

# #1 Format: Creating consistency in routine and schedule

Today's APE lesson :

<p>👋 😊 Check in: 👍 , OK , 👎</p> <ol style="list-style-type: none"><li>1. Warm up 🙌</li><li>2. movement or Dance</li></ol> 	<p>3. Ball skills: Eye hand coordination</p> 
<p>4. Fitness: "just right challenge"</p> <ol style="list-style-type: none"><li>a. "star jumps" half jacks</li><li>b. Modified Push ups</li></ol>  <p><b>HALF-JACKS</b></p> <p>imgPlay</p>	<p>Learning objectives</p>  <p>Building success:</p> <ol style="list-style-type: none"><li>1. Try each activity</li><li>2. Find your "just right challenge" upper body strength- push up</li><li>3. End with Yoga</li></ol>

- Provide a visual reference for students to see and follow, provides structure.

- Helps students with ASD know the expectations, answering "what are we learning/ doing today"?

# #2 Communication in PE and APE

“Verbal directions are only TEMPORARY”



What is said... is then gone!

- Use clear simple language

- It can take up to 15 seconds for a student with ASD to process verbal information

- **VISUALS** can be used as directives and placed in our student's field of vision as a form of communication.



# #3 Finding ways to meet students, where they are at!

- **Make connections before content** (whole child)
- Universal Design for Learning (UDL)
  - In PE/APE 4 areas:
    - Rules
    - Equipment
    - Environment
    - Individual (learning) strategies
      - Through *Accommodations* and *Modifications*
- Provide progressions and levels for learning – small sided games vs large group
- Provide meaningful experiences: “a just right challenge” for every student

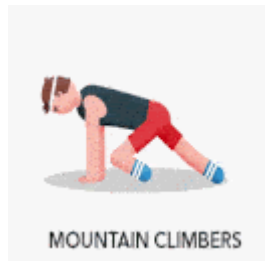


# #4 Fitness and Yoga

Fitness provides structure and purpose to an area that students with ASD will initially avoid.

Find ways to **connect**, **engage** (**fun**) and **provide levels** for all students to find success.

“Would you rather” and Interactive Video games are good examples in distant learning.



YOGA -

- Helps develop skills in mindfulness, breathing- self control (helps to calm and regulate self)
- Improves Body awareness
- Keep it simple, same moves & routine, add on when students are ready.
- health. moves. minds.



# #5 Behavior - developing prosocial skills

1. Practice Cooperative skills- taking turns, greetings  
\*behaviors can limit opportunity to participate - provide supports & remain positive
2. Appropriate peer modeling : positive, encouraging



# #6 Developing Foundational Skills

Focus on these 4 key foundational skills

Balance



Visual tracking



Motor planning



Body awareness



Laying a solid foundation helps to develop and maximize a child's gross motor skills potential.

# #7 Teaching and reaching all of our students

**Especially students with ASD**

**Providing a sensory rich environment-**

Activating the proprioceptive and vestibular system.



Using the different learning styles: VAK