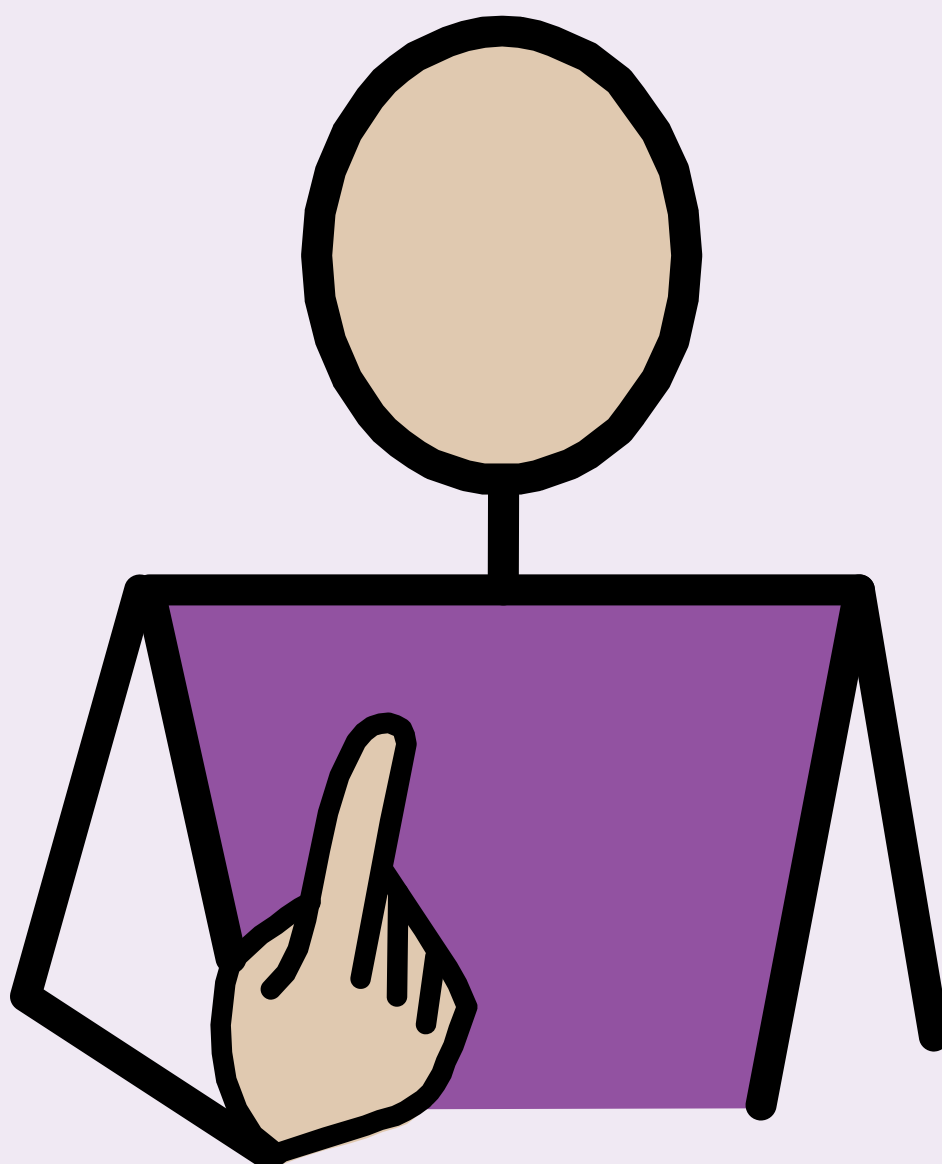




YOUTH
SPORT
TRUST

ALL ABOUT AUTISM, ALL ABOUT ME



SHARING STRATEGIES TO MAKE
PHYSICAL EDUCATION AND SPORT
ACCESSIBLE FOR ALL

FOREWORD

By Dan Keefe

This booklet has been written by staff at Clare Mount Specialist Sports College, who have reviewed and developed their practice in working with autistic youngsters over time. Clare Mount is a Lead Inclusion School for the Youth Sport Trust and currently has the afPE Quality Mark with distinction, the YST Quality Mark and the School Games Gold Kitemark.

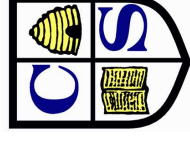
In terms of our experience of working with young people with autism, 60% of our pupils have autism as their primary need on their statement. We have National Autistic Society (NAS) Accreditation. Some of our staff carry out accreditation visits to other schools on behalf of NAS as well as tutoring on their Autism, Sport and Physical Activity training course.

We have all made mistakes in underestimating the needs of the pupils in our lessons, but we have shown a willingness to learn from these experiences. When I first taught PE to a group of youngsters, including those with ASC, I introduced the game of 'Cars' as a warm-up. It involved children running around in a small space while beeping and tooting loudly. You can guess the outcome. I did not manage my space and the environment effectively or cater for the different sensory needs of the pupils taking part.

Similarly, my lesson structure has not always been appropriate for some autistic learners. My desire for fast, pacy and fun sessions often translated into too much information and not enough processing time.

