

Steven DeRooy

- Adapted Physical Education teacher
Greece Central School District
 - Ninth largest school district in New York State
 - 17 Schools in the district – 11,600 students
 - Teach students in grades K-12
 - 2012 Greece Chamber of Commerce
Educator of the Year
 - Instructional Visual Boards – Owner, President
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Including Students with Autism in Physical Education Class



Autism

- Tremendous impact on Parents and Teachers
 - Fastest growing developmental Disability
 - Every 21 minutes another child is diagnosed with autism (cure autism now 2006)
 - CDC identifies 1 in 68 American children on the autism spectrum a ten fold increase in 40 years
 - Studies show that autism is 4 to 5 times as common in boys than girls (Autism Speaks)
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Autism Spectrum Disorder (ASD)

- A complex Neurodevelopment Disorder
 - Communication difficulties
 - Restricted repetitive and stereotyped pattern of behavior
 - Impaired Social Interaction
-

Rehabilitation Act of 1973

- A federal civil rights law protecting individuals with disabilities.
 - All programs and activities receiving federal assistance were precluded from discriminating on the basis of “handicap”
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Education for All Handicapped Children Act 1975

- **Requires that the education of children with disabilities be provided in the least restricted environment.**
 - **Each public agency must ensure, to the maximum extent appropriate, that any child with a disability is educated alongside his or her typically developing peers.**
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Assessment

Authentic Assessment

Types of Rubrics

Other Assessments

Challenges in Physical Education Class

Teachers observation
and response

Students perceptions
and feelings



Five Keys to Including Students with Autism into the Physical Education Class

- 1 Use sameness in structure
- 2 Less is more
- 3 Be aware of the environment
- 4 Transitioning from one activity to another
- 5 Use visual aids to enhance learning



Sameness in Structure

“ Many students with autism often work best with a structured and consistent routine.” (Menaar and Smith 2008)

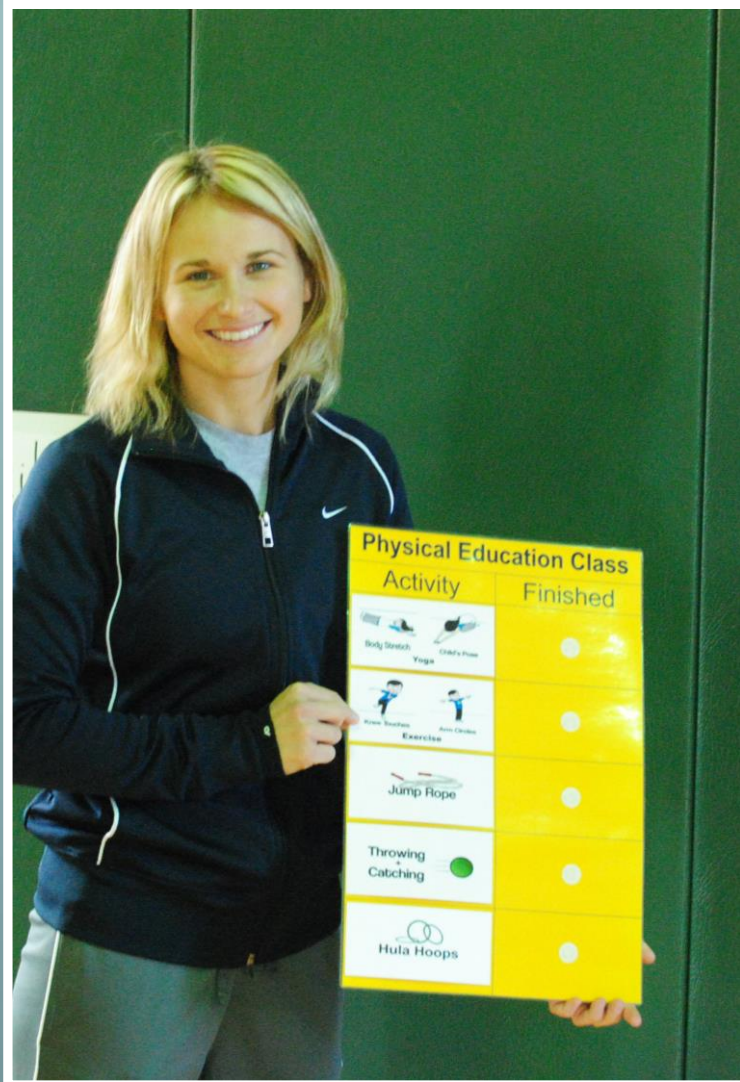
Consistency with starting and ending of classes

Consistency with instant activities, warm-ups and cool downs.



Sameness In Structure

- Assign a place in the gym for each student to start and end class and mark it with a visible spot.
- Use this spot as a student's home base for all activities.



