

Exercise (ECE) ---Tip Sheet for Professionals---

Exercise ECE

Exercise is ...

- the physical activity in which we engage in order to achieve a healthier level of physical fitness
- a potential antecedent intervention for learners with ASD to increase desired behaviors and decrease inappropriate behaviors

Why Use?

- Learners with ASD often have lower levels of physical activity than their typically developing peers; exercise can improve physical fitness and may also create opportunities for interactions with peers
- Exercise has been used successfully as an antecedent intervention to increase desired behaviors such as academic engagement, time on task, correct responding, and task completion
- Exercise has also been used as an antecedent intervention to decrease inappropriate behaviors such as aggression, self-injury, self-stimulatory/stereotypic behaviors, and time off task

Outcomes

- The evidence-base for ECE supports the use of this practice to address the outcomes below:

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Behavior	Behavior		No studies
	School-Readiness			
		Motor	Motor	
	Academic			



TIPS:

- Create an exercise plan that is based on assessment data and incorporates learner interests.
- When used as an antecedent intervention, try to design an exercise plan that is at least 10-20 minutes in duration, results in moderate to vigorous physical exertion, and is implemented shortly before the target behavior is most likely to occur.
- Remember to consult a physical education expert or even a physician when designing a plan for learners with any physical or medical health issues.



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This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

**For more
information visit:**
www.afirm.fpg.unc.edu



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STEPS FOR IMPLEMENTING

1. Plan

- Identify potential exercise activities.
- Conduct individualized exercise assessment.
- Develop an exercise plan
- Plan for any needed supports
- Obtain and organize all needed materials and equipment

2. Use

- Teach the learner the exercise routine
 - use visual cues as needed; reference the visual schedule for the routine as transitioning to each movement activity
 - model each movement activity
 - prompt as needed (visual, verbal, physical)
- Reinforce learner engagement and completion of the exercise routine
- Fade prompts and any tangible reinforcement as quickly as possible when criterion is met

3. Monitor

- Collect data on engagement in exercise routine and target behaviors
- Determine next steps based on learner progress