

Physical Education

and

AUTISM

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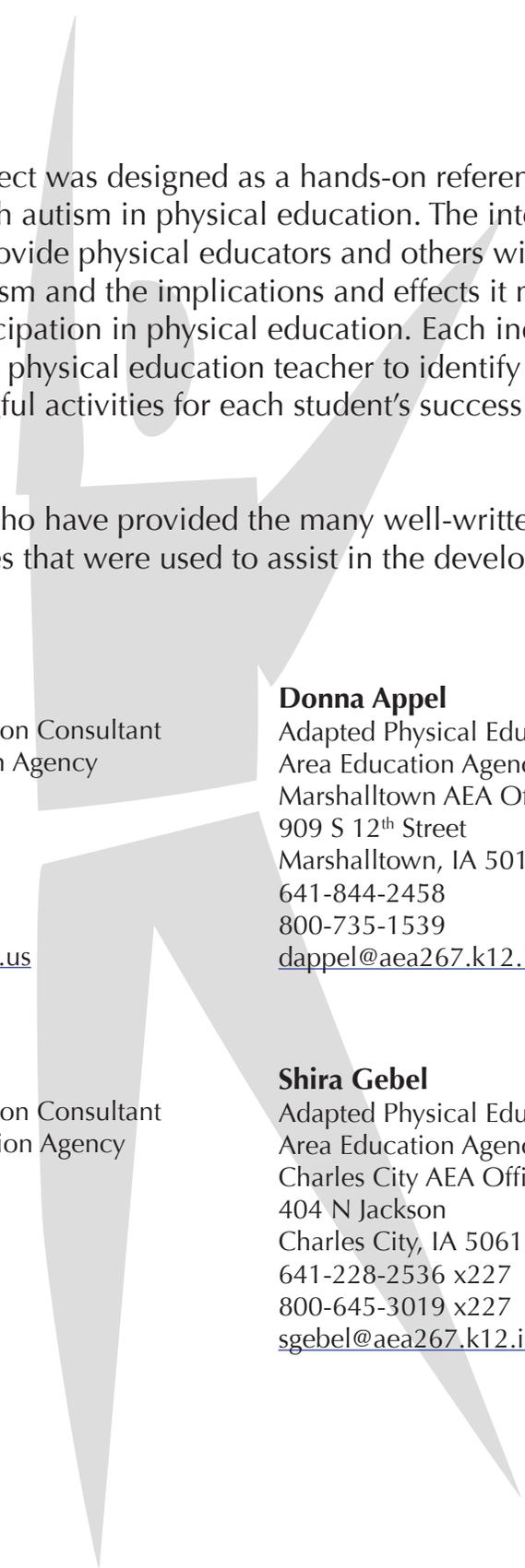
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This collaborative project was designed as a hands-on reference for teaching students with autism in physical education. The intention of this reference is to provide physical educators and others with a general understanding of autism and the implications and effects it may have on the student's participation in physical education. Each individual is unique. It is up to the physical education teacher to identify and plan appropriate, meaningful activities for each student's success in physical education.

Thank you to those who have provided the many well-written and inspirational resources that were used to assist in the development of this autism kit.

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Autism

“Autism is a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities.”

What is Autism Spectrum Disorder?

Autism is a spectrum disorder, and although it is defined by a certain set of behaviors, children and adults with autism can exhibit any combination of these behaviors in any degree of severity. Two children, both with the same diagnosis, can act completely different from one another and have varying capabilities.

Autism Spectrum Disorder (ASD) is a Pervasive Developmental Disorder (PDD). Pervasive Developmental Disorders are life-long disabilities that significantly impact several different areas of development. Pervasive Developmental Disorders include:

- Autism Spectrum Disorder
- Asperger’s Syndrome
- Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS)
- Rett’s Syndrome
- Childhood Disintegrative Disorder

The Center for Disease Control and Prevention, in February 2007, disclosed that Autism is the most common of the Pervasive Developmental Disorders affecting 1 out of 150 births and is four times more prevalent in males than females at an astounding rate of 1 in 94.

Students with autism process and respond to information differently than their typically developing peers. Autism causes problems in communication, learning, and social behaviors. Although there is no known cure for autism, individuals with autism have a normal life span and, with early intervention and the proper services and supports, can live a healthy and meaningful life.

What Is Asperger’s Syndrome?

What distinguishes Asperger’s Syndrome from autism is the severity of the symptoms and the absence of language delays. Children with Asperger’s may be only mildly affected and frequently

have good language and cognitive skills. To the untrained observer, a child with Asperger’s may seem just like a normal child behaving differently. They may be socially awkward, not understanding of conventional social rules, or show a lack of empathy. They may make limited eye contact, seem to be unengaged in a conversation, and not understand the use of gestures. One of the major differences between Asperger’s Syndrome and autism is that, by definition, there is no speech delay in Asperger’s. In fact, children with Asperger’s frequently have good language skills; they simply use language in different ways. Speech patterns may be unusual, lack inflection, or have a rhythmic nature or it may be formal, but too loud or high pitched. Children with Asperger’s may not understand the subtleties of language, such as irony and humor, or they may not recognize the give-and-take nature of a conversation.

Another distinction between Asperger’s Syndrome and autism concerns cognitive ability. While some individuals with autism experience mental retardation, by definition a person with Asperger’s cannot possess a “clinically significant” cognitive delay, and most possess average to above-average intelligence.

Excerpt from: www.autism-society.org, last updated January 31, 2008



...individuals with autism have a normal life span and, with early intervention and the proper services and supports, can live a healthy and meaningful life.