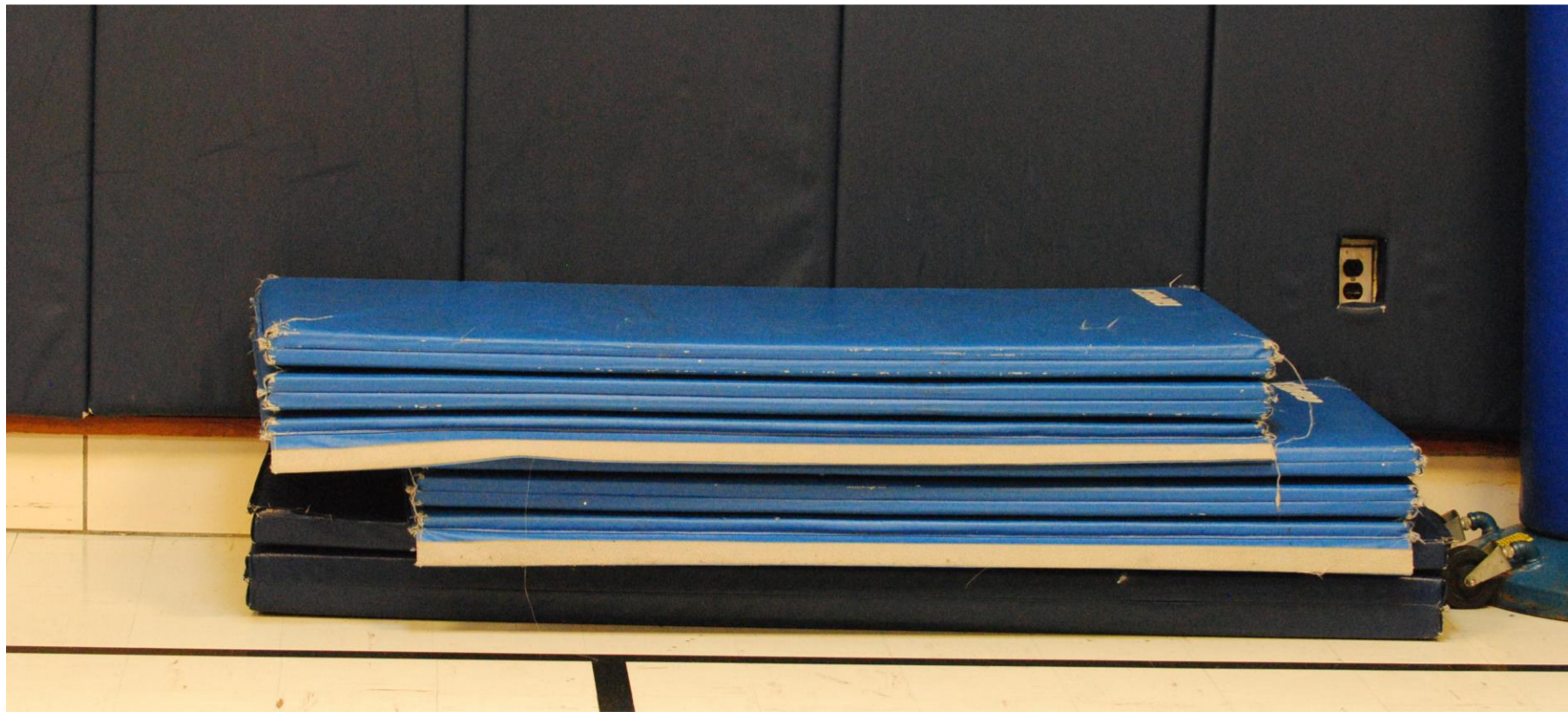
Less is More

- Providing simple instructions will aid in a smooth running class
- Keep directions short and age appropriate and limit prompts.



Less Is More

- Demonstrations often work well
- Focus on a very limited number of concise teaching cues



Be Aware of the Environment

- When planning a lesson make safety concerns a priority
- Non-essential equipment is stored to minimize distractions



Be Aware of the Environment

- Reduce excessive noise and light
- Use non-verbal signals to reinforce appropriate noise levels









Transitioning from One Activity to Another

- Alerting students before an activity is almost over helps with a smooth transition.
- Informing students of what's coming next plays an important role in a successful transition.