Finally, I have learnt to be more careful with my choice of language. My first ever trampolining session at Clare Mount, for example, involved a clear explanation of the routine I wanted the pupil to perform. However, I ended the instruction by saying, 'off you go then!' The pupil took me literally and got off the trampoline rather than starting the routine.

We hope this booklet gives you some handy and practical tips and that you enjoy your learning journey. Remember, a lot of the ideas we give you are just general good practice that everyone should use to engage youngsters in PE, sport and physical activity regardless of special need.



CONTRIBUTOR PROFILES

DAN KEEFE

Dan Keefe is currently the Deputy Head and Director of Sport at Clare Mount. He has worked in the field of physical education and sport development for over two decades. He has a first class honours degree in Sport, Social Policy and Management from the University of Birmingham and a Masters in Advanced Educational Practice with Distinction from Liverpool John Moores University. He is a skilled tutor and regular contributor to local and national conferences. He was the winner of the Youth Sport Trust Campbell CARE Award in 2018, which recognises a leader in sport who uses the power of sport to change young people's lives.

TRACY ROWLAND

Tracy Rowland has 20 years of experience working with children and young people on the autism spectrum, starting with children as young as three years old and going right through to adulthood. She has worked in schools, supported living spaces, at universities and in an advisory role for the Local Authority. Tracy is now Assistant Headteacher at Clare Mount Sports College, where she leads the autism provision. For the last two years, she has worked for the NAS as an Accreditation Review team member and has set up outreach and training from Clare Mount for schools and families in Merseyside and Cheshire.

STEVE VASEY

Steve Vasey has a degree in Learning Disability Studies from the University of Manchester. Since the 1990s, he has gained experience in supporting families, adults and children with autism and social and communication difficulties. Steve developed the children and families services of Autism Together. He is keen to promote the social inclusion model of disability and an ethos of 'inclusion for all'.

JON WHITE

Jon White is a PE teacher and the North West Inclusion Lead Development Coach for the Youth Sport Trust. He has worked as a School Sport Coordinator and is a tutor for the Sainsbury's Inclusive PE programme and NAS Autism, Sport and Physical Activity course. He is highly regarded locally and nationally and has worked with the European Council and ENGSO Youth on the Sport Empowers Disabled Youth (SEDY) project.

OBJECTIVES OF THIS BOOKLET

We hope that this booklet will give readers the chance to develop an understanding of autism, including related social and communication difficulties, within the context of PE and sport. Our objectives are:

- 1** To help you understand misconceptions about young autistic people taking part in PE and sport.
- 2** To help identify and reduce barriers to participation.
- 3** To help you to realise the wider benefits that PE and sport bring, particularly when used as a therapeutic vehicle to help regulate emotions, facilitate learning and improve social inclusion.

The booklet is designed to be a practical toolkit, building your knowledge of autism and some of the key considerations for making PE and sport inclusive to all. The key factor throughout this process is to **know the young person** you are working with, which includes familiarising yourself with their Individual Education Plans and motivators.

CREATING AN INCLUSIVE VISION FOR PE AND SPORT

What is your vision for PE and sport? The response to this question is often a splattering of comments along the lines of 'well, it's about health promotion' and 'being physical'. Both of these answers are correct, but it is about so much more than just this, especially for the autistic young person and those with social and communication difficulties.

Physical activity optimises learning, helps emotional regulation and is the 'Spark' for the brain (Dr John Ratey, 2017). Delivered in an inclusive manner, PE and sport can be enabling and give autistic young people a means of managing their emotions and behaviours through both structured PE lessons and sports clubs, as well as through movement breaks and sensory circuits built into their daily routines and schedules. Delivered in this way, 'sport has the power to change the world' (Nelson Mandela, 1995), and to 'inspire' young autistic people and their families to raise their aspirations and adopt 'I can' approaches to achieving their goals.

Sadly, this is not everyone's experience of PE and sport. By contrast, a more traditional perception is that PE and sport are about winning and losing, 'survival of the fittest' and natural selection (Desmond Morris, 1987). Regardless of whether we have a special educational need or not, how many of us have become anxious at the very thought of getting changed in front of others or having to demonstrate a skill or perform in front of others? And how many of us become hypersensitive when asked to pick out the right pass when there are lots of people running around us and making noise in a game situation? To help understand misconceptions about young autistic people taking part in PE and sport, we must first of all challenge the cultural and social barriers preventing ALL people from participating. We can do this by creating safe, nurturing environments that recognise 'it's OK to have a bad day or fail' as long as we learn from it. 'There is no such thing as CANNOT, you CAN, only sometimes NOT right now.' (Ros Blackburn, 2010)

PE and sport can be used as a powerful tool to support the autistic child to develop physically, emotionally and socially. Our philosophy is about 'sport for all'. The following pages expand on this philosophy further.

AN INTRODUCTION TO AUTISM

This resource uses the term **ASC (Autism Spectrum Condition)** to refer to students who have a diagnosis of autism, as well as those who present with Social Communication Difficulties but may not have a formal diagnosis. It is important to recognise that autism is a spectrum and therefore children and young people on that spectrum present with a wide variety of needs and abilities.