Physical Education and the Law

Federal Legislation

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

The provisions of this legislation are provided by the United States Department of Education on a website:

Building the Legacy: IDEA 2004 at <http://idea.ed.gov/>

Physical Education and IDEA 2004

IDEA has been amended a number of times in the past 30 years. The law provides a free, appropriate public education to children ages 0 – 21 and includes instruction in physical education, specially designed if necessary.

Physical Education is defined as the development of:

1. Physical and motor fitness
2. Fundamental motor skills and patterns; and
3. Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and includes special physical education, adapted physical education, movement education, and motor development.

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction- (i) to address the unique needs of the child that result from the child's disability; and (ii) to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Provision of services for children with disabilities in the **least restrictive environment (LRE)** is a critical component of the reauthorization of IDEA.

Position statements from the Adapted Physical Activity Council (APAC) of the American Association for Physical Activity and Recreation (AAPAR), an association of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) are available in pdf format on the Alliance website and are very helpful in planning physical education services for students with disabilities.

Physical Education for Infants, Children, and Youth with Disabilities: A Position Statement, 2003

A Position Statement on Including Students with Disabilities in Physical Education, 2004

http://www.aahperd.org/aapar/template.cfm?template=apac/position_statements.html

State of Iowa Regulations

Education [281] – Section 41.2(256,280,281) General Principles

- 41.2(1) Availability required. Physical education must be made available to all children requiring special education.
- 41.2(3) Least Restrictive placement preferred. Children requiring special education shall attend general education classes, participate in extracurricular activities and receive services in a general education setting to the extent appropriate. When integrated into general education, children requiring special education shall be educated in facilities serving non-disabled pupils of a corresponding age range, receive instructional time equivalent to pupils who are not disabled, and shall be furnished such supplemental equipment, facilities, instructional materials, remediation, specially designed interventions or other special education as may be necessary to enable them to perform satisfactorily in the appropriate, least restrictive environment of the school. Special education classes, facilities and services shall be provided outside the general education setting only to the extent that such other locations are necessary for the proper performance of medical or special education which requires personnel, equipment or facilities which cannot be accommodated within the general education setting.

Iowa's Rules of Special Education echo the mandates of Title 20 U.S.C. Chapter 33, which requires that regular physical education and/or specially designed physical education be made available to all students with disabilities. The majority of these students can successfully participate in regular physical education programs. Specially designed physical education would be offered when the student's needs (based on the multidisciplinary team decision) cannot be met in a regular physical education class with students who are not disabled.

Iowa Regulations and Administrative Code

The State of Iowa has jurisdiction for the oversight of all curricula in the public and private schools of Iowa. In Iowa the legislation that directs curriculum in physical education and health is commonly known as Chapter 12.

Chapter 12: Physical Education and Health Requirements

Prekindergarten

- If a school offers a prekindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the works about them.

Kindergarten

- protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. 281-IAC 12.5(2)

Grades 1-6

The following shall be taught in grades 1-6:

- **Health** instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable diseases, including acquired immune deficiency syndrome.
- **Physical education** instruction shall include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety. 281-IAC 12.5(3)

Grades 7-8

The following shall be taught in grades 7 and 8:

- **Health** instruction shall include personal health: food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention

and control of disease and the characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.

- **Physical education** shall include the physical fitness activities that increase cardiovascular endurance, muscular strength, sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities. 281-IAC 12.5(4)

Grades 9-12

- **Health** (one unit). Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life ; human growth and development; substance abuse and nonuse; emotional and social health; health resources; and prevention and control disease, including sexually transmitted diseases and acquired immune deficiency syndrome, current crucial health issues, human sexuality, self-esteem, stress management, and interpersonal relationships.
- **Physical education** shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.

All physically able students shall be required to participate for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. (see website below for exceptions)

To meet the requirement for high school students should receive 50 minutes of PE a week, 1/8 unit per semester. There is not a time requirement for students in K-8.

From: <http://www.iowaahperd.org>, state content requirements

— Iowa Administrative Code

Physical Education on the Individual Education Plan (IEP)

Program options

It's the law! Every student in special education must have a physical education program made available (unless medically excused by a physical or excused by the same regulations which apply to student not in special education). Physical education programs must be appropriate to the education needs of the individual student and in the least restrictive environment.

Physical education program content for students in special education should be based on the same physical education curriculum that regular education students receive. If students with disabilities are to succeed in a world with individual who are not disabled, these students need to be taught the same skills and offered the same instructional opportunities (modifications or exceptions should be made only when necessary).

Student placement is a critical decision based on valid and reliable information and assessments compiled by the multidisciplinary team. Consideration of the whole student is a prerequisite to proper placement. The placement decision should be based on an appropriate program in which the student can successfully and safely participate. Decisions regarding whether a student should receive regular or specially designed physical education should not be based solely on physical abilities. While the student's physical health and movement abilities should be considered, the key issue lies in determining the appropriate program based on the goals and objectives of the IEP. Considerations include the student's least restrictive environment, motor skills, level of play behavior, behavior, communicative ability, level of independence, and sensory needs. Best practice includes gathering assessment information from a combination of diagnostic procedures such as: formal testing, informal testing, curriculum based measurement, observation and review of records, and progress monitoring. Additional factors such as instructional personnel, facilities, equipment, scheduling, and class size should also be considered to support the program decisions.

Pre-evaluation considerations

If a student is suspected of having unique needs (physical, cognitive, and/or affective) in physical education, the teacher should contact the district pre-referral intervention team to discuss strategies to remediate identified problem areas before formal evaluations are necessary. Physical education teachers should be member of these teams. They could offer their ideas and also benefit from hearing the ideas and perspectives of other teachers in their building.

