



P.E.rfect Goal Bank

Physical Education Goals and Objectives Guide



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Project title: An Autism and Behaviour Management training for P.E. school teachers

Project number: KA220-SCH-D6D31EDD

Website: <https://perfectproject.org/>

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Partners



The Institute for Studies in Social Inclusion, Diversity and Engagement (INSIDE EU) was set up in Tralee, Co. Kerry Ireland by Dirk van der Merwe, a paraplegic athlete, coach and mentor, to provide empowerment and adapted health-enhancing physical activity for disabled people, especially wheelchair users.

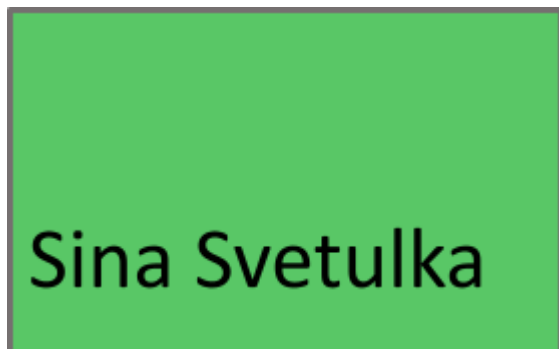
The Institute additionally provides expertise in empowerment and inclusion in education and employment for persons with fewer opportunities, especially persons with a disability. It delivers training for youth workers, sports coaches, teaching assistants and teachers throughout the island of Ireland and Europe. INSIDE EU has vast experience in developing inclusion tools and inclusive adapted and transferable gamification to develop persons with fewer opportunities and to engage people with any ability or disability so that everyone can participate together in the same activity at the same time.

INSIDE EU are highly experienced in creating accessible and inclusive resources including 2D and 3D animations and video.

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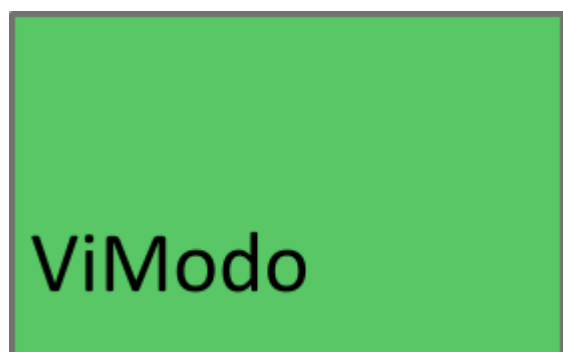
The Association for Improving the Quality of Life of People with Autism Spectrum Disorders "Blue Firefly" (Sina Svetulka) was founded on 28.02.2017 in Skopje based on the 15 years of experience in the field of autism of the founders.

The mission of the organisation is to improve the quality of life of people with autism and their families, raising awareness of the potential through education and direct support of children and adults with autism, their families, professionals and the general public.

Overall goals of the organisation are:

- Improving the quality of life of children and people with autism by discovering and maximising their potential;
- Treatment of children with autism.
- Education of families and professionals on methods of working.
- Promotion of rights and promotion of new ideas for improving the quality of life.
- Encouraging scientific and professional work in this field and

Activities for the inclusion of children and people with autism.



ViModo is a research and education organisation based in Cyprus, specialised in the fields of research, innovation and social inclusion. We strive to develop and implement sustainable solutions to meet the needs of people with fewer opportunities and their families.

The organisation has extensive experience in:

- Educational courses: Designing and delivering face-to-face and online educational courses to professionals (VET training), adults and youth.
- Research and innovation: Conducting research and developing innovation and development projects.
- Autism and Special Education: Designing and delivering specialized training programs and providing support to professionals, families, and people with autism and other neurodevelopmental disorders
Autism and Applied Behaviour Analysis (ABA): Providing support and training for parents and professionals who work with individuals with ASD as well as classroom management strategies for teachers. Training is based on evidence-based approaches from ABA.
- Social inclusion and integration: Designing and delivering projects to enhance social inclusion and integration.
- Education and Inclusion: providing real learning opportunities for everyone
- Cognitive Behavioural Therapy: improving functioning and quality of life through CBT approaches.

Masarykova Univerzita

MUNI Institute for Research
PED in Inclusive Education

We believe that education is not just a matter of age or social status. We actively support research. We are open-minded and dedicated to influencing the lives of people around us.

We have been creating a smarter world since 1919 – currently 10 faculties and 400 study programmes provides an almost unlimited course offer. What is Masaryk University like? Multidisciplinary. Explore the study offer. Specialize, experiment, and discover new challenges.

Masaryk University in numbers:

- 85 % – graduates employed in their field;
- 82 % – graduates who would choose to study at MU again;
- 2.5 % – graduates unable to find their dream job within two years;
- 400 – study programmes
- 30,500 – students;
- 7,000 – graduates per year.