Within this spectrum, children and young people with ASC typically display difficulties across **four areas of need**. The checklist below can be used as a reflective tool to provide pointers for inclusion. The opportunities listed should permeate all practice when supporting children and young people on the autism spectrum in sport and PE.

LANGUAGE AND COMMUNICATION

Have you...

used the child's name to gain their attention?

used visual prompts to support instructions?

used physical demonstration to support instructions?

used visual resources or gestures to give feedback and assurance?

SOCIAL INTERACTION

Have you...

evaluated friendships and grouped accordingly?

considered providing alternative changing facilities away from others?

practised turn-taking in a variety of contexts?

raised awareness with other children and young people of ways to support?

FLEXIBILITY OF THOUGHT

Have you...

used visual timers to mark transitions between activities?

provided written or visual rules to aid clarity?

established whether winning and losing is a barrier to participation?

used a visual schedule to break down the session into specific activities?

SENSORY PROCESSING

Have you...

adapted the environment to minimise sensory stressors?

assessed the child's sensory profile for activities they avoid or seek?

used sensory activities as interventions to impact on behaviour and emotions?

used sensory resources to aid concentration and attention?

SENSORY DIETS AND CIRCUITS TO HELP REGULATE AND/OR ENERGISE

Of all the senses described in the last section, the three which have the most impact on the central nervous system (and therefore affect output and behaviour) are touch, vestibular and proprioception. Inputting into these sensory systems can have significant positive effects on functioning and could be considered as interventions in the form of a sensory diet or circuit.

SENSORY PROCESSING DIFFERENCES

Taste

Hearing

Vision

Touch

Smell

Proprioception - body awareness, knowing where your body is

Vestibular - sense of balance, detecting body speed and movement

Hypo (under) Sensitive
Sensation seeking

Hyper (over) Sensitive
Sensation avoiding



Perceptions can vary daily

The **vestibular sense** is located in the inner ear. It can be stimulated with linear movements (backwards and forwards), which are relaxing, and by rotary movements (spinning), which are arousing. The effects of these can last up to four hours.

LINEAR VESTIBULAR ACTIVITIES

- Rowing machines
- Punch bags
- Trampoline
- Exercise ball
- Kicking football
- Throwing balls at a target or bucket
- Resistance bands



The **proprioceptive sense** is located in muscles and joints and helps the brain regulate arousal. Effects can last up to two hours.

PROPRIOCEPTIVE ACTIVITIES

- Climbing
- Crawling
- Jumping or skipping
- Carrying
- Gardening
- Zumba
- Football
- Fitness suite
- Trampolining or bouncing on a trampoline



The **sense of touch** is located in the skin and mouth and can be stimulated with deep pressure (which is relaxing) or light touch (which is arousing). Effects can also last up to two hours.

TACTILE/DEEP PRESSURE ACTIVITIES

- Weighted rucksack*
- Weighted jacket*
- Weighted blanket*
- Blow up jacket
- Ankle weights
- Tight lycra vests
- Therabands
- Theraputty

*Only use weighted objects for maximum of 20 to 30 minutes. The effects wear off if they are used for longer.



Participating in a sensory circuit at the beginning of the day can help to regulate sensory processing. It can have a positive impact on concentration and attention while lessening anxiety and unwanted behaviours.

A sensory diet should be structured into three sections: alerting, organising and calming (see useful resources below).

ALERTING SECTION

Within the **alerting section**, repetitive activities from the vestibular and proprioceptive sections above should be used to stimulate within a controlled setting. Examples include bouncing on a trampoline or skipping.



Alert

ORGANISING SECTION

In the **organising section**, activities which involve some kind of sequencing should be selected – for example, walking along a balance beam or throwing bean bags into a bucket.



Organise

CALM SECTION

The final section should help to **calm** the student to prepare them for moving to another activity. Activities from the tactile/ deep pressure list can be used to input.



Calm

SENSORY ENVIRONMENT AUDITING

Children and young people with sensory processing difficulties can be hypersensitive to certain sensory input. This can cause anxiety and stress, which can affect their ability to participate and achieve. Sometimes the impact may be so great that they are unable to access an environment if they are unable to avoid the stimuli. It is important to assess the environment and adapt it to minimise sensory stress for all students.

Some people are hyposensitive to sensory stimuli. This means they seek input from this particular sense to function better in the environment. This may involve making things available for sensory input when needed, or understanding that the reactions and behaviours of students may be fulfilling a sensory need. Consider such factors as:

VISION	TOUCH	TASTE
<ul style="list-style-type: none"> • Pattern • Layout • Movement • Lines • Colours • Lighting 	<ul style="list-style-type: none"> • Clothing Texture • Touch • Weight • Pressure • Resistance 	<ul style="list-style-type: none"> • Water • Snacks • Gum shields
SMELL	SOUND	PROPRIOCEPTION AND VESTIBULAR
<ul style="list-style-type: none"> • Body odour • Deodorant • Cleaning substances • Equipment • Trainers 	<ul style="list-style-type: none"> • Voices • Whistles • Echo • Acoustics • Volume 	<ul style="list-style-type: none"> • Height • Space • Obstacles • Other people

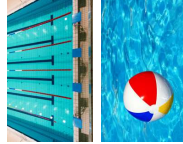
ENVIRONMENTAL SENSORY AUDIT

When considering the content of your PE curriculum or your wider sport offering, it is worth conducting an environmental sensory audit of the different activities available.

