Using Visuals to Support Students with Autism in Physical Education Class.

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1. **Activity:**

*Noodle on a rope.* Any group game that requires the student to run on a random or unmarked pathway can be confusing for children with Autism. This lesson provides a determined pathway.
1. Social Narrative:

Next I will play a game with my friends. I will hold the noodle and run to the end of the rope. I will pick up an item, run back holding the noodle, and place the item in the bucket. When I have 5 items collected, this activity will be finished.
2. Activity:

Warm-Up or Pacer Run: Stacking cups at the end of the running pathway gives the activity direction and a beginning and finish.
2. Social Narrative:

I will start my activity on my blue spot. I will pick up a cup and run with it to the cone and place it on top. I will run back and get another. I will do this until all the cups are stacked on the cone. I will be finished when all the cones are stacked together on the far cone.
3. Activity:

*Tennis racquet skills:* Any tennis skill could be substituted in this activity to change the challenge level. *(Ball balance on racquet, bouncing ball on racquet up or down, or combination of these skills.)*

Giving tasks with several balls that can be collected in a place at the conclusion gives the activity a beginning and end.
Next I will practice my tennis skills. I will take a tennis ball out of the bucket and push it with my racquet along the floor towards the cones. When I get to the cones, I will place the ball on top of each cone. When all the cones have balls on top, I will be finished with tennis.
4. Activity:

**Hockey Skills:** Large or small objects can be used in the activity to vary the challenge level. To increase difficulty, add a puck or ball. The targets placed around the room give the student a visual definition of what you are asking him/her to do. The student can easily determine how far along he/she is at any time.

Soccer skills can also be taught using multiple items around the room as targets.
4. Social Narrative:

I will be practicing my hockey skills today. I will move around the room with my stick and knock over each target as I go. When all the targets are knocked down, hockey will be finished.
5. Activity:

**Balance Beam:** Challenges can be added by showing pictures of various locomotor skills or placing objects on beam to jump or step over. Picture cards can be used during the lesson or incorporated into the social narrative.
5. Social Narrative:

Today I get to walk down the balance beam. I will take an item from the basket and carry it across the beam. Then I will place it in the bucket. When all the items are in the bucket, balance beam will be finished.
6. Activity:

**Noodle Tag:** Understanding games and strategies can be difficult for children with Autism. Start with simple games, using pictures as much as possible. Avoid long explanations and be patient. Repetition will be required over time to teach this type of understanding.
6. Social Narrative:

Today I will play noodle tag with my friend for 3 minutes. I will use the timer to measure the time. I will run and try to get the noodle from my friend. Once I have it, he will chase me and try to take the noodle. We will play this game until the timer beeps. After we hear the beep, the game will be finished.
7. Activity:

Body Bowling: Use bowling pins, stacked soft cubes or an upright mat for the student’s target. Be sure to have a countdown flip book ready so he/she can flip the number each time so the conclusion of the activity is apparent.
7. Social Narrative:

Next I get to play body bowling. I will roll down the mat and into the pins to knock them down. I will do this 3 times. After 3 tries, body bowling will be finished.
8. **Activity:**

*Cartwheel Progression:* Colored hands and feet give great visual cues to help children with Autism understand where to put their hands and feet. A folded mat or two under the hands helps reduce most of the weight on the arms until the student can get stronger and understand the mechanics of the cartwheel.
Today I will practice my cartwheel. I will place my hands on the hands and my feet on the feet as I kick across to the other side. I will land back on the other set of feet. I will try to stand up as I finish. I will do 3 cartwheels today. After I try 3 cartwheels, I will be finished.
9. Activity:

Medicine ball or weighted object pass:

Be sure to have the countdown available for counting the number of times the ball gets passed around the circle. Different challenges can be added to increase difficulty. (Circle ball around waist, toss and self-catch, circle ball around leg before passing to next student.)
9. Social Narrative:

Today I will play circle pass with my friends. I will pass the ball around 10 times today. We will use the countdown book to keep track. After 10 passes, circle pass will be finished.