ACD La Hoya



ACD La Hoya is a Spanish Cultural and Sport association based on the principles of cooperation, integration, environment protection, solidarity, humanity and universal human values and promotes an environment in which the community will be able to create, think, realise their ideas and build positions and reactions on important issues. Develop activities in the rural community as art, sport and culture, also dedicated to the successful implementation and participation of European projects to bring the youth and senior Europe closer.

BSDA



BSDA
Bulgarian Sports
Development Association

The Bulgarian Sports Development Association (BSDA) was founded in 2010 as a non-profit public benefit organisation devoted to the development of sport and culture in Bulgaria.

Main priorities of BSDA:

- Reviving sport culture
- Volunteering in sport
- Education through and in sport
- Good governance in sport
- Integration through sport
- Skills of the future and entrepreneurship.

As sport is about ambition, emotion and inspiration initiated by the people for the people, the sector should be based on the personal convictions of decision-makers for integrity, dedication and fairness as well as on the principles of “fair play”, teamwork, discipline, equal start and non-discrimination.

Szkola Podstawowa z Oddziałami Integracyjnymi nr 12



Szkola Podstawowa z Oddziałami Integracyjnymi are an Primary Integrational School in Cracow, Poland. We have 400 students, including 73 children from Ukraine. The school has classic and integration classes. A regular class may have up to 30 students and the integration class, up to 20.

In an Integration Class, there may be a maximum of 5 students with Special Educational Needs (Aphasia, Asperger's Syndrome, Autism Spectrum, Mild and Moderate Intellectual Disability). The integrational class has two teachers - an educator and a supporting teacher. The tutor's role is to conduct lessons with the teacher, co-organise the education, and help the child with the lesson material and support them.

Children in the class learn together. They can have different development paths, but in didactic lessons, additional activities such as chess, additional English, etc. and physical activities, they participate together according to their abilities.

Introduction

This document provides guidelines for Physical Education (PE) teachers to create goals and objectives for their students using the principles of Applied Behaviour Analysis (ABA). The goal of this guide is to ensure that the goals and objectives are observable, measurable, and follow good practices for shaping and successive approximations.

Assessment Tool: The first step in creating goals and objectives for students is to administer an assessment tool to identify the areas where the student needs improvement. The assessment tool should measure the student's current skill level in each area of focus. -see: [PErfect Behavioral Physical Education Assessment Tool for Children with Autism in Primary School \(ages 5-11\)](#)

Skill Breakdown: Once the areas for improvement have been identified, the next step is to break down the skills into smaller, observable and measurable behaviours. This can be achieved through task analysis, which involves breaking down a complex skill into smaller, manageable parts.

Task analysis is a critical component of applied behaviour analysis (ABA) that involves breaking down complex skills or behaviours into smaller, more manageable components. As noted by Baer, Wolf, and Risley (1968), "task analysis provides a way of looking at behaviour that enables its effective manipulation."

Task analysis is important because it allows teachers to teach a wide range of skills, including academic, social, and behavioural skills, in a structured and effective manner. By breaking down complex skills into smaller, more manageable steps, students are able to better understand what is expected of them, and are more likely to be successful in acquiring new skills. As noted by LeBlanc, Ricciardi, and Luiselli (2005), "task analysis is an essential element in the development of effective educational and therapeutic programs."

Creating a task analysis involves identifying the goal behaviour and breaking it down into smaller steps. Once each step has been identified, the teacher can create a task analysis chart or table, using clear and concise language that students will understand. As noted by Cooper, Heron, and Heward (2007), "a task analysis provides a blueprint for teaching complex skills and ensures that each component of the skill is taught systematically and thoroughly."

Once the task analysis has been created, the teacher can then model the behaviour or skill, while also pointing out each step in the task analysis. By doing so, the student is able to

better understand the process and visualise what they need to do. Depending on the student's skill level, the teacher may need to provide different types of prompts such as verbal, visual, or physical prompts, to help the student successfully complete each step.

Providing positive reinforcement when a student successfully completes each step of the task analysis is also important. As noted by Kazdin (2010), "positive reinforcement is one of the most powerful tools in shaping behaviour." By providing positive reinforcement, students feel motivated and encouraged to continue learning the skill.

Examples

For example, if the skill to be improved is throwing a ball accurately, the following behaviours can be identified:

- Grasp the ball with both hands
- Step forward with the dominant foot
- Rotate the body towards the target
- Extend the arms and release the ball
- Follow through with the throwing motion

Incremental Goals and Objectives: After breaking down the skills, the next step is to create incremental goals and objectives that will help the student achieve the desired skill. Incremental goals involve breaking down the target skill into smaller, achievable steps that build upon each other. The objectives should be observable and measurable so that progress can be tracked. For example, if the target skill is throwing a ball accurately, the following incremental goals and objectives can be established:

- Goal 1: The student will be able to grasp the ball with both hands and hold it for 3 seconds.
 - Objective 1: The student will grasp the ball with both hands for 1 second.
 - Objective 2: The student will grasp the ball with both hands for 2 seconds.
 - Objective 3: The student will grasp the ball with both hands for 3 seconds.
- Goal 2: The student will be able to step forward with the dominant foot while holding the ball.
 - Objective 1: The student will step forward with the dominant foot without holding the ball.
 - Objective 2: The student will step forward with the dominant foot while holding the ball with one hand.