Federal Regulations:

Title 34, C.F.R., Pt. 300, App. C, July 1, 1990

If modifications (supplementary aids and services) to the regular education program are necessary to ensure the child's participation in that program, those modifications must be described in the child's IEP... this applies to physical education...

Section 300.307 (a) provides that "physical education services, specially designed if necessary, must be made available to every disabled child receiving a free appropriate public education." The following paragraphs (1) set out some of the different physical education program arrangements for disabled students, and (2) indicate whether, and to what extent, physical education must be described or referred to in an IEP.

- a. Regular P.E. with non-disabled students. If a disabled student can participate fully in the regular physical education program without any special modifications to compensate for the student's disability, it would not be necessary to describe or refer to physical education in the IEP. On the other hand, if some modifications to the regular physical education program are necessary for the student to be able to participate in that program, those modifications must be described in the IEP.
- b. Specially designed physical education If a disabled student needs a specially designed physical education program, that program must be addressed in all applicable areas of the IEP
- c. Physical education in separate facilities. If a disabled student is educated in a separate facility, the physical education, program for that student must be described or referred to in the IEP. However, the kind and amount of information to be included in the IEP would depend on the physical-motor needs of the student and the type of physical education program that is to be provided.

Guidelines for the development of the Physical Education portion of the Individual Education Plan:

- If a student attends general education physical education class, *Physical Education: [] General* is marked on the IEP.
- If modifications are needed to facilitate the special education student's participation and learning in general education physical education environment, *Physical Education: [] Modified* is marked on the IEP.
- If a separate physical education class is warranted in order to meet the needs of the special education student, *Physical Education: [] Specially designed* is marked on the IEP. If a student participates in a *Specially designed* physical education class, a goal is required.
- If a special education student participates in a general education physical education class and a specially designed physical education class, *Modified* should be marked on the IEP and the *Specially Designed* program needs to be explained separately on the IEP.

Autism and Asperger's Syndrome in the Gym

Characteristics most likely to affect learning and performance in the gym include:

- Insistence on sameness; resistance to change
- Difficulty in expressing wants and needs; using gestures or pointing instead of words
- Repeating words or phrases in place of normal, responsive language
- Showing extreme emotion for no apparent reason
- Exhibiting challenging behaviors
- Difficulty working with peers
- Little or no eye contact
- Unresponsive to normal teaching methods
- Obsessive attachment to objects
- Over-sensitivity or under-sensitivity to pain
- Uneven development of gross motor skills
- Non-responsive to verbal cues
- Physical Education activities are considered work, rather than play

*Do I have the vital
information needed to
teach the student?*

Autism and Asperger's Syndrome in the Gym

Physical education, the student with autism, and me:

- Do I have the vital information needed to teach the student? (picture schedule, behavior plan, successful instructional strategies, likes/dislikes)
- Does the student need assistance in physical education class? (paraeducator, peer)
- Have I planned for instruction? for generalizing the skill? for assessment? for grading?

Successful strategies for teaching a student with autism:

- Develop a relationship with the student.
- Use strategies provided by the special education teacher and paraeducator.
- Provide a predictable schedule.
- Provide choices.
- Use visuals.
- Use music.

Allison's Schedule

PE 	walk 	exercise 	hula hoop 
play 	volleyball 	stop 	drink 

symbols copyright 2008 Boardmaker





Characteristics of Autism	Implications in the Gym	Strategies for Success
<p>Communication Difficulties</p> <ul style="list-style-type: none"> • Extreme difficulty / lack of understanding non-verbal communication such as gestures, facial expressions, or body language. • Extreme difficulty/lack of ability in expressing wants and needs. • Little or no eye contact. • Prefers to be alone rather than work with a peer. 	<ul style="list-style-type: none"> • May have extreme difficulty processing verbal instruction, interacting with peers, and understanding vocabulary or jargon that is commonly used in the gym. • May have extreme difficulty expressing wants, needs, likes, dislikes, and feelings. 	<ul style="list-style-type: none"> • Give simple, short, and precise directions. (Get ball. Run to me.) • Connect instruction and performance of activities to a visual. (picture card, task card, directions written) • Allow 'response time' after directions are given. • Use a statement if there is no choice involved. (It is time to run. You need to roll the ball to Jack.) • Provide opportunities for choice if the student responds well to choices. (You may choose the basketball or the SloMo ball.) • Minimize sports, physical education, or gym jargon. (Keep an eye on the target = Look at Jack. Throw the ball.) • Allow time and ways for expressive communication using visuals.
<p>Sensory Processing Differences</p> <ul style="list-style-type: none"> • Extreme responses to light, noise, smell, or touch. • Exhibits obsessive or perseverative behaviors. 	<ul style="list-style-type: none"> • May exhibit behaviors such as refusal to participate, screaming, or running resulting from trying to communicate sensory overload or sensory need. (Too much noise or too much movement.) • May become obsessively attached to a certain piece of equipment, routine, or space in the gym. 	<ul style="list-style-type: none"> • Plan ahead to eliminate stressors. (develop a routine, modify activities, shut off a bank of lights, pre-teach activity, use visuals, use a method of stopping activity that is acceptable to the student – two minute warning, turn off music, may not be a whistle) • What behavior plan will be used when unwanted behaviors are exhibited? • Allow 'break time'. • Position the student on the perimeter during activity if movement or equipment cause an extreme response. • Begin with activities and expectations that promote success. • Inquire how the student learns best and what is responded to most positively. Recognize things that may trigger behaviors.



