illustrated form

“Going to PE” by Lindsey Etzel Miller

(Source: Teachers Pay Teachers)



Reinforcement

- Verbal and Physical

POSITIVE

SPECIFIC

CONSISTENT

FREQUENT

Verbal

- “Great job waiting in line!”
- “Thank you for sitting quietly.”
- “Awesome job bouncing the basketball!”
- “Good try shooting the ball!”

Physical (depending on student)

- High fives
- Hugs
- Pats on the back
- Pressure

- Token Boards

- Earn reinforcer



Forced Choices and Premack Principle

- Forced Choices

Teacher – “Do you want to shoot basketball?”

Student – “No.”

Teacher – “Do you want to kick the soccer ball?”

Student – “No.”

Teacher – “Do you want to run laps?”

Student – “No.”

Instead, give a forced choice:

“Do you want to shoot basketball or kick the soccer ball?”

“Do you want to want to work for snack or computer?”

“PE or classroom?”

- Premack Principle

- Follow an undesirable activity with a desirable activity.

- First PE. Then computer.

- Shoot 5 times. Then run.

- Stretch first. Then scooter.

- Eat veggies. Then ice cream.

General Tips

- Be enthusiastic!
- Accept mini victories
 - Lining up correctly
 - Waiting for turn
 - Eye contact
 - Smiles
- Ask questions
 - Classroom teacher
 - Paraeducators
 - Student
- Never underestimate



Contact Information

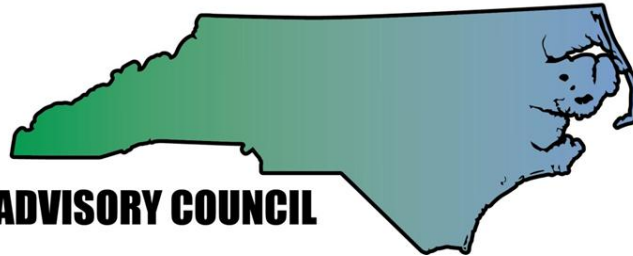
Ann Hughes

ann.hughes@nhcs.net

Lara Brickhouse

Lara.Brickhouse@dpsnc.net

ADAPTED PHYSICAL EDUCATION



ADVISORY COUNCIL

www.NC-APE.com