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Autism and Tertiary Behavior Supports
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Better Together Best Practices Chat
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1.30.19

Exercise

Better Together Best Practices Chat



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Objective



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Participants will: Use exercise, an evidence-based practice, to promote positive student outcomes as outlined in the Kansas Vision for Education through the use of high-leverage practices.

When I think about the benefits of short exercise breaks what comes to mind?

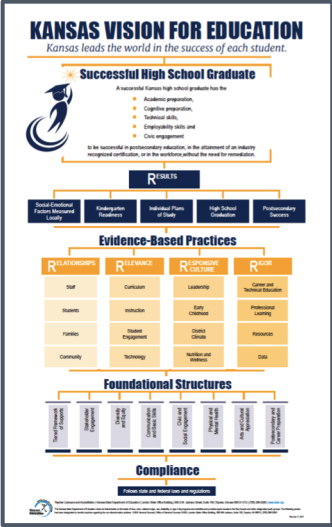


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KANSAS VISION FOR EDUCATION
Kansas leads the world in the success of each student.

Successful High School Graduate

A successful Kansas high school graduate has the:

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement.

To be successful in postsecondary education, in the attainment of an industry-recognized certification, or in the workforce without the need for remediation.

RESULTS

Social-Emotional Proficiency, Postsecondary Success, Postsecondary Readiness, High School Graduation, Individual Plans of Study, Postsecondary Success

Evidence-Based Practices


RELATIVITY	RELEVANCE	RESPONSIVE	ROBUST
Real	Customized	Learning	Core and Technical Education
Research	Instruction	High Quality	Individualized Learning
Partners	Student Engagement	Classroom	Assessment
Community	Technology	Individualized Instruction	Data

Foundational Structures

Classroom Management, Instructional Design, Assessment, Data, Individualized Instruction, High Quality Instruction, Postsecondary Success, Postsecondary Readiness, Postsecondary Success

Compliance

Federal, State and local laws and regulations.



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Evidence-Based Practices

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- National Professional Development Center
- National Standards Project

- Reliable support through research
- Program or practice works

Exercise




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Ages 3-14

- Motor
- Behavior
- School-readiness
- Academic

Exercise



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Physical activity in which we engage in order to achieve a healthier level of physical fitness.

Rationale



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Increases:

- Academic engagement
- Time on task
- Correct responding
- Task completion

Decreases:

- Inappropriate behaviors
- Aggression
- Self-injury
- Self-stimulatory behavior
- Time off task

Implementation



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- Identify potential activities
- Develop an exercise plan
- Plan for needed supports
- Obtain and organize materials and equipment
- Teach the learner the exercise routine
- Reinforce engagement in and completion of the exercise activity

Identify potential activities



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What are some activities you have used?



Activities



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- Wall push-ups
- Crab walking
- Stairs
- Scooters

crab walk	bear walk	gallop
army crawl	frog jump	walk a line
log roll	cartwheel	back bend
therapy ball	side bend	run
slide	swing	push a swing
monkey bars	balance beam	climb
jump rope	scooter	trampoline
kick	ride a bike	hopscotch
3 legged race	sack race	volleyball
obstacle course	jumping jacks	push ups

Activities

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Exercise

AFIRM
Autism Focused Intervention Resources & Modules

---ECE Activity Inventory Checklist---

Teacher's Name: _____ Date/Time: _____
 Observer(s): _____
 Target Behavior: _____

Exercise Location:
 Answer the following questions to guide selection of exercise activities.

Will the student be inside, outside, or both? Yes No
 If outside, are there alternative options when there is poor weather? Yes No
 Will the student be going to a gym? Yes No
 Will the student go to a nearby location, such as the hallway or another room? Yes No
 Will the student stay in the classroom? Yes No

Exercise Activity Inventory Checklist:
 Review the list of potential activities and options for how those activities might be implemented. Indicate whether or not you may be able to use each activity by checking "Yes" or "No." Notes about specific options/considerations, can also be included here.

Exercise Activity	Options/Description(s)	Yes	No	Notes
Running	Run a specified distance, for a specified time, or a specific number of laps. Run a relay-style race. Sprint. Shuttle run (sprints while collecting and depositing an item from one end to the other).	<input type="checkbox"/>	<input type="checkbox"/>	
Jogging	Same as running but less strenuous.	<input type="checkbox"/>	<input type="checkbox"/>	
Wall pushups	Standing "pushups" - pressing on wall and pushing off.	<input type="checkbox"/>	<input type="checkbox"/>	
Walking a course	Walking a specified distance, for a specified time, or a specific number of laps.	<input type="checkbox"/>	<input type="checkbox"/>	

Exercise National Professional Development Center on ASD 2015 1

Develop a plan

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- Length
- Duration
- Frequency
- Level of exertion
- Schedule prior to more challenging activities

Plan for needed supports



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- Visual supports (picture cards, written descriptions, a schedule, or a timer)
- Peer or adult support
- Modifications to make activities more appealing
- Reinforcement of engagement