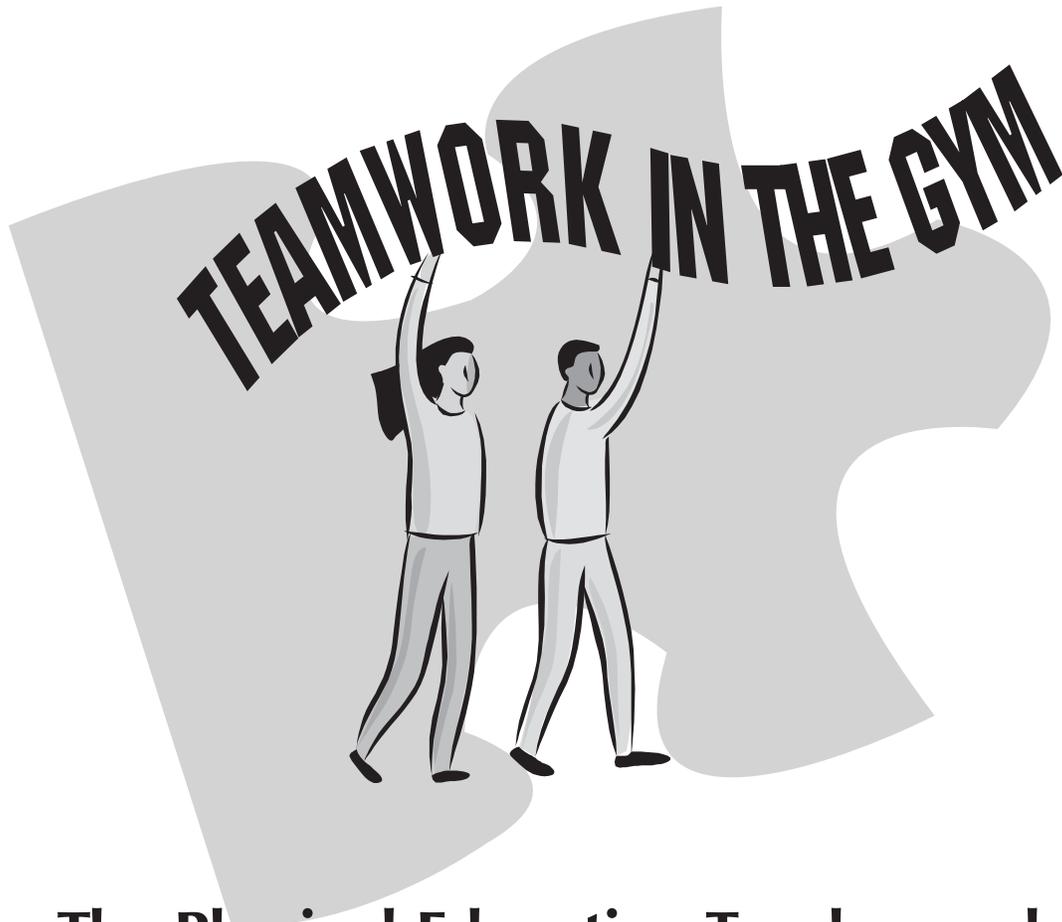
Characteristics of Autism	Implications in the Gym	Strategies for Success
<p>Difficulty Changing or Stopping Activities</p> <ul style="list-style-type: none"> • Exhibits difficulty stopping or transitioning to another activity. 	<ul style="list-style-type: none"> • May not stop current activity or initiate new activity when asked. • May display behavioral outbursts when asked to stop or change activity. 	<ul style="list-style-type: none"> • Use a visual to connect verbal instruction with performance expectation. (a picture of a stop sign when asked to stop activity, a picture of the next activity to signify transition to a new activity) • A signal, such as a clap or verbalization of the student's name and pointing to a visual, may be taught as the signal that transition is approaching. • Provide a visual schedule. • Limit "wait" time and choices.
<p>Limitations of Social Interaction</p> <ul style="list-style-type: none"> • Exhibits untimely or inappropriate emotions. • Little or no eye contact. • Limited expressive language. • Limited receptive language. 	<ul style="list-style-type: none"> • May prefer to be alone. • May not want to engage in large group activities. • May exhibit behaviors that are not socially acceptable such as imposing on personal space, obsessing verbally or physically on an object, inappropriately using an object or not participating in reciprocal communication. 	<ul style="list-style-type: none"> • Facilitate an understanding of autism with the student's general education peers. (ability awareness activities) • Facilitate opportunities for appropriate social interactions. • Avoid times that students choose their own partners. • Consult with the special education teacher on the use of 'social stories' to teach specific appropriate behaviors or address challenging behaviors. • May require alternate location to change clothes or modified uniform.
<p>Atypical Gross Motor Development</p> <ul style="list-style-type: none"> • Likely learns and performs motor skills at a rate different than peers. • Physical Education activities are considered work. 	<ul style="list-style-type: none"> • May lack the motor skill needed for activity. • May lack the cognitive ability to participate in activity. • May not demonstrate skill when asked. • A clear beginning and end to a task is critical in understanding the expectation. 	<ul style="list-style-type: none"> • Additional opportunities for skill development. • Engage the student in simple, non-competitive tasks and activities. • Clearly define the expectation or task. (use a visual, set number)

Copies of this table may be made as needed.

— Iowa Adapted Physical Education Team

Autism and Asperger's Syndrome in the Gym

The Physical Education Teacher, the Paraeducator, and the Peers



The Physical Education Teacher and the Paraeducator:

The 3 P's... Positive – Professional – Productive



Use specific, positive statements.



Be considerate, yet expect good things



Work together to design for success!