Please see the sensory impact of activities like swimming compared to games below. A blank template is available for you to undertake this exercise in the Appendix.

SENSORY AUDIT: SWIMMING

Environment, temperature outside, smell of chlorine, unusual environment, floor surfaces, barefoot.



Refraction, reflection, sounds, splashing, immersion, floating, proprioception.

Damp floor, wet clothing, noise, social rules, privacy, surfaces, damp, cold, barefoot.



Touch, temperature, time, soap, shampoo, noise, taste, balance, proprioception, washing.

SIGHT	SOUND	TOUCH	TASTE	SMELL	PROPRIOCEPTION	VESTIBULAR

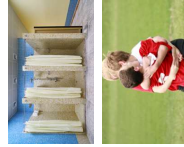
SENSORY AUDIT: FOOTBALL

Environment, temperature, outside/inside, feel of pitch, different surface.



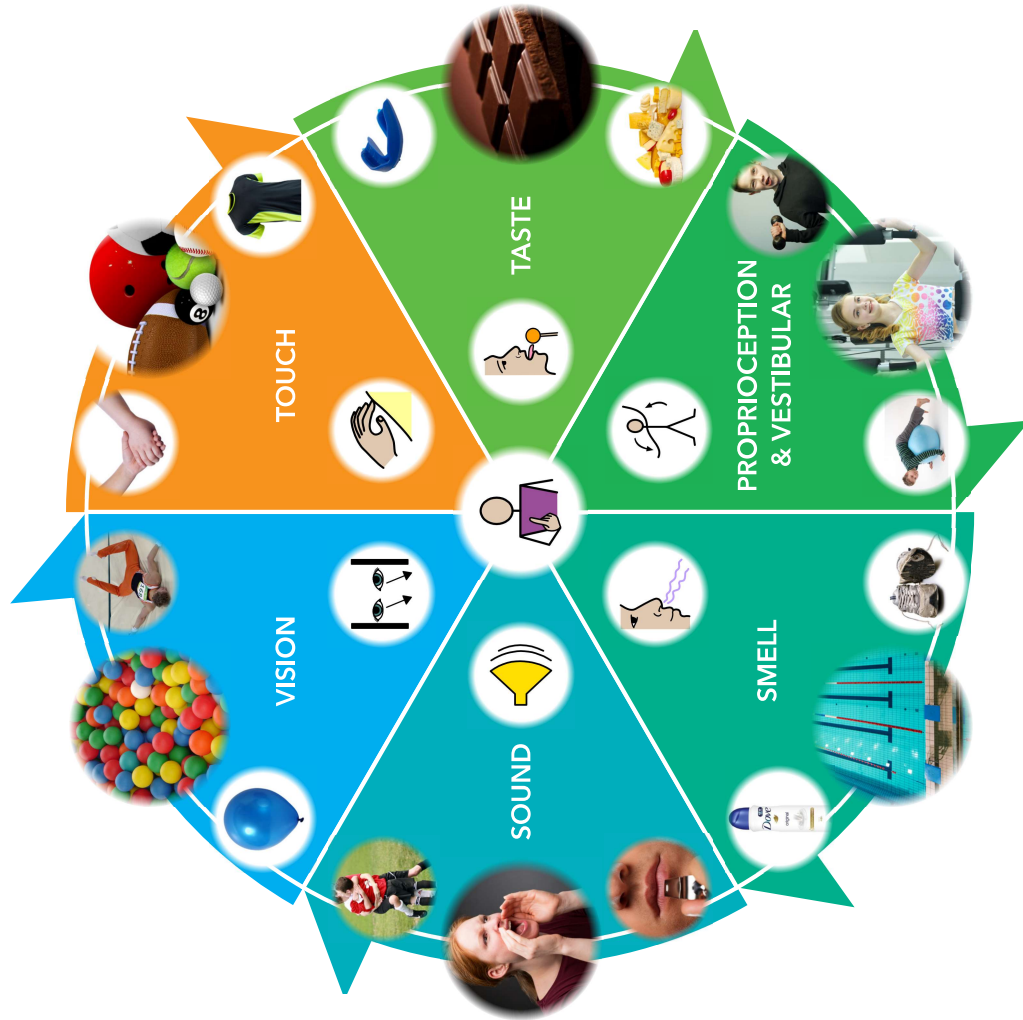
Movement, balance, proprioception, visual stimuli, colours, shapes, patterns, noise, instructions.

Damp floor, wet clothing, noise, social rules, privacy, surface, damp, cold, barefoot, smells, sweat, body odour..



Winning, losing, cheering, noises, sounds, celebrations, gestures.

SIGHT	SOUND	TOUCH	TASTE	SMELL	PROPRIOCEPTION	VESTIBULAR







Why not use the blank template in the **Appendix** to review the sensory input in your school club for groups or individuals?