- Objective 3: The student will step forward with the dominant foot while holding the ball with both hands.

Guidelines for Creating Goals and Objectives:

- Start by identifying the skill that needs improvement and the success criteria. For example, when **presented with a multi-step direction** (e.g., take off your shoes and go sit on the floor) without having their name stated, the child will **follow all parts of the direction without assistance, for 4 out of the 5 (80%) opportunities**.
- Break down the skill into smaller, observable and measurable behaviours using task analysis. Create incremental goals and objectives that build upon each other to achieve the desired skill.
- Use positive language in the goals and objectives, focusing on what the student can do instead of what they cannot do.
- Include a timeline for achieving the goals and objectives.
- Regularly assess the student's progress and adjust the goals and objectives accordingly.

Prompts:

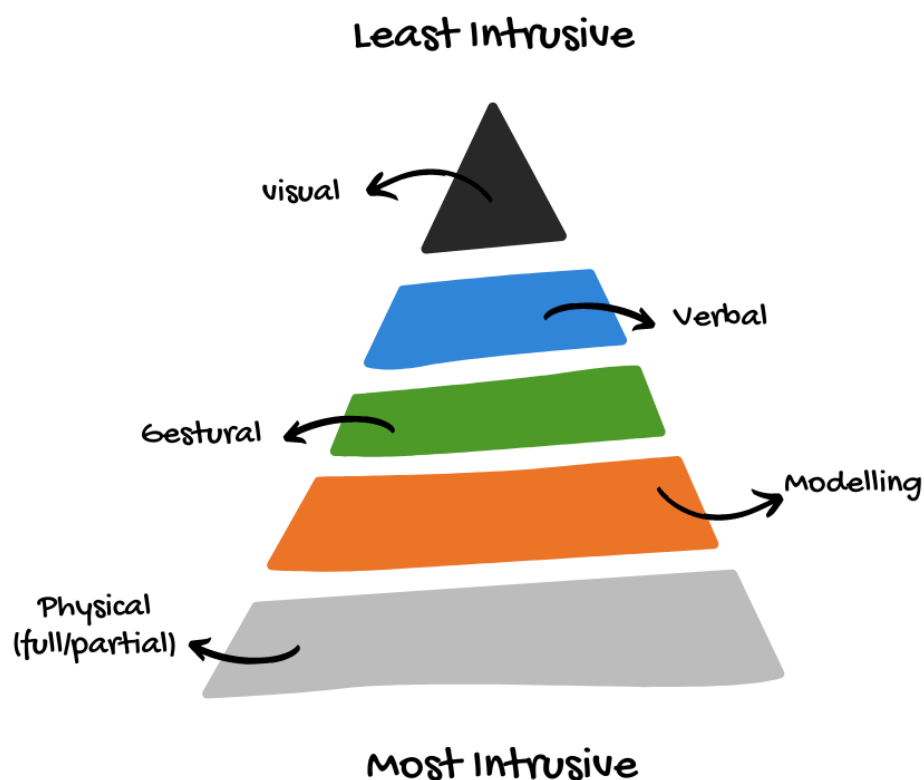
Prompts refer to cues or assistance provided to individuals to help them learn and perform desired behaviours. Prompts are used as a teaching strategy to guide individuals towards the correct response when they are initially learning a new skill or when they need additional support. The most common prompts are:



Prompt hierarchy:

The prompt hierarchy is a systematic approach that outlines the order in which prompts are presented, ranging from more intrusive prompts to less intrusive prompts. The most-to-least prompt hierarchy begins with more intrusive prompts, such as full physical prompts or direct modelling, where the individual is physically guided or shown exactly how to perform the behaviour. As the individual becomes more proficient, the prompts gradually decrease in intrusiveness, progressing to verbal prompts, visual prompts, and finally fading out prompts altogether, allowing the individual to respond independently. The goal of the prompt hierarchy is to promote skill acquisition and eventual independence by gradually reducing the level of assistance provided.

PROMPT HIERARCHY



Priming:

Priming refers to a technique used to prepare and familiarise individuals with upcoming activities, transitions, or expectations. It involves providing advance information or exposure to relevant materials or cues that will be encountered in a specific situation.

This technique can help students with autism by reducing anxiety, increasing predictability, and promoting smoother transitions. It can take various forms, such as visual schedules, social stories, or verbal reminders.