Autism and Asperger's Syndrome in the Gym

The Physical Education Teacher, the Paraeducator, and the Peers, continued

Tips for a successful relationship:

- Communication, communication, communication

Build and maintain a professional relationship with the paraeducator

- The paraeducator may feel frustrated or anxious because they do not think they have the skills to participate in physical education activities with the student.
- Understand they have feelings such as joy, frustration, and anxiety.
- The paraeducator is with the student all day, everyday, so share in the joy when the student shows success, whether in the gym or classroom and be understanding when things don't go well.
- Acknowledge their abilities to support student learning.
- Tell them they are appreciated! Specifically recognize the successes of the student and why you believe they played a part in the success!

Clearly define the paraeducators role in the gym with the student

- Level of support (define the level of support needed and when)
 - Stand-by: only run interference
 - Limited: mainly during transition times, redirect if needed, repeat directions if needed
 - Side-by-side: constant physical and verbal cueing, modify activity
- Discipline
 - What is the paraeducators plan of action when a behavior occurs? Is there a plan in the classroom that is appropriate in the gym? What is your role in the situation? Are you willing to adopt that plan, support implementation, and consistently follow-through? What would you like to see as a plan of action to deal with behaviors?

Autism and Asperger's Syndrome in the Gym

The Physical Education Teacher, the Paraeducator, and the Peers, continued

Give the paraeducator what they need to get the job done

- General awareness of the lesson
 - It is important the paraeducator is aware of the objective of the lesson and the activities involved in the lesson. If they understand the reason behind the activity, it will make more sense to them; they will know what the goal is and what they are working towards.
- Skill ability
 - The paraeducator may not have the skills needed to support student learning, therefore it is important to know how much can be expected of them.

Value the paraeducator as a resource

The paraeducator knows the student and can relay important information about likes, dislikes, strengths, and needs. They can let you know what kind of day the student is having, which student he works best with, and if there are specific things that have changed that can make or break successful participation and learning in physical education class.

*Give the
paraeducator what
they need to get
the job done*

Role of the Teacher Plan	Role of the Paraeducator	Things for the Physical Education Teacher to Think About
<ul style="list-style-type: none"> • Develop a lesson that meets the needs of all students. • Identify the skill level of the student with autism. 	<ul style="list-style-type: none"> • Clarify the objective of the lesson. 	<ul style="list-style-type: none"> • Does the student with autism need accommodations in order to participate successfully in learning and activities? (visuals, simplification of instruction, alternative equipment) • Does the student with autism need modifications in order to participate successfully in learning and activities? (different expectations than general education peers, alternative activity)
<p style="text-align: center;">Communicate</p> <ul style="list-style-type: none"> • Explain, to the paraeducator, the objective of the lesson, the expectations of the student, the expectations of the paraeducator, what is needed to support success of the student, and any other information needed to promote successful learning. 	<ul style="list-style-type: none"> • Clarify expectations. • Communicate any information about the student that is vital to participation in the activities. (behavior plan, the use of visual support, instructional methods, specific information about the day) • Utilize the students communication system. (visuals) 	<ul style="list-style-type: none"> • Does the paraeducator understand the expectations of the student and themselves? • Is there a specific level of support that is needed? (stand-by, limited, side-by-side)

continued



Role of the Teacher	Role of the Paraeducator	Things for the Physical Education Teacher to Think About
Implement <ul style="list-style-type: none">• Implement the lesson using accommodations as needed to ensure success for all students.	<ul style="list-style-type: none">• Provide accommodations as needed. (simplify directions, redirect the student, facilitate interactions with peers, support successful participation)	<ul style="list-style-type: none">• Does the student with autism have the necessary skills to meet the expectations of the lesson? If not, the skill needs to be broken down, or provide alternate activity.
Evaluate <ul style="list-style-type: none">• Collaboratively review and discuss the success of the student's participation during that particular class.	<ul style="list-style-type: none">• Collaboratively review and discuss the success of the student's participation during that particular class.• Inquire about adjustments to accommodations, alternative activities, or any other part of the lesson.	<ul style="list-style-type: none">• Were the expectations of the student reasonable? Were they different than the expectations of the general education students? Why?• Should I have planned the lesson differently? Could I have used a different activity and seen the same results?• Do I need to give the paraeducator more information about the skill, concept, or expectation?

Autism and Asperger's Syndrome in the Gym

The Physical Education Teacher, the Paraeducator, and the Peers, continued

The Physical Education Teacher and the Peers

Peers are an essential part of learning and participating in the your gym whether it an inclusive setting or an adapted physical education class. An awareness of different activities is fundamental in accepting differences. Peer interaction can support the success of a student with a disability, however, not all students with a disability need peer support.

The Physical Education Teacher must communicate responsibilities to the peers

- Willingness to learn and be accepting of differences
- Involve peers in developing modifications for games and activities
- Follow lesson activities
- Provide feedback to the teacher
- Inform peers of specific student needs and preferences. (personal space, visual cues)
- Inform peers that discipline is the responsibility of paraeducators

The Paraeducator and the Peers

Through collaboration with the physical education teacher, the paraeducator should support the peer(s) who are working with the student(s) with a disability.

- The ultimate goal for the paraeducator is to increase independence for the student while utilizing peer supports.

Tips for the paraeducator working with the peer

- Communicate responsibilities as a role model and support to the student with a disability.
- Explain teaching or communication strategies that are used successfully in the classroom.
- Describe plan for discipline procedures.
- Facilitate positive interactions between the peer and the student with a disability.