EMOTIONAL REGULATION SELF-ASSESSMENT TOOL

It is important to develop an awareness of emotional and sensory regulation for students with ASC across a variety of different situations. Teaching students to recognise how they are feeling and develop an awareness of a sliding scale is a significant part of removing barriers to participation.

This reflective activity can help to identify calming activities and potential stressors, which in turn can help students to self-manage and staff to support them in doing this.

Please see the example below and use the template in the Appendix with your own pupils.

Emotions	Scale (Level)	Activities that make me:
 This makes me lose control	5	<ul style="list-style-type: none"> I get annoyed if people cheat or I think something is unfair. I don't like dancing in front of other people. I'm scared of balloons.
 This can really upset me	4	<ul style="list-style-type: none"> It upsets me when teachers shout and I do not like it when you blow a whistle. I hate balloons.
 This can start to make me feel nervous	3	<ul style="list-style-type: none"> I get nervous if you ask me to demonstrate things or work with people I do not know.
 This activity I am mostly OK with	2	<ul style="list-style-type: none"> I'm OK with circuit training sessions in a small group.
 This activity never bothers me and helps me relax	1	<ul style="list-style-type: none"> I like sensory circuits. I like activities that I can do on my own like riding a bike or fitness sessions.

EMOTIONAL REGULATION SELF-ASSESSMENT TOOL

For planning sessions, lessons and activities, we recommend using the key questions below to reflect on adapting and differentiating for all.



Inclusion is about welcoming diversity, benefiting all participants, supporting the excluded and providing equal access to education for all. Inclusion is a positive response to diversity. It identifies and removes barriers, ensures participation for all and actively looks to focus on the achievement of the marginalised and excluded who might be underachieving (UNESCO). The inclusion approach in school sport, community sport and play environments is one entirely based on the Social Model of Disability.

COMPARING THE MEDICAL AND SOCIAL MODELS OF DISABILITY IN EDUCATION

<p>THE MEDICAL MODEL</p> <ul style="list-style-type: none"> • Child is faulty • Diagnosis and labelling • Impairment is focus of attention • Segregation and alternative services • Re-entry if normal enough or permanent exclusion • Society remains unchanged

<p>THE SOCIAL MODEL</p> <ul style="list-style-type: none"> • Child is valued • Strengths and needs identified • Barriers identified and solutions developed • Resources made available • Diversity welcomed; child is welcomed • Society evolves

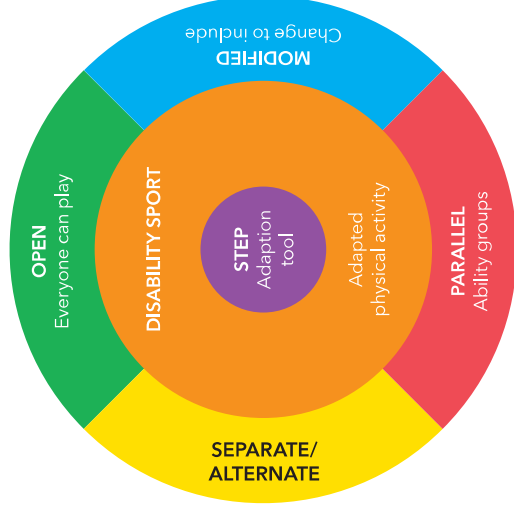
The Social Model of Disability (UPAIS, 1974)

THE INCLUSION PROCESS - ADAPTING AND DIFFERENTIATING FOR ALL

According to the Social Model of Disability, and reflecting human rights, we should value the diversity of the young people we are working with and look for opportunities for them to achieve their goals. **As PE and sport leaders, we can positively change their experience by changing our approach!**

One way to do this is to design an aim or objective to the lesson, session or activity - something that you want the young people to achieve. For example, it could be to send an object from one place to another. By using your knowledge of the young people (Education and Health Care plans, Social Narratives (see example in Appendix), Baseline Assessment for Learning, Observation, Environmental or Sensory Audit Wheels), their starting point can be assessed. The Inclusion Spectrum and STEP Model (Stevenson/Black, 2012) is a great resource to help you.

THE INCLUSION SPECTRUM AND STEP (SPACE, TASK, EQUIPMENT AND PEOPLE)



STEP stands for:	How can I change...
SPACE	where is the activity happening?
TASK	what is happening?
EQUIPMENT	what is being used?
PEOPLE	who is involved?

UNDERSTANDING EACH PART OF THE INCLUSION SPECTRUM HELPS TO PLAN FOR ALL

OPEN	This is what activity looks like when all can access without any adaptation.	An open activity to some can be very complex and challenging to others. Use STEP to simplify.
MODIFIED	This is what activity looks like when changes have been made to include.	Use the STEP model to change to include (including S for Speed around processing time for instructions).
PARALLEL	This is what activity looks like when ability groupings are formed.	Use the STEP model to adapt the session aim or lesson objective for different ability groupings.
SEPARATE	This is what activity looks like as a specific intervention.	Activity can be used as an intervention to support, e.g. a sensory circuit or an adapted skill activity.
DISABILITY SPORT	This is what activity looks like when using naturally inclusive activities.	Use naturally inclusive activities (see TOP Sportsability) to engage and offer options.