Goal Bank

Behavioural Skills in the PE Context

B1: Follows multi-step directions when they are given directly to the child.

Objective 1: When the child is presented with a one-step direction (e.g., take off your shoes) without having their name stated, they will follow all parts of the direction without assistance, as observed on 4/5 (80%) opportunities.

Objective 2: When the child is presented with a multi-step direction (e.g., take off your shoes and go sit on the floor) with their name stated, they will follow all parts of the direction without assistance, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: When the child is presented with a multi-step direction (e.g., take off your shoes and go sit on the floor) without having their name stated, they will follow all parts of the direction without assistance, as observed on 4/5 (80%) opportunities.

B2: Follows 1-step directions in a group of 5 or more children.

Objective 1: When presented with a one-step direction in a group of 2-3 children, the child will follow the direction, with their name stated, without any physical assistance or verbal prompts, as observed on 4/5 (80%) opportunities.

Objective 2: When presented with a one-step direction in a group of 3-4 children, the child will follow the direction, without their name stated or any physical assistance or verbal prompts, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: When presented with a one-step direction in a group of 5 or more children, the child will follow the direction without any physical assistance or verbal prompts, as observed on 4/5 (80%) opportunities.

B3: Follows basic PE classroom rules that are posted in the classroom/have been reviewed throughout the full duration of a PE session.

Objective 1: When presented with a visual cue of a posted classroom rule (e.g., a small copy of the rules taped to the floor near where the child sits) during a PE session, the child will verbally state the rule and follow it without any physical assistance or verbal prompts, as observed on 4/5 (80%) opportunities.

Objective 2: During a PE session, the child will follow the classroom rules that have been reviewed at the beginning of the session and posted in the classroom without any physical assistance or verbal prompts, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During a PE session, the child will independently follow all the classroom rules that are posted in the classroom without any physical assistance or verbal prompts, as observed on 4/5 (80%) opportunities.

B4: Approaches a peer at least once during the PE session to ask a question or request an item

Objective 1: During a PE session, when the child needs an item or has a question, they will approach a peer and request the item or ask the question without any verbal prompts, but with physical prompting (e.g., the teacher gently guiding the child over to a peer to initiate) or modelling from the teacher, as observed on 4/5 (80%) opportunities.

Objective 2: During a PE session, when the child needs an item or has a question, they will approach a peer and request the item or ask the question with the help of a teacher's verbal prompt (e.g., reminder from the teacher to go ask a peer), as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During a PE session, when the child needs an item or has a question, they will independently approach a peer and request the item or ask the question without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

B5: Responds to a question/request presented in a group of 5 or more children to either give an answer or complete an action at least once during a PE session

Objective 1: During a PE session, when the child is asked a question or requested to complete an action in a group of 3-4 children, they will respond by giving an answer or completing the action with the help of a teacher's modelling or gesture prompt, as observed on 4/5 (80%) opportunities.

Objective 2: During a PE session, when the child is asked a question or requested to complete an action in a group of 5 or more children, they will respond by giving an answer or completing the action with the help of a teacher's verbal prompt, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During a PE session, when the child is asked a question or requested to complete an action in a group of 5 or more children, they will independently respond by giving an answer or completing the action without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

B6: Arrives to PE class with appropriate items (e.g., clothing/footwear).

Objective 1: On scheduled PE days, when reminded by the teacher, the child will arrive to class with appropriate clothing/footwear for PE, as observed on 4/5 (80%) opportunities.

Objective 2: On scheduled PE days, without any prompts, the child will arrive to class with most of the needed clothing/footwear for PE (80%), as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: On scheduled PE days, the child will independently arrive to class with all appropriate clothing/footwear for PE as observed on 4/5 (80%) opportunities.

B7: Moves from one activity to another (transitions) throughout the PE session without emitting challenging behaviour or needing assistance

Objective 1: After priming, when signalled by the teacher to move to the next activity, the child will transition to the next activity without emitting challenging behaviour, with physical and visual prompts (such as a visual schedule), as observed on 4/5 (80%) opportunities.

Objective 2: Without priming, when signalled by the teacher to move to the next activity, the child will transition to the next activity without emitting challenging behaviour, with verbal prompting, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: When signalled by the teacher to move to the next activity, the child will independently transition to the next activity without emitting challenging behaviour or needing assistance, as observed on 4/5 (80%) opportunities.

B8: Demonstrates abilities to label own behaviour and set own goals.

Objective 1: When given a choice between two options (e.g., "I'm sitting quietly or I'm making noise"), the child will choose the right label for their own behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: When asked (verbally prompted) by the teacher (e.g., what are you doing right now?), the child will label their own behaviour (e.g., "I am sitting quietly"), as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: The child will independently label their own behaviour and set their own goal (e.g., "I need to work on sitting quietly and sharing with others") without prompting or support, as observed on 4/5 (80%) opportunities.