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The Physical Education Teacher, the Pareducator, and the Peers, continued

Tips for the Peers working with the student with a disability:

- Be a friend – smile, laugh, have fun and address friend by name.
- Model good behavior.
- Converse about topics consistent with age.
- Be adaptable and patient, creative and supportive.
- Don't underestimate the abilities of the student with a disability, look for similarities.
- Allow and encourage the student to participate in activities as independently as possible.



Vital to the student's success is peer input, ideas, and questions.

What to teach: The content

Start with a curriculum that has a scope and sequence, is developmentally appropriate, tied to national and district standards, and provides assessments.

⊕ Physical Essentials (K-5), Physical Focus (6-8), or Physical Dimensions (9-12) (available in your AEA media center).

⊕ Physical fitness, leisure, and recreational activities that are meaningful and can be generalized into a community-based or home environment.

- Aerobics
- Archery
- Badminton
- Baton Twirling
- Beanbag/Washer Toss
- Bicycling
- Billiards
- Bird Watching
- Bocce
- Bowling
- Boxing/Kickboxing
- Calisthenics
- Camping
- Canoeing
- Card Games
- Cardio Machines
- Cheerleading
- Children's Games
- Circuit Training
- Croquet
- Cross Country Skiing
- Curling
- Dancing
- Darts
- Diving
- Downhill Skiing
- Exercise Videos
- Fencing
- Field Hockey
- Figure Skating
- Fishing
- Footbag
- Frisbee
- Frisbee Golf
- Gardening
- Golf
- Gymnastics
- Handball
- Hiking/Backpacking
- Horseback Riding
- Horseshoes
- Inline Skating
- Jacks/Marbles
- Juggling
- Kayaking
- Martial Arts
- Miniature Golf
- Mountain Biking
- Mountain Climbing
- Nintendo Wii (Sports)
- Nordic Walking
- Orienteering
- Paddleball
- Parks
- Picnics
- Pilates
- Puzzles
- Racquetball
- Rock Climbing
- Roller Skating
- Rope Jumping
- Rowing
- Running/Jogging
- Scuba Diving
- Shuffleboard
- Skateboarding
- Skating
- Ski Jumping
- Sledding
- Snorkeling
- Snowboarding
- Snowshoeing
- Stationary Bike
- Stretching
- Swimming
- Table Tennis
- Table/Board Games
- Tennis
- Track & Field
- Trampoline
- Unicycling
- Volleyball
- Walking
- Wallyball
- Water Aerobics
- Water Skiing
- Weight Training
- Wrestling
- Yoga

How to teach: Methods of instruction and individualization

- Use a visual support that indicates a predictable schedule
 - Use visual supports that assist the student in following directions, successful participation, and learning
 - rubber spots on the floor, directional arrows, text or photo task cards, social stories
- Use a communication system familiar to the student
- Use Task analysis
 - using the foundation of motor development to figure out the steps in teaching a motor skill
- Explicitly teach play behaviors and skills
 - recognize and provide both preferred and non-preferred activities, teach how to enter a game, discontinue play, wait for a turn, find a partner
- Teach relaxation techniques
- Use stations
- Integrate subjects of interest
 - equipment, animals, books, numbers,
- Provide choices or a time that is choice driven
- Use music and books
- Repeat activities
- Allow multiple repetitions and sufficient practice time
- Teach equipment usage
- Provide peer models

*Don't underestimate
the abilities of
the student with a
disability.*

Where to teach: The teaching and learning environment

- Identify the most effective teaching and learning environment
 - minimal distractions, consider sensory integration needs
- Identify other possible teaching and learning environments
 - outside area, playground, classroom, off campus location
- Design the space for individual needs

With what to teach: Materials and equipment (see following pages)

- Select equipment based on individual interest and need
- Use materials proven to be effective during other parts of the student's day (picture schedule, behavior chart, objects of interest)

How to assess learning

- Set realistic and meaningful goals
- Pre-assess for baseline data
- Monitor the progress towards the goals
 - rubric, checklist
- Use technology and equipment that will assist in teaching and monitoring progress
 - videotape, pedometer, heart rate monitor

Interesting Equipment for Students with Autism Spectrum Disorders

Stimulate your student's interest by trying:

-  Scooters
-  Balls
-  Inner Tubes
-  Skateboards
-  Balloons
-  Skates
-  Nets
-  Tents
-  Tops
-  Noise Makers
-  Pogo Sticks
-  Balance Beams
-  Slides
-  Lava Lamps
-  and MUCH more...



If the student is INTO Black Holes

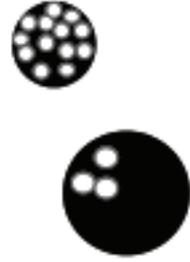


Wheels



TRY....

- Whiffle Balls
- Bowling Balls
- Billiard Tables
- Marble Mazes
- Kaleidoscopes
- Tubes:
Carpet, Paper Towel...



- Aerobics
- Whirlers
- Funnels
- Inner Tubes
- Putting Greens with Holes
- Deck Tennis Rings
- Hoops

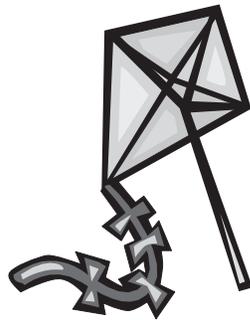


- Tricycles, Bicycles
- Tandem Bikes
- Scooters
- Wagons
- Stationery Bikes
- Wheelercisers
- Riding Trucks
- Roller Skates/Blades
- Roller Racers
- Skateboards
- Scooters

continued

If the student is INTO

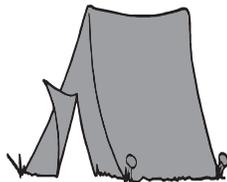
Strings



TRY....