SIGN UP TO TOP SPORTSABILITY TO ACCESS IDEAS AND EMBED YOUR LEARNING

www.topsportsability.co.uk sign up code: YSTINCLUSION30

It is important to note that young people on the autistic spectrum may still face challenges, even when activities are heavily adapted or differentiated. Refer to and use the considerations earlier in this booklet around the sensory and environmental needs of the young people.

Each young person on the autistic spectrum is individual and different. Use the Inclusion Spectrum planning model, the STEP tool and what we know about the young person in terms of their sensory profile and emotional regulation to make every effort to include them in activity.

AN EXAMPLE OF THE INCLUSION PROCESS USING TOP SPORTSABILITY

Can Everyone Play? Use the model diagram opposite and reflect on the autistic young people you work with. Think of a typical activity that you deliver, e.g. Domes and Dishes. Give this activity an aim e.g. **learning to turn over a cone**. Start at 'OPEN (Everyone Can Play)'. Reflect on those young people who are not accessing the activity or engaging in the lesson. It might be the noise generated by competition is too loud, the high-speed interaction with others, the random use of space or the idea of teamwork. How can you adapt the activity to support participation and achievement?

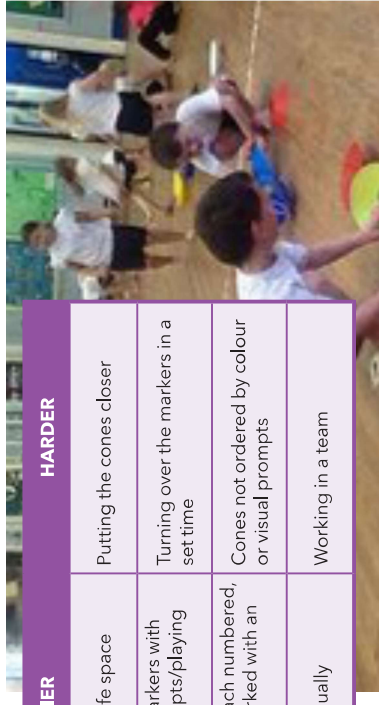
One way is '**Modifying the Activity (Change to Include)**': Use what you know about the young person to help you plan these changes (you might write their name and their 'triggers' around the model of the Inclusion Spectrum detailing your STEP changes). Share the changes (using a visual schedule, or on an iPad) before the lesson with the young person and ask them afterwards how the changes worked for them.

Parallel Activity might be useful as the ability range within the group widens. Ability groups (created around the assessment of the young people's physical, social and cognitive ability or sensory needs) are useful to help young autistic people access the aims of the session or lesson. The different skill levels and levels of understanding could help support which ability group a young person accesses. You might also adapt or change the lesson aim, e.g. **turning over cones in a set time**.

Separate Activity might be more relevant. It might be that the young person works on a different activity such as a sensory circuit or a calming activity (such as a scoot-board). These interventions might support the young person in accessing part of the session or lesson aim, or prepare them to access it at another point in time.

EXAMPLE OF STEP APPLIED TO 'DOMES AND DISHES'

	EASIER	HARDER
SPACE (AND ENVIRONMENT)	Zoning and a safe space	Putting the cones closer
TASK	Turning over markers with individual prompts/playing without talking	Turning over the markers in a set time
EQUIPMENT (AND RESOURCES)	Fewer cones, each numbered, coloured or marked with an arrow	Cones not ordered by colour or visual prompts
PEOPLE	Working individually	Working in a team

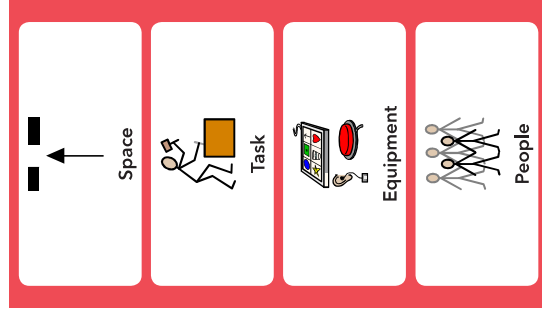


TOP TIPS

Complex tasks might need simplifying into more simple tasks - use the Inclusion Spectrum and STEP to Change to Include and use visual schedules such as the TEACCH strip to support transitions with activities (see Appendix for examples of TEACCH resources).

Physical activity usually takes place in a highly challenging sensory environment without structure. Try to structure all activities highly and pre-empt sensory issues based on all that you know about the young person.

Changing equipment or tasks might bring sensory challenges, e.g. balloons are good for skill-learning but might be a sensory challenge for some young people as they associate it with the 'bang' sound when a balloon goes pop. Activities such as 'Domes and Dishes' or 'Tag' might seem easy to understand. To some young people on the autistic spectrum (with significant sensory support needs), seemingly easy activities are very complex and need planning ahead of time. Reflect on how to use the Inclusion Spectrum and STEP adapting tool to make changes to the activity, but always in conjunction with everything you know about the young person's needs, your assessment and contributing environmental factors.



SIMPLE STEPS

By adding an 'S' to STEP, you could consider the speed a young person needs to process your instructions/the activity.