B9: Appropriately communicates wants and needs to the PE teacher during the session.

Objective 1: During the PE session, when the child wants or needs something, they will appropriately communicate their wants and needs to the PE teacher, after teacher modelling the correct behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During the PE session, when the child wants or needs something, they will appropriately communicate their wants and needs to the PE teacher, with just a gestural or partial verbal prompt from the teacher, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During the PE session, when the child wants or needs something, they will independently and appropriately communicate their wants and needs to the PE teacher without any prompts or support, as observed on 4/5 (80%) opportunities.

B10: Demonstrates a new skill in a group-teaching format of 5 or more children.

Objective 1: When presented with a new skill in a group-teaching format of 2-3 children, the child will demonstrate the skill with help/prompts from the teacher (full or partial physical prompt), as observed on 4/5 (80%) opportunities.

Objective 2: When presented with a new skill in a group-teaching format of 2-3 children, the child will demonstrate the skill with some help/prompts from the teacher (modelling, gestural, verbal prompt) as observed on 4/5 (80%) opportunities.

Objective 3: When presented with a new skill in a group-teaching format of 5 or more children, the child will demonstrate the skill with help/prompts from the teacher (full or partial physical prompt), as observed on 4/5 (80%) opportunities.

Objective 4: When presented with a new skill in a group-teaching format of 5 or more children, the child will demonstrate the skill with some help/prompts from the teacher (modelling, gestural, verbal prompt) as observed on 4/5 (80%) opportunities.

Objective 5/GOAL: When presented with a new skill in a group-teaching format of 5 or more children, the child will independently demonstrate the skill without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

B11: Throughout the duration of the PE session engages in behaviours that support the learning of all children.

Objective 1: During the PE session, the child will refrain from challenging behaviours that can obstruct the learning of other children with the help (full or partial physical prompts) from the teacher, as observed on 4/5 (80%) opportunities. For example, when the child engages in behaviours that can distract the other students (e.g shouting) the teacher will redirect the child to the activity.

Objective 2: During the PE session, the child will engage in behaviours that support the learning of all children with the help (verbal, visual or gestural prompts) from the teacher to refrain from behaviours that might impact other children negatively., as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During the PE session, the child will independently engage in behaviours that support the learning of all children without any prompts or support from the teacher,

as observed on 4/5 (80%) opportunities.

B12: Stays within the group setting of 5 or more children throughout the PE session

Objective 1: During the PE session, the child will stay within the group setting of 5 or more children with the help of partial or physical prompts from the teacher to remain within the designated area, as observed on 4/5 (80%) opportunities.

Objective 2: During the PE session, the child will stay within the group setting of 5 or more children with verbal, visual or gestural prompting from the teacher, to remain within the designated area, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During the PE session, the child will independently stay within the group setting of 5 or more children without any prompts or support from the teacher, remaining within the designated area, as observed on 4/5 (80%) opportunities.

B13: Responds to all questions/requests presented by peers during a PE session.

Objective 1: During a PE session, when peers ask questions or make requests, the child will respond to all of them with the help of model prompts from the teacher, as observed on 4/5 (80%) opportunities.

Objective 2: During a PE session, when peers ask questions or make requests, the child will respond to all of them with the help of partial verbal or visual prompts from the teacher, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During a PE session, when peers ask questions or make requests, the child will independently respond to all of them without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

Sensory Skills in the PE Context

S1: Feet leaving the ground.

Objective 1: When the child is asked about/asked to engage in a PE activity where their feet leave the ground (e.g., jumping), they will communicate their opinion using words/gestures/AAC/PECS with the help of prompts (e.g., model of the communication response from the teacher) with the teacher prompting them to refrain from challenging behaviour (i.e teacher showing a visual reminder/card to the student), as observed on 4/5 (80%) opportunities.

Objective 2: When the child is asked about/asked to engage in a PE activity where their feet leave the ground (e.g., jumping), they will communicate their opinion using words/gestures/AAC/PECS with the help of prompts (e.g., model of the communication response from the teacher) without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: When the child is asked about/asked to engage in a PE activity where their feet leave the ground (e.g., jumping), they will independently communicate their opinion using words/gestures/AAC/PECS without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

S2: Communicates opinion about falling/heights during PE activities such as climbing a rope or ladder to a tall slide without engaging in challenging behaviour.

Objective 1: During PE activities involving climbing (e.g. a rope or ladder to a tall slide), when prompted by the teacher (e.g, verbal prompt) the child will communicate their opinion about falling/heights using words, gestures, AAC (Augmentative and Alternative Communication), or PECS (Picture Exchange Communication System) with the teacher prompting them to refrain from challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During PE activities involving climbing (e.g. a rope or ladder to a tall slide), when prompted by the teacher (e.g, verbal prompt) the child will communicate their opinion about falling/heights using words, gestures, AAC, or PECS without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During PE activities involving climbing a rope or ladder to a tall slide, the child will independently and consistently communicate their opinion about falling/heights using words, gestures, AAC, or PECS without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

S3: Communicates opinion about having head upside down during PE activities such as somersaults or using gymnastics equipment without engaging in challenging behaviour.