- Strings Nets (Volleyball & Basketball)
- Racquets
- Jump Ropes
- Fishing Poles
- Geodesic Balls
- Pitch-Back Nets
- Rappelling Ropes
- Kites
- Yo-yos
- Helium Balloons on Strings
- Koosh Balls
- Spider Balls
- Climbing Ropes
- Handlebar Streamers
- Comet Balls
- Lace-up Skates
- Zoom Balls
- Zip-n-Hit
- Fishing Dip Nets
- Cooperative Catchers

Small Spaces



- Boxes
- Tents
- Equipment Carts
- Tunnels
- Fiber Barrels
- Body Sox
- Pop-Up Cubes

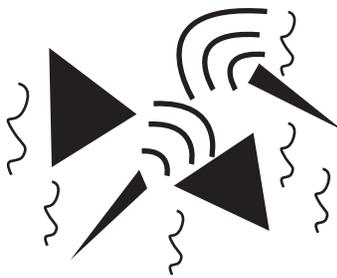
continued

If the student is INTO

Spinning



Reaction



Jumping



TRY....

- Sit-n-Spin
- Dizzy Disc
- Carnival Rides
- Tops
- Doodle Tops
- Merry-Go-Rounds
- Scooter Helicopter Rides
- Snow Tube Spinning
- Hammock Swings
- Hand Turned Scooter
- Hoops

- Push-n-Go Toys
- Bounce Back Net
- Switches
- Pinball Machines
- Bop Bags
- Squeeze Noise Makers
- Beanbag "Silly Slammers"

- Pogo Sticks
- Air Pogo
- Space Ball (trampoline game)
- Vestibular Boards
- Hippity Hops
- Potato Sacks
- Jogging Tramps
- Inner Tubes
- Cage Balls
- Sleds & Snow Tubes
- Spring Board (diving)

continued

If the student is INTO

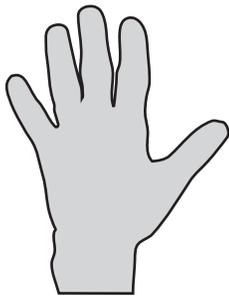
Balancing (DANGER!)



Vestibular Stimulation



Tactile Sensations



TRY....

- Balance Beams
 - Bicycles
 - Tree Climbing
 - Stilts
 - Unicycles
 - Ladder Climbing
 - Balance Puzzles
-
- Park Swings
 - Rope Swings
 - Hammocks
 - Glider
 - Front Porch Swing
 - Slides
 - "Airwalker" (suspended swing)
-
- Swimming
 - Deep Pressure Activities
 - Toys that Vibrate
 - Squeezers
 - Massage
 - Mat Sandwich
 - Coop Band
 - Parachute
 - Large "Beanbag" Animals
Snakes, Frogs...
 - Inside Out Balls
 - Spaghetti Balls

continued

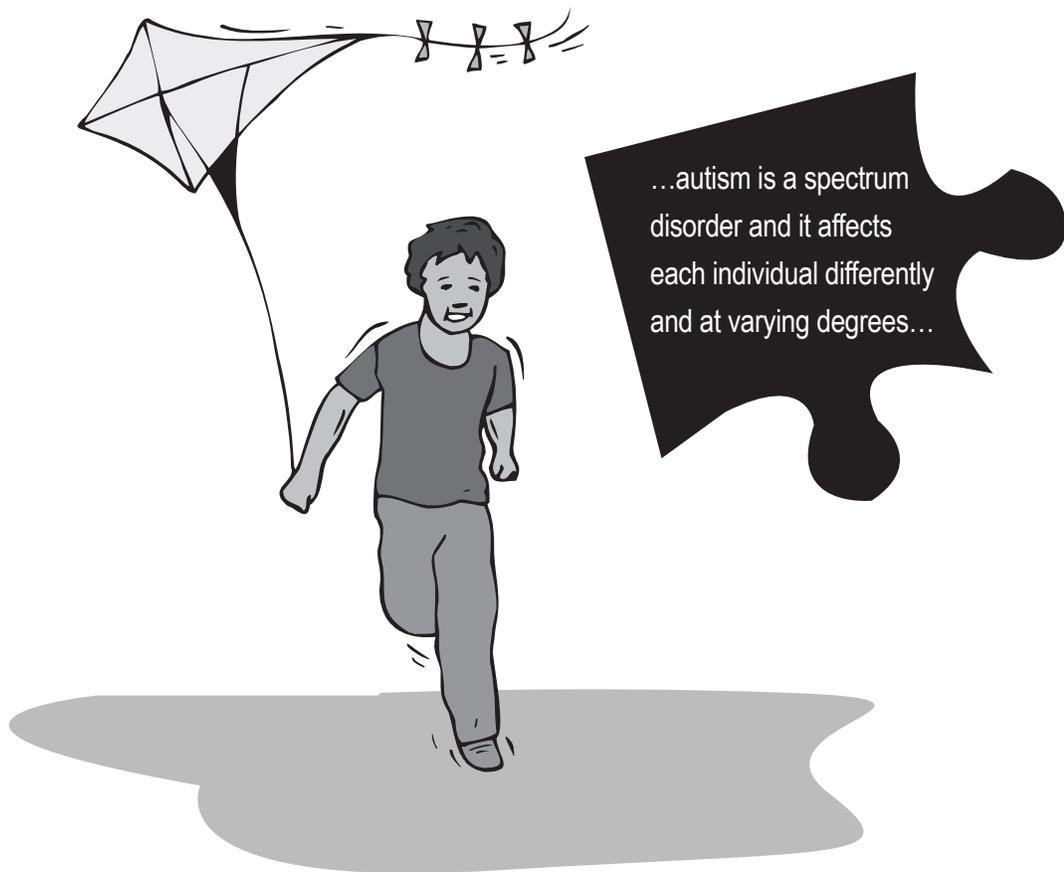
If the student is INTO

Visual Stimulation



TRY....