Visual Supports



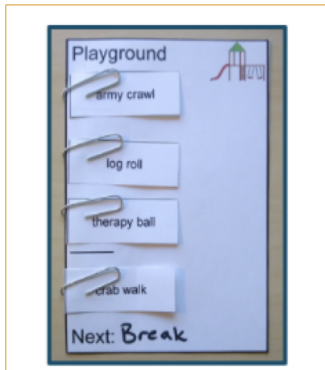
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Visual Supports



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Peer or adult support

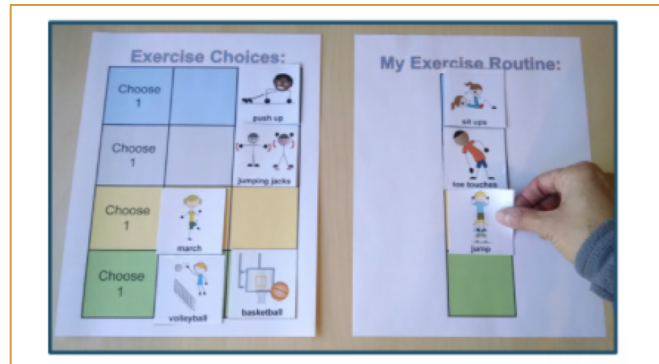


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Embedding choice

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Obtain and organize materials and equipment

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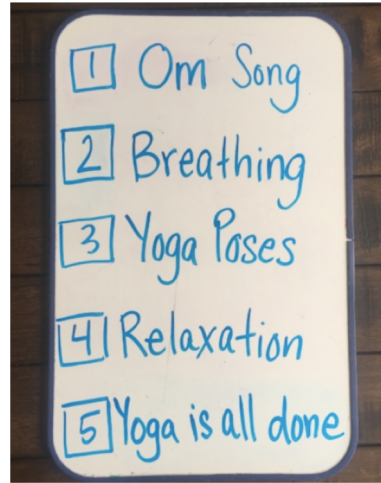
Before beginning the routine make sure you have all materials and equipment.

Teach the routine



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- Individualized process
- Use visual cues as needed
- Reference visual schedule
- Model
- Prompt as needed (visual, verbal, or physical)



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Reinforce engagement in and completion of the activity



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- Consider individual reinforcement
- Reinforce both engagement in the activity and completion of the activity

What questions do you have?



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Next steps



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- Use this strategy
- Share results on google group

- Student
- Skill
- Results

When I think about exercise what outcomes might occur as a result of highly structured exercise breaks?

Resources

National Professional Development Center

Exercise (ECE) --Implementation Checklist--

Observation	1	2	3	4
Date				
Observer's Initials				
Step 1: Planning				
1.1 Identify potential exercise activities.				
1.2 Conduct individualized exercise assessment.				
1.3 Develop an exercise plan.				
1.4 Plan for any needed supports.				
1.5 Obtain and organize all needed materials and equipment.				
Step 2: Using				
2.1 Teach the learner the exercise routine.				
<input type="checkbox"/> Use visual cues as needed; reference the visual schedule for the routine when transitioning to each movement activity.				
<input type="checkbox"/> Model each movement activity.				
<input type="checkbox"/> Prompt as needed (visual, verbal, physical).				
2.2 Reinforce learner engagement and completion of the exercise routine.				
2.3 Fade prompts and any tangible reinforcement as quickly as possible when activities is first.				
Step 3: Monitoring				
3.1 Collect data on engagement in exercise routine and target behaviors.				
3.2 Determine next steps based on learner progress.				

Before you start:

Have you...

- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the learner will know when the skill is mastered?

If the answer to any of these is "no", refer to the "Selecting ECE" section on the website.

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Exercise National Professional Development Center on AID 2015 1

Resources



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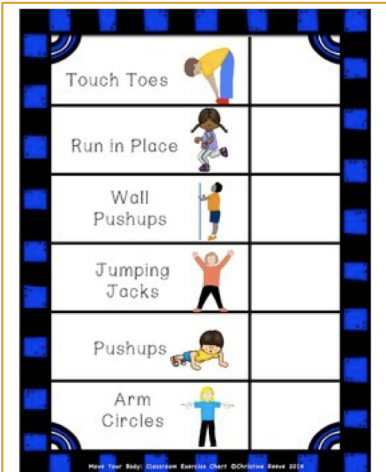
10 Simple Activities to Encourage Physical Activity in the Classroom

Resources



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Free from Dr. Chris Reeve at Autism Classroom Resources



Resources



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KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



FROG JUMPS

Hop, hop, back and forth like a frog.



BEAR WALK

Hands & feet on the floor, hips high - walk left and right.



GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

MADE UP BY THERESA BARRY, PHD
HTTP://EE-EXTRAORDINARY.COM

Raising an Extraordinary Person

References



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Griffin, W., & AFIRM Team (2015). *Exercise*. Chapel Hill, NC: National Professional Development Center, University of North Carolina. Retrieved from <http://affirm.fpg.unc.edu/exercise>.