Objective 1: During PE activities involving turning upside down such as somersaults or using gymnastics equipment that involve having the head upside down, when prompted by the teacher, (e.g, verbal prompt) the child will communicate their opinion about having the head upside down using words, gestures, AAC (Augmentative and Alternative Communication), or PECS (Picture Exchange Communication System) with the teacher prompting them to refrain from challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During PE activities involving turning upside down such as somersaults or using gymnastics equipment that involve having the head upside down, when prompted by the teacher, (e.g, verbal prompt) the child will communicate their opinion about having the head upside down using words, gestures, AAC, or PECS without engaging in any challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During PE activities involving turning upside down such as somersaults or using gymnastics equipment that involve having the head upside down, the child will independently and consistently communicate their opinion about having the head upside down using words, gestures, AAC, or PECS without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

S4: Communicates opinion about being touched/touching others during PE activities such as holding hands when forming a circle or doing partner yoga poses without engaging in challenging behaviour.

Objective 1: During PE activities involving close contact such holding hands or doing partner yoga poses, when prompted by the teacher (verbally) the child will express their opinion about being touched or touching others, using any form of communication (PECS, Verbal, sign language) with the teacher prompting them to refrain from challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During PE activities involving close contact such holding hands or doing partner yoga poses, when slightly prompted by the teacher (i.e visual reminder) the child will express their opinion about being touched or touching others, using any form of communication (PECS, Verbal, sign language) without engaging in any challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: The child will actively participate in physical education activities involving touch, such as holding hands while forming a circle or performing partner yoga poses, without displaying challenging behaviour; if there is a situation in which the child feels uncomfortable, the child will independently express their opinion using any form of communication, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

S5: Communicates opinion about standing in line/close to others during PE activities such as waiting in line to get a drink of water or guarding someone during PE class without engaging in challenging behaviour.

Objective 1: During PE activities involving standing in close proximity such as waiting in line or guarding someone, when prompted by the teacher (i.e verbally) the child will express their opinion about standing close to others, using any form of communication (PECS, Verbal, sign language) with the teacher prompting them physically (full or partial prompt) to refrain from challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During PE activities involving standing in close proximity such as waiting in line or guarding someone, when prompted by the teacher (i.e visual prompt) the child will express their opinion about standing close to others, using any form of communication (PECS, Verbal, sign language) without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During PE activities involving standing in close proximity such as waiting in line or guarding someone, without any prompt by the teacher the child will express their opinion about standing close to others, using any form of communication (PECS, Verbal, sign language) without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

S6: Communicates opinion about excessive movement during PE activities such as spinning or fast dancing without engaging in challenging behaviour.

Objective 1: During PE activities such as spinning or fast dancing, the child, when prompted by the teacher (i.e. verbally, physically), will use a communication system (e.g., verbal communication, picture exchange system, communication app) to express their opinion about excessive movement, with the teacher prompting them physically (full or partial prompt) to refrain from challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During PE activities such as spinning or fast dancing, the child, when lightly (less intrusively) prompted by the teacher (i.e. visual reminder), will use a communication system (e.g., verbal communication, picture exchange system, communication app) to express their opinion about excessive movement, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities

Objective 3/GOAL: During PE activities such as spinning or fast dancing, the child will independently request an alternative activity or modify the level of movement during PE activities when feeling uncomfortable utilising a predetermined communication system, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

S7: Communicates opinion about having to remain still during PE activities such as freeze dance without engaging in challenging behaviour/constant movement.

Objective 1: During PE activities, after prompted by the teacher (i.e. verbally), the child will express their opinion about having to remain still, with the teacher prompting them physically (full or partial prompt) to refrain from challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During PE activities, after being lightly prompted by the teacher (i.e. visual reminder), the child will express their opinion about having to remain still, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During PE activities, the child will independently request movement breaks or modifications to the activity when feeling uncomfortable with remaining still, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

S8: Communicates opinion about being in a noisy environment during PE activities such as children and staff talking at the same time in an echoey gymnasium without engaging in challenging behaviour.

Objective 1: During PE activities, after prompted by the teacher (i.e. verbally), the child will express their opinion about being in a noisy environment, with the teacher prompting them physically (full or partial prompt) to refrain from challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During PE activities, with only light prompts by the teacher (i.e. visual reminder), the child will express their opinion about being in a noisy environment, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During PE activities, the child will independently express their opinion about being in a noisy environment, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

S9: Communicates opinion about being in brightly lit environments during PE activities without engaging in challenging behaviour.