- Tornado Tubes
- Glitter Tubes
- Rope lights
- Sound Activated Rope Lights
- Lights
- Liquid/Sand Timers
- Lightning Balls (lights)
- Lava Lamps



Equipment list compiled by: **Ann Griffin**, Adapted Physical Education Consultant, Grant Wood AEA
Adapted Physical Education Teacher of the Year, 2005

R esources

Physical Education Curriculum Supports

A Reference Guide: Adapted Physical Education: Students with Autism (Early Childhood – Grade 12)

Iowa City Community School District

HOT TIPS Issue #12: Facts about Autism

<http://www.aea10.k12.ia.us/divlearn/APE/htnewsletters.html>

Project P.L.A.Y.: Programmed Leisure Activities for Youth with Autism

Available in pdf format at www.aea10.k12.ia.us, click on Educators, click on Adapted Physical Education, go to Additional Resources and click on Project P.L.A.Y. <http://www.aea10.k12.ia.us/divlearn/APE/links.html>

Instructional DVD/Video

Autism Equipment Turn Ons in Adapted Physical Education

2005, Championship Productions, 34.99 DVD
www.championshipproductions.com

Disability Awareness Video

Autism: What is it? AEA 10 video

Websites

Autism society of America:

<http://www.autism-society.org>

Autism Spectrum Disorders

<http://www.aea10.k12.ia.us/divlearn/autism/index.html>

click on Autism Spectrum Disorders, GWAEA, pdf

Autism speaks:

www.autismspeaks.org

do2learn: Educational Resources for Special Needs

www.do2learn.com

Grant Wood Area Education Agency

<http://www.aea10.k12.ia.us/divlearn/APE/>

Indiana Institute on Disability and Community

Access Autism: Indiana Resource Center for Autism
www.iidc.indiana.edu/irca

Iowa Transition Assessment

www.northcentralrrc.org/iowa/transition/Default.aspx

Autism Society of Iowa

University of Iowa Regional Autism Services Program
<http://www.aea10.k12.ia.us/divlearn/autism/links.html>

PE Central Adapted FAQ's

<http://pecentral.com/workflow/faq/startfaq.asp#adapted>

The Puzzle of Autism – can be downloaded from NEA website

<http://www.nea.org/specialed/autispuzzle.html>

Tips to Consider When Including a Student with Autism Spectrum Disorder in Art, Music, or Physical Education, by Kim Davis

www.iidc.indiana.edu/irca/education/TipsConsider.html

What is Autism?

<http://www.aea10.k12.ia.us/divlearn/autism/whatisau.html>

Video Clips/TV Shows with people with autism

Autism the Musical: Documentary, available online at

<http://www.hbo.com/docs/programs/autism/video>

Carly Fleishmann – Carly is a 13 year old girl with autism who types on a computer to explain what is going on. Carly is non-verbal.

http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20080217/favaro_carly_080217/20080217?hub=TopStories

Extreme Makeover Home Edition – The team helps a Texas family who has five children with autism. The link includes pictures of a multi-sensory room that was designed for them.

<http://abc.go.com/primetime/xtremehome/index?pn=photos#t=33171>

Grinnell, Iowa family – wrote a book on experiences

<http://reasonable-people.com/>

Jason McElwain – student with autism who scores 20 points in high school basketball game

Articles - <http://sports.espn.go.com/espn/news/story?id=2343490>

-<http://www.msnbc.msn.com/id/17166929/>

Video from ESPN's Sportscenter - http://youtube.com/watch?v=ngzyhmkT_jY

Lifetime Health Corner – includes an interview with ASA president and CEO Lee Grossman for a segment on the characteristics, causes and treatments of autism spectrum disorders.

<http://healthcorner.walgreens.com/display/1725.htm>

Supernanny episode – Jo Frost teams with Dr. Lynn Koegel to help a family with their three year old son who has autism

<http://abc.go.com/primetime/supernanny/index?pn=recap#t=41247&d=41304>

Books

All Cats have Asperger Syndrome by Kathy Hoopman

Al Capone Does My Shirts by Gennifer Cholenko

Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior, by Temple Grandin, 2005

Born on a Blue Day by Daniel Tammet, 2006

Crow Boy by Taro Yashima

Everybody is Different: For Young People Who Have Brothers or Sisters With Autism by Fiona Bleach

Ian's Walk by Laurie Lears

Inclusive Programming for Elementary Students with Autism by Sheila Wagner

My Brother Sammy by Becky Edwards and David Armitage

Nobody Nowhere: The Extraordinary Autobiography of an Autistic, by Donna Williams, 1992

Reasonable People: A Memoir of Autism and Adoption by Ralph Savarese

Rules by Cynthia Lord

Since We're Friends by Celeste Shally and David Harrington, 2007

The Autism Acceptance Book by Ellen Sabin

The Curious Incident of the Dog in the Night-Time by Mark Haddon

Ten Things Your Students With Autism Wishes You Knew by Ellen Notbohm, 2005

Journals

- **Journal of Physical Education, Recreation and Dance (JOPERD)**
- **Palaestra**
- **Strategies**

(These journals are available through your AEA Professional Library)

*N*otes/Thoughts...



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