Transitioning from One Activity to Another

- Verbal communication may not be the most effective means of communicating a transition.
- “Visual supports provide students with autism with clear expectations, gives them a predictable schedule of events, and promotes interdependent transitions.” (Fittipaldi-Wert and Mowling 2009)

Yoga	I Did It!	Finishe
 Butterfly	• • • • • • • • • •	<input type="checkbox"/>
 Downward Dog	• • • • • • • • • •	<input type="checkbox"/>
 Child's Pose	• • • • • • • • • •	<input type="checkbox"/>
 Tree	• • • • • • • • • •	<input type="checkbox"/>
 Toe Touches	• • • • • • • • • •	<input type="checkbox"/>
 	• • • • • 	<input type="checkbox"/>

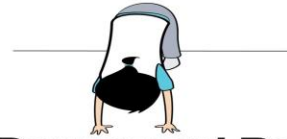
Yoga Board

The students move their "smiley faces" after they complete each yoga stretch

Yoga

From this board we choose 6 stretches for the students to complete

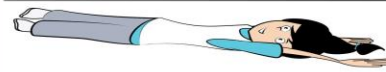
YOGA STRETCHES



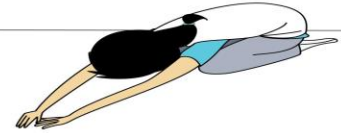
Downward Dog



Tree



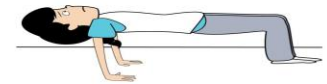
Body Stretch



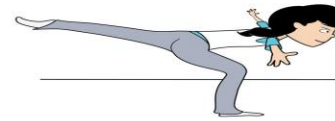
Child's Pose



V-Sit



Table



Airplane



Toe Touch



Knee Hugs



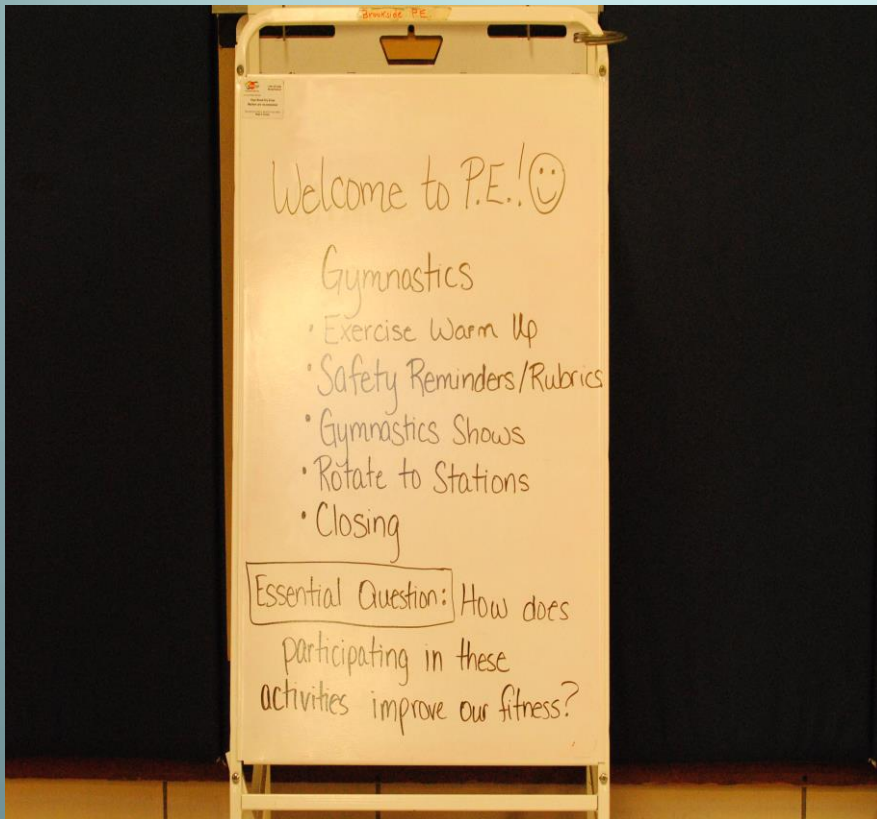
Butterfly



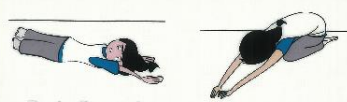



Visual Aids Enhance Learning

- Provide students with their own color for the class
- Provide a visual activity board where pictures serve as representations of what will occur in class that day

Standard White Board



Adapted Activities Board

Physical Education Class	
Activity	Finished
 <p>Body Stretch Child's Pose</p> <p>Yoga</p>	<input type="checkbox"/>
 <p>Knee Touches Arm Circles</p> <p>Exercise</p>	<input type="checkbox"/>
 <p>Jump Rope</p>	<input type="checkbox"/>
<p>Throwing + Catching</p> 	<input type="checkbox"/>

 <p>Jump Rope</p>	 <p>Exercise</p> <p>Toe Touches Jumping Jacks</p>
 <p>Striking</p>	 <p>Yoga</p> <p>Knee Hugs V-Sit</p>
<p>Collection Games</p> 	 <p>Balloons</p>
 <p>Basketball</p>	 <p>Scooters</p>
<p>Throwing + Catching</p> 	 <p>Hula Hoops</p>