Objective 1: During PE activities in a brightly lit environment, after being prompted by the teacher (i.e. verbal, physical prompt), the child will communicate their opinion about being there, with the teacher prompting them physically (full or partial prompt) to refrain from challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 2: During PE activities in a brightly lit environment, after being lightly prompted (using a less intrusive prompt) by the teacher (i.e. visual reminder), the child will communicate their opinion about being there, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

Objective 3/GOAL: During PE activities in a brightly lit environment, the child will independently communicate their opinion about being there, without engaging in challenging behaviour, as observed on 4/5 (80%) opportunities.

Motor Skills in the PE Context

M1: Imitates a motor action sequence modelled by the PE teacher.

Objective 1: When the PE teacher demonstrates a single motor action (i.e. arms up), the child will imitate the sequence with the help of full or partial physical prompts from the teacher, as observed on 4/5 (80%) opportunities.

Objective 2: When the PE teacher demonstrates a single motor action (i.e. arms up), the child will imitate the sequence with some help, such as verbal, model, or gestural prompts from the teacher, as observed on 4/5 (80%) opportunities.

Objective 3: When the PE teacher demonstrates a single motor action (i.e. arms up), the child will independently imitate the sequence without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

Objective 4: When the PE teacher demonstrates a motor action sequence, the child will imitate the sequence with the help of full or partial physical prompts from the teacher, as observed on 4/5 (80%) opportunities.

Objective 5: When the PE teacher demonstrates a motor action sequence, the child will imitate the sequence with some help, such as verbal, model, or gestural prompts from the teacher, as observed on 4/5 (80%) opportunities.

Objective 6/Goal: When the PE teacher demonstrates a motor action sequence, the child will independently imitate the sequence without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

M2: Hops on one foot across the room for a distance of at least 7 metres without falling.

Objective 1: With the help of full or partial physical prompts from the teacher (i.e. teacher holding one leg up, teacher supporting child to balance), the child will hop on one foot across the room for a distance of at least 1 metre without falling, as observed on 4/5 (80%) opportunities.

Objective 2: With some help, such as a model prompt from the teacher, the child will hop on one foot across the room for a distance of at least 1 metre without falling, as observed on 4/5 (80%) opportunities.

Objective 3: The child will independently hop on one foot across the room for a distance of at least 1 metre without falling, as observed on 4/5 (80%) opportunities.

Objective 4: With the help of full or partial physical prompts from the teacher (i.e. teacher holding one leg up, teacher supporting child to balance), the child will hop on one foot across the room for a distance of at least 3 metres without falling, as observed on 4/5 (80%) opportunities.

Objective 5: With some help, such as a model prompt from the teacher, the child will hop on one foot across the room for a distance of at least 3 metres without falling, as observed on 4/5 (80%) opportunities.

Objective 6: The child will independently hop on one foot across the room for a distance of at least 3 metres without falling, as observed on 4/5 (80%) opportunities.

Objective 7: With the help of full or partial physical prompts from the teacher (i.e. teacher holding one leg up, teacher supporting child to balance), the child will hop on one foot across the room for a distance of at least 7 metres without falling, as observed on 4/5 (80%) opportunities.

Objective 8: With some help, such as model prompts from the teacher, the child will hop on one foot across the room for a distance of at least 7 metres without falling, as observed on 4/5 (80%) opportunities.

Objective 9/Goal: The child will independently hop on one foot across the room for a distance of at least 7 metres without falling, as observed on 4/5 (80%) opportunities.

M3: Throws a ball overhand from 4 metres away to hit a target about 1 metre in size.

Objective 1: With the help of full or partial physical prompts from the teacher, the child will throw a ball overhand from 1 metre away to hit a target about 2 metres in size, as observed on 4/5 (80%) opportunities.

Objective 2: With some help such as model prompts from the teacher, the child will throw a ball overhand from 1 metre away to hit a target about 2 metres in size, as observed on 4/5 (80%) opportunities.

Objective 3: The child will independently throw a ball overhand from 1 metre away to hit a target about 2 metres in size, without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

Objective 4: With the help of full or partial physical prompts from the teacher, the child will throw a ball overhand from 2 metres away to hit a target about 1.5 metres in size, as observed on 4/5 (80%) opportunities.

Objective 5: With some help such as a model prompt from the teacher, the child will throw a ball overhand from 2 metres away to hit a target about 1.5 metres in size, as observed on 4/5 (80%) opportunities.

Objective 6: The child will independently throw a ball overhand from 2 metres away to hit a target about 1.5 metres in size, without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

Objective 7: With the help of full or partial physical prompts from the teacher, the child will throw a ball overhand from 4 metres away to hit a target about 1 metre in size, as observed on 4/5 (80%) opportunities.

Objective 8: With some help, such as a model prompt from the teacher, the child will throw a ball overhand from 4 metres away to hit a target about 1 metre in size, as observed on 4/5 (80%) opportunities.

