



CAPTAIN X

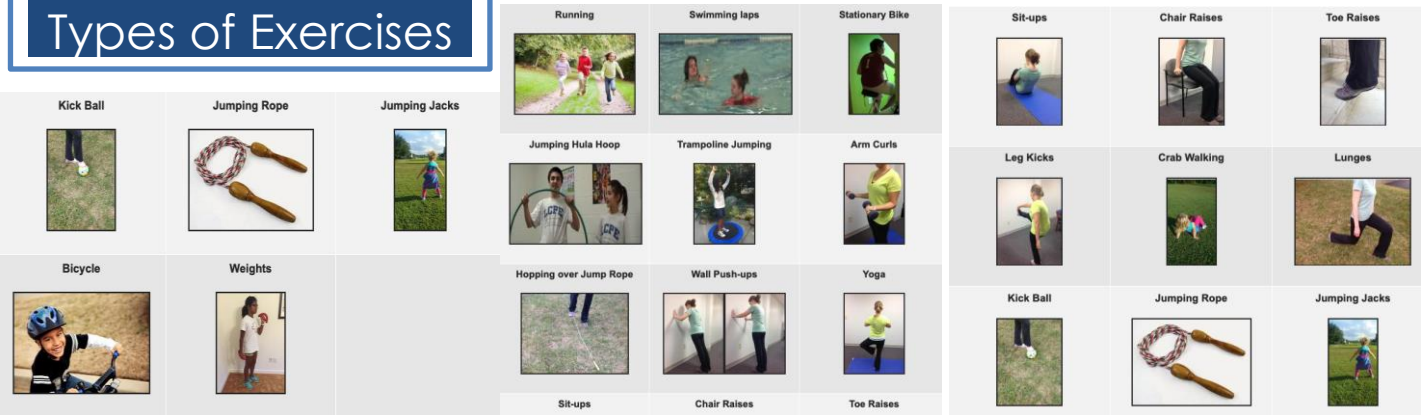
Evidence-Based Practice of the Month:

Exercise (ECE)

Exercise usually refers to the physical activity in which we engage in order to achieve a healthier level of physical fitness. The integration of daily opportunities for physical activity for learners with ASD is important for improving their basic physical fitness. In addition to physical fitness, exercise also can be used as an intervention for learners with ASD to increase desired behaviors, such as academic engagement, time on task, correct responding, and task completion. Exercise can decrease inappropriate behaviors, such as aggression, self-injury, self-stimulatory/stereotypic behaviors, and time off task.

Free online module to learn more about ECE: <https://afirm.fpg.unc.edu/exercise>

Types of Exercises



In the classroom:

- Create an exercise plan that is based on assessment data and incorporates learner interests.
- When used as an antecedent based 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 physical or medical health issues.

At home:

- Notice what kinds of exercise or movement activities your child seems interested in and try to schedule time for practicing that activity.
- Find opportunities to teach, practice and encourage engagement in new exercise or movement.
- Consider planning exercise activities in your schedule at home prior to times that are sometimes challenging for your child; for example, have your child engage in an exercise activity before completing homework or household chores.