/// Pupils with autism are 'visual thinkers' and even those with high IQs need visual support."

(Grandin, 1992, Joliffe, Landsdown and Robinson 1992)

STRUCTURE AND ROUTINE: CREATING 'HIGHLY STRUCTURED' SESSIONS AND LESSONS

From an early age all pupils learn a timetable to give structure to their day, helping with planning, organisation and transitioning from one activity to another. Some pupils with ASC, regardless of age, may require this as a written, visual reminder of the structure of their day or PE lesson. Establishing a clear routine ensures pupils know exactly what they are doing and ensures a high degree of consistency in PE lessons, giving 'typicality' (which Olsted looks for). Giving young people with ASC a high degree of consistent structure allows them to orientate themselves to the space and environment, as well as the task, thus assisting them to focus on the activity.

An example of this level of structure in PE regarding getting changed and ready for the lesson would include:

- Pupils have a designated place to change which is marked through an object of reference/name/picture of either themselves and/or an object that interests them (in this case an Angry Bird which is a motivator for the pupil).
- Same people next to them in the changing rooms when they are getting changed
- Designated area to place clothes and items such as bags and books
- Schedule can be altered depending on designated area (hall, gym, pool, outside)
- Typical activity to start lesson (e.g. 5 minutes on a cardio machine as part of a fitness lesson or doing butterfly skills at the start of a table tennis lesson)
- This process is fully reversed back into the changing rooms.



This level of structure gives young people consistent anchors to help them orientate through the lesson and can lead to young people being able to cope with more and more high energy group activities as they grow in confidence, develop higher level skills and flexibility of thought.

These strategies may not work for all young people with ASC. It may be that a long term learning outcome is that the person can become independent in getting changed for PE over a period of time. In the meantime, it may be more appropriate for the young person to get changed somewhere else, in a place like their classroom with less noise that they feel more secure in.

For further ideas please refer to the 'Passpart to Movement' template in the Appendix which may support you to determine when a child is ready to fully access the PE lesson.

SUMMARY

By employing a social model of disability and making reasonable adjustments to the environment, ALL young people, including those with autism and social communication difficulties, can access a varied menu of PE, sport and physical activity.

Understanding individual needs, and using the inclusion spectrum comprising tools such as STEP, will ensure that activities are appropriately differentiated to ensure the wide variety of needs and abilities of people on the ASC spectrum are met.

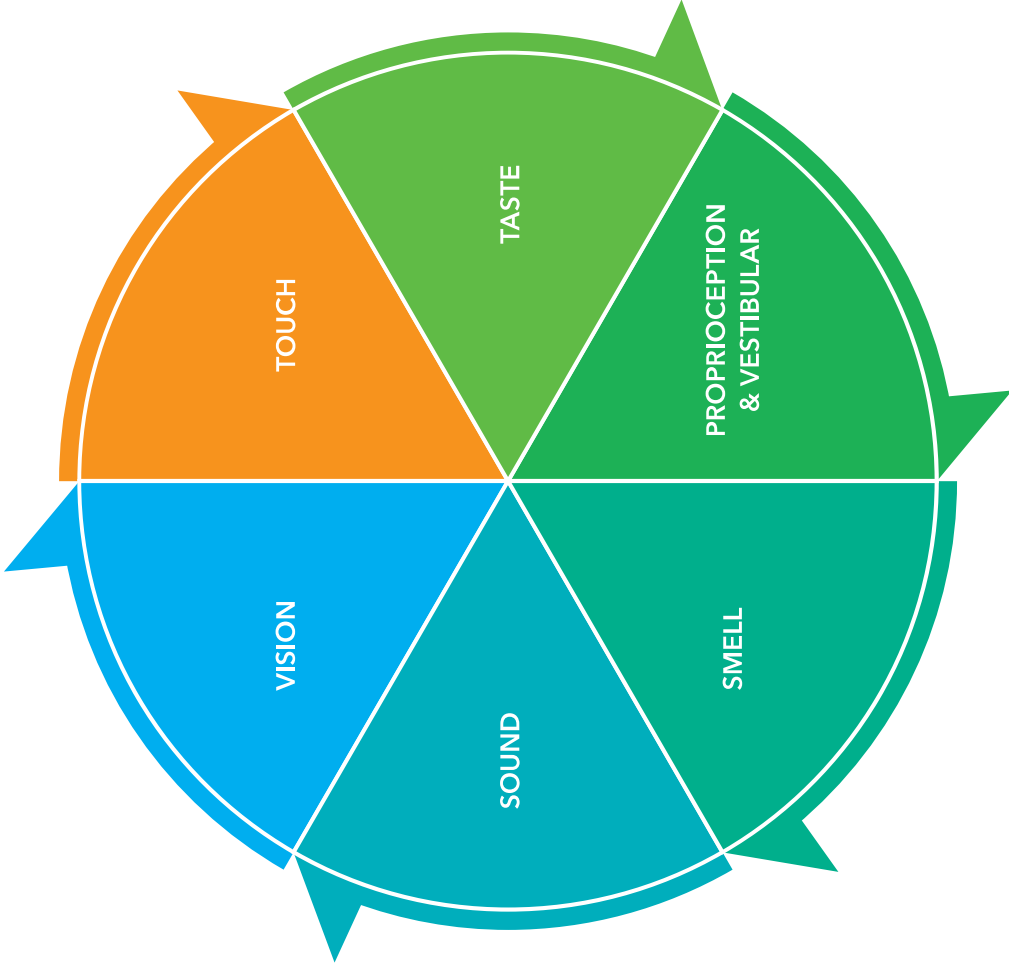
Having considered the (1) language and communication, (2) social interaction, (3) flexibility of thought and (4) sensory processing needs of children and young people on the autism spectrum we can ensure that every child receives the health, social and emotional benefits of being involved in inclusive PE, sport and physical activity for life. In the words of Dr John Ratey (2010) "we are born movers", "we can alter our mental state by physically moving" (p.63), "physical activity is the natural way to prevent the negative consequences of stress" (p.64). As such, PE and sport, proprioceptive and vestibular movement is essential to emotional regulation, reducing anxiety (p.91) and can have significant positive effects on functioning for all.

