#1 Format: Creating consistency in routine and schedule

<table>
<thead>
<tr>
<th>Today’s APE lesson:</th>
<th>Learning objectives</th>
</tr>
</thead>
</table>
| 🎉 Check in: 🎭, 🎭, 🎭, 🎭, 🎭  
1. Warm up 🎭  
2. Movement or Dance | Building success:  
1. Try each activity  
2. Find your "just right challenge"  
   upper body strength- push up  
3. End with Yoga |
| 3. Ball skills: Eye hand coordination | |
| 4. Fitness: "just right challenge"  
a. "star jumps" half jacks  
b. Modified Push ups | |

• 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

What we sometimes see as a failure to **BEHAVE** properly, is actually a failure to **COMMUNICATE** properly.

[www.notjustcute.com](http://www.notjustcute.com)
#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