CERTIFICATION
LEVEL 1 | ONLINE LEARNING SYLLABUS AND ASSIGNMENTS

Assignment Prior to class

Why are YOU here? (Participants share your story on the Discussion Board)

ILT Unit I Lesson 1 (1.5 hour) (Day 1)

I | Introduction

Objective: By the end of this section, you will know the history of Autism Fitness®, our brand mission, and who we are here to support both educationally and through our programming.

1. **History of Autism Fitness® and the Certification Level I**
2. **Who we are Here to Support (Parents, Professionals)**
3. **The Brand Mission (The Movement for Movement)**

Assignment:

A. **Guidebook:** Review Pages

B. **Autism Fitness® Toolbox:**

C. **Read Blog Articles:**
   Operational Definitions Autism Fitness® for Families

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ILT Unit I Lesson 2 (1.5 hours) (Day 2)

II | Autism and ASD Overview: A Fitness/APE Perspective

Objective: By the end of this section, you will be able to identify the traits common to ASD and understand how those deficits and challenges correspond to fitness and physical activity. You will be able to distinguish the differences between general movement skills and sports-based activities.

1. **Common Hallmarks of Autism Spectrum Disorder**

2. **How these Deficits Relate to Fitness and APE**

3. **Autism and Common Physical Deficits**

4. **Fitness vs. Sports programmings**

III | The PAC Profile® Method

Objective: By the end of this section you will gain an understanding of the PAC Profile® method and how it is used to identify current abilities in each area of development.

1. **Physical Functioning: A Gross Motor and Needs-Based Perspective**

2. **Adaptive Functioning: Common Behavior Issues and Positive Behavior Support**
   *EC videos of athletes w/ various Bx issues (Videos from Toolbox)

3. **Cognitive Functioning: High/Low versus Level of Comprehension**
   (Video from Toolbox w/ corresponding section)

Assignment:

A. Guidebook:

B. Autism Fitness® Toolbox:

C. Read Articles:
   Gaining (Play)Ground for Young Individuals with Autism

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ILT Unit 2 Lesson 1 (1.5 hours) (Day 3)

IV | PAC Profile® Assessment (Physical)

Objective: By the end of this section you will gain an understanding of the Assessment process and the specific exercises (the Autism Fitness® 15) used in Autism Fitness® programming.

1. **General Assessment Goals; What are we looking for with each exercise?**

2. **Assessing Physical Skills: The Autism Fitness® 15**

3. **Warm-up/Mobility: Hurdle Steps, Cone Touches, Bear Walk/Crawls, Overhead Band Walk, Walking Band Pulls**
   (Images and Videos of each exercise + video from Level I Seminars)

4. **Dynamic Movement: Dynamax Push, Overhead, and Scoop Throws, Rope Swings**
   (Images and Videos of each exercise + video from Level I Seminars)

5. **Strength/Stability/Strength Endurance: Squats, Presses, Pull-downs, Rows, Farmers Walk, Heavy Carry**
   (Images and Videos of each exercise + video from Level I Seminars)

6. **Games and Preferred Activities: Cone Carnage, Non- and Quasi-Competitive Activities**
   (Images and Videos of each exercise + video from Level I Seminars)

Assignment: With a partner(s), practice Warm Up, Dynamic Movement, Strength exercises

A. **Guidebook:**

B. **Autism Fitness® Toolbox:**

C. **Read Articles:**
   Picking up Heavy Things: Building Strength and Autism
   Movement of the Moment: Alternating Push and Overhead Throws

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ILT Unit 2 Lesson 2 (1.5 hour) (Day 4)

V | PAC Profile® Assessment (Adaptive and Cognitive)

Objective: By the end of this section you will have learned the essential concepts and methods of assessing adaptive and cognitive skills as they relate to fitness and APE programming.

1. **Assessing Level of Motivation (video examples)**
2. **Contingencies, Pairing, and Reinforcement**
3. **On-Task Behavior and Stimulus Control**
4. **Cognitive Assessment; Verbal Directions**
5. **Examining Short-term Recall and Sequencing**

ILT Unit 2 Lesson 3 (1.5 hours) (Day 5)

VI | Exercise Selection: Progression and Regression

Objective: By the end of this session you will gain an understanding of why, from Physical, Adaptive, and Cognitive perspectives, we progress and regress each exercise.

1. **The importance of Appropriate Progressions and Regressions**
2. **Why we Regress, Why we Progress**
3. **Regression from Physical, Adaptive, and Cognitive Perspectives**

Assignment:

A. **Guidebook:**

B. **Autism Fitness® Toolbox:**

C. **Read Articles:**
   Progressing with Visual/Kinesthetic Prompts
   Autism Fitness® Concepts; Prompting
   Moving the Goalpost; In-Session Assessment
   When to Progress; Understanding Mastery Criteria

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ILT Unit 3 Lesson 1 (1.5 hours) (Day 6)

VII | Positive Behavior Support: Increasing Adaptive Functioning

Objective: In this section you will learn how to assess levels of motivation for each exercise and the go-to positive behavior support strategies used in Autism Fitness® programming.

1. **Where Your Athlete is at for Each Exercise**
2. **Behavior-Specific Praise (BSP)**
3. **Providing Contingencies/Premack Principle**
4. **Planned Ignoring and Redirection**
5. **Maladaptive Behavior and Safety**

ILT Unit 3 Lesson 2 (1.5 hours) (Day 7)

VIII | Optimal Coaching and Cuing: Addressing Cognitive Needs

Objective: In this section you will explore and understand the Autism Fitness® optimal coaching strategies. You will develop a working knowledge of coaching practices that enable our athletes to perform each exercise as independently as possible.

1. **Label ⟶ Demo ⟶ Do and Cue**
2. **Supports; Visuals, Latency, Social Narratives/Stories**
3. **Using Language Effectively; Prosody, Word Choice, Tone**

Assignment:

A. **Guidebook:**

B. **Autism Fitness® Toolbox:**

C. **Read Articles:**
   Know then Go; Why a Keen Coaching Eye is Necessary
   The 3 Laws of Labeling; The Function of Language in
   Autism Fitness® Programming

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ILT Unit 4 Lesson 1 (1.5 hours) (Day 8)

IX | Programming for 1-to-1 and Group/Class Sessions

Objective: In this section you will learn how to structure each session with the appropriate exercise in each phase. We will explore the similarities and differences between 1-to-1 and small group programming. You will learn how to account for individual needs within a group/class setting.

1. **Warm/up Mobility Phase**
2. **Dynamic Movement Phase**
3. **Strength/Stability/Strength Endurance**
4. **Games/Preferred Activities**
5. **Circuits and Supersets**
6. **Group Programming Models**

ILT Unit 5 Lesson 1 (Day 9)

X | Putting it All Together/Practical Prep

1. **Reviewing Equipment**
2. **Objects versus Objectives**
3. **Program Implementation**

* Live Practical (Regional Only, Mandatory for Certification)

9am-10am: Introductions

10am-10:30am: Review of the PAC Profile®

10:30am-12pm: Practicing Warm-up/Mobility with Regressions and Progressions (Group demos)

12pm-1pm: Lunch Break

1pm-2pm: Practicing Dynamic Movement with Regressions and Progressions (Group demos)

2pm-3pm: Practicing Strength/Stability/Strength Endurance with Regressions and Progressions (Group demos)

3pm-4pm: Review of Positive Behavior Support + Coaching and Cuing

4pm-5:30pm: Group practice with PAC Profile® programming (Demonstrating Progression/Regression, Positive Behavior Support, Cuing and Cuing)