APPENDIX

TEACHER SENSORY / ENVIRONMENTAL AUDIT TEMPLATE

Venue/Club/Facility:

List a range of factors you need to consider in your environment (e.g. we have to use of canteen space for PE so the smells from the kitchen may have an impact on our pupils. The space is cold so in hot weather pupils may lie on the floor to get the sensory input).



APPENDIX

ACTIVITY ENVIRONMENTAL SENSORY AUDIT TEMPLATE

Activity 1:

Shade in the sensory input scale for each sense (Low 1 to High 5)

5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1
SIGHT	SOUND	TOUCH	TASTE	SMELL	PROPRIOCEPTION	VESTIBULAR		

Activity 2:






Shade in the sensory input scale for each sense (Low 1 to High 5)

5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1
SIGHT	SOUND	TOUCH	TASTE	SMELL	PROPRIOCEPTION	VESTIBULAR		

APPENDIX

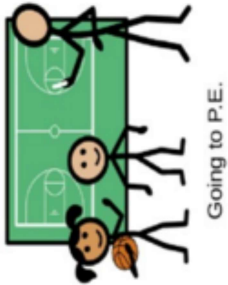
EMOTIONAL REGULATION SELF-ASSESSMENT TOOL

Name:

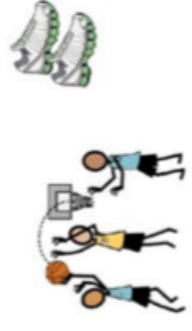
Emotions	Scale (Level)	Activities that make me:
 <p>This makes me lose control</p>	5	
 <p>This can really upset me</p>	4	
 <p>This can start to make me feel nervous</p>	3	
 <p>This activity I am mostly OK with</p>	2	
 <p>This activity never bothers me and helps me relax</p>	1	

APPENDIX

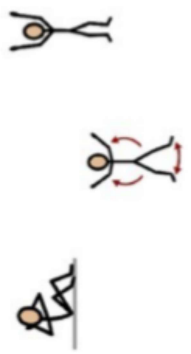
EXAMPLE OF A SOCIAL NARRATIVE (TAKEN FROM LINDSEY ETZELMILLER)



P.E. is fun! We get to play games and run around.



We get to run and play in P.E., but I have to wear my tennis shoes to keep me safe.



When I come in to the gym, I will go to my station. We rotate when the music changes.

APPENDIX

LESSON/SESSION STRUCTURE TEMPLATE

Schedule: Give clear timings to a pupil of the structure of your lesson.

Time	Activity	Considerations

TEACCH symbols: Get pupils to place the images in order to create their routine within a lesson – a great way to encourage independence for any child.

GYMNASTICS EXAMPLES



TRAMPOLINING EXAMPLES



APPENDIX

A PASSPORT TO MOVEMENT CHECKLIST

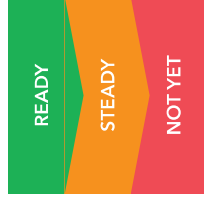
'A' is for Autism, a starting place. 'PASS' is for Physical Activity and School Sport which will help me feel good and calm when I find the right one(s). Use this checklist to see if pupils are ready to access PE.

Kit & sensory need:



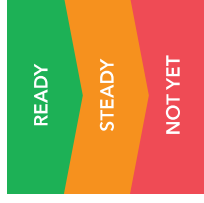
- I am happy to wear your PE kit
- I need a few slight changes to meet my sensory needs
- I am not ready for getting changed

Changing & sensory need:



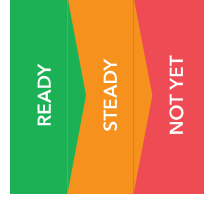
- I am happy to change with others in the changing rooms/my classroom
- I prefer to change on my own
- I am not ready for getting changed

Structure & communication:



- I just need you to tell me what we are doing
- I need a visual schedule
- I need to take slow steps and 'dip' into bits of the lesson first

Activities:



- I love physical activity and school sport and can do anything
- I like individual activities first like walker, riding and fitness
- I need to just get started with sensory circuits and movement breaks

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