Objective 9/Goal: The child will independently throw a ball overhand from 4 metres away to hit a target about 1 metre in size, without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

M4: Bounces and catches a tennis ball with one hand.

Objective 1: With the help of full or partial physical prompts from the teacher, the child will bounce and catch a tennis ball with two hands, as observed on 4/5 (80%) opportunities.

Objective 2: With some help, such as model prompts from the teacher, the child will bounce and catch a tennis ball with two hands, as observed on 4/5 (80%) opportunities.

Objective 3/Goal: The child will independently bounce and catch a tennis ball with two hands, without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

Objective 4: With the help of full or partial physical prompts from the teacher, the child will bounce and catch a tennis ball with one hand, as observed on 4/5 (80%) opportunities.

Objective 5: With some help, such as model prompts from the teacher, the child will

bounce and catch a tennis ball with one hand, as observed on 4/5 (80%) opportunities.

Objective 6/Goal: The child will independently bounce and catch a tennis ball with one hand, without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

M5: Kicks a stationary ball so that it travels in the air at least 4 metres.

Objective 1: With the help of full or partial physical prompts from the teacher, the child will kick a stationary ball so that it travels in the air at least 1 metre, as observed on 4/5 (80%) opportunities.

Objective 2: With some help, such as model prompts from the teacher, the child will kick a stationary ball so that it travels in the air at least 1 metre, as observed on 4/5 (80%) opportunities.

Objective 3: The child will independently kick a stationary ball so that it travels in the air at least 1 metre, without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

Objective 4: With the help of full or partial physical prompts from the teacher, the child will kick a stationary ball so that it travels in the air at least 2 metres, as observed on 4/5 (80%) opportunities.

Objective 5: With some help, such as model prompts from the teacher, the child will kick a stationary ball so that it travels in the air at least 2 metres, as observed on 4/5 (80%) opportunities.

Objective 6: The child will independently kick a stationary ball so that it travels in the air at least 2 metres, without any prompts from the teacher, as observed on 4/5 (80%) opportunities.

Objective 7: With the help of full or partial physical prompts from the teacher, the child will kick a stationary ball so that it travels in the air at least 4 metres, as observed on 4/5 (80%) opportunities.

Objective 8: With some help, such as model prompts from the teacher, the child will kick a stationary ball so that it travels in the air at least 4 metres, as observed on 4/5 (80%) opportunities.

Objective 9/GOAL: The child will independently kick a stationary ball so that it travels in the air at least 4 metres, without any support from the teacher, as observed on 4/5 (80%)

opportunities.

M6: Within 5 seconds runs 3 metres, picks up an item, then runs 3 metres back with the item (without dropping it).

Objective 1: With the help of full or partial physical prompts from the teacher, the child will complete the task within 10 seconds, walking 2 metres, picking up an item, and walking 2 metres back with the item without dropping it, as observed on 4/5 (80%) opportunities.

Objective 2: With some help, such as model, or gestural prompts from the teacher, the child will complete the task within 10 seconds, walking 2 metres, picking up an item, and walking 2 metres back with the item without dropping it, as observed on 4/5 (80%) opportunities.

Objective 3: The child will independently complete the task within 10 seconds, walking 2 metres, picking up an item, and walking 2 metres back with the item without dropping it, as observed on 4/5 (80%) opportunities.

Objective 4: With the help of full or partial physical prompts from the teacher, the child will complete the task within 5 seconds, running 3 metres, picking up an item, and running 3 metres back with the item without dropping it, as observed on 4/5 (80%) opportunities.

Objective 5: With some help, such as model, or gestural prompts from the teacher, the child will complete the task within 5 seconds, running 3 metres, picking up an item, and running 3 metres back with the item without dropping it, as observed on 4/5 (80%) opportunities.

Objective 6/Goal: The child will independently complete the task within 5 seconds, running 3 metres, picking up an item, and running 3 metres back with the item without dropping it, without any prompts or support from the teacher, as observed on 4/5 (80%) opportunities.

Glossary

Priming refers to a technique used to prepare and familiarise individuals with upcoming activities, transitions, or expectations. It involves providing advance information or exposure to relevant materials or cues that will be encountered in a specific situation.

This technique can help students with autism by reducing anxiety, increasing predictability, and promoting smoother transitions. It can take various forms, such as visual schedules, social stories, or verbal reminders

Prompts: refer to cues or assistance provided to individuals to help them learn and perform desired behaviours. Prompts are used as a teaching strategy to guide individuals towards the correct response when they are initially learning a new skill or when they need additional support.

Shaping: "a behavioural term that refers to gradually moulding or training an individual to perform a specific behaviour by reinforcing any behaviours that come close to the desired one.

Successive approximations: incremental steps toward the ultimate desired behaviour

PERfect

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