Activities Board

Yoga
 Exercise
 Hula Hoop
 Striking
 Scooters

From this board and these 10 choices we choose 5 activities for each class

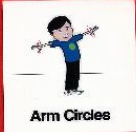
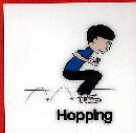
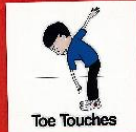
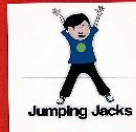

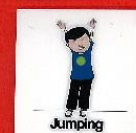


The Beginning of Class

Teacher reviews the 5 activities for the day


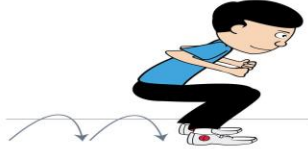








Exercise Board

Each student will use their individual board to show that each exercise has been completed

PHYSICAL EDUCATION EXERCISE BOARDS		
EXERCISE	NUMBER	I DID IT!
 Arm Circles	15	<input type="checkbox"/>
 Hopping	5	<input type="checkbox"/>
 Toe Touches	10	<input type="checkbox"/>
 Jumping Jacks	10	<input type="checkbox"/>
 Knee Touches	15	<input type="checkbox"/>
 Jumping	5	<input type="checkbox"/>

Exercises

From this board
we choose 6
exercises for the
students to
complete

Exercise Board	
 Arm Circles	 Hopping
 Jump	 Jumping Jacks
 Knee Touch	 Lunges
 Push Ups	 Squat
 Toe Touches	 Walk



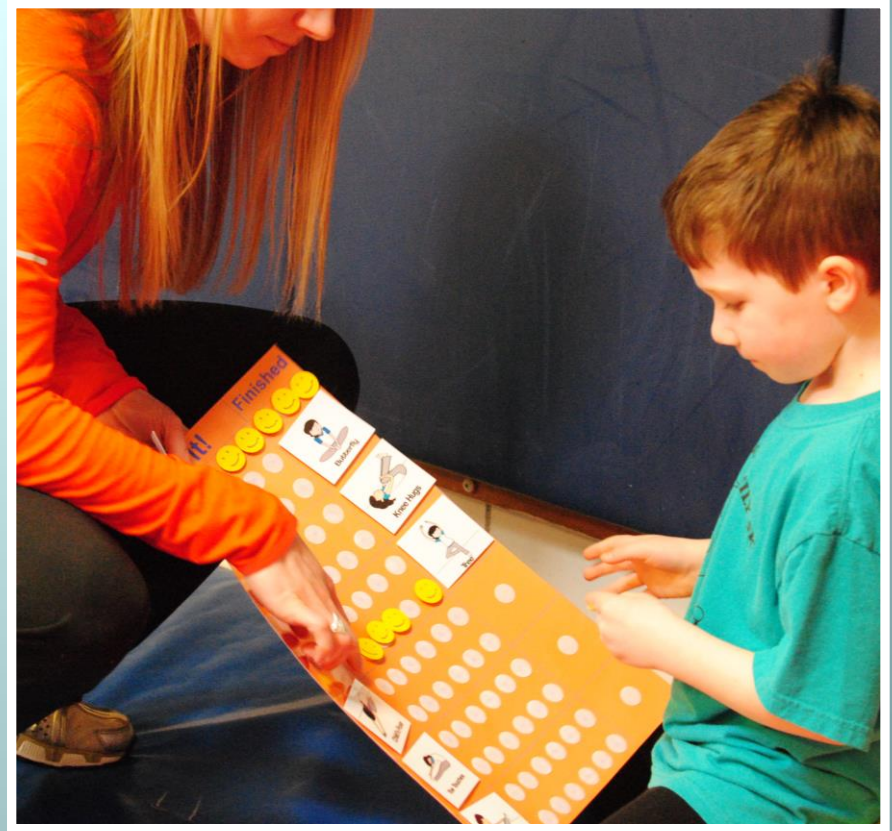
Students with their individual exercise boards preparing for their class



“ Student moving his icon on his exercise board showing he completed the exercise



Student doing his toe touches and moving his icon on the exercise board to show he completed his exercise



Student doing a yoga pose, another student moving the “smiley face” on his yoga board showing he completed the yoga stretch



Student completing a butterfly yoga pose, another student moving the “smiley face” on his yoga board showing he completed the yoga stretch



Teacher instructing a student with a visual board to help the student perform a routine on the balance beam







Upon completion of the exercises, students return their yoga and exercise boards to the teacher





Steven DeRooy

INSTRUCTIONAL VISUAL BOARDS

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Available for workshops & presentations