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# SPORTISM – MANUAL AUTISM AND ITS CHALLENGES

GA n°101090484 - SPORTISM - ERASMUS-SPORT-2022-SCP



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## Document Data

Deliverable: "SPORTISM – MANUAL AUTISM AND ITS CHALLENGES"

WP No & Title: Work Package 3 :[Educational – training] - Training of trainers through a website

Lead partner: Društvo za kulturo inkluzije

Partners involved: ASC Kory Francis (lead partner of the task); Mandeleo for children, SK Milan Petrović, Center for autism Rijeka

Distribution level: international, online

Reviewed by: Project partners, Subject Matter Experts, Peer Review

Document Version: last version number 2

Status: definitive

## Document History

Version	Date	Author/Organization	Changes
0.1	-march 2024	-ACS Kory Francisc	-
0.2	- <u>april</u> 2024	-ACS Kory Francisc	-added chapter titles and table of content
0.3	-	-	-
0.4	-	-	-

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ISBN 978-86-906616-1-9



CIP - Katalogizacija u publikaciji  
Biblioteke Matice srpske, Novi Sad

616.896-053.2:796(035)

**MANIU, Dragos Adrian, 1976-**

Sportism [Elektronski izvor] : manual : autism and its challenges / [authors Maniu Dragos Adrian, Maniu Emese Agnes, Daniela Tamas]. - Novi Sad : Sportsko društvo "Milan Petrović", 2024

Način pristupa (URL): <https://sportismproject.eu/forum-insights-e-manual/>. <https://tinyurl.com/mryuxa5j> - Opis zasnovan na stanju na dan 10.10.2024.

ISBN 978-86-906616-1-9

1. Maniu, Emese Agnes, 1978- [аутор] 2. Tamaš, Daniela, 1973- [аутор]  
а) Деца -- Аутизам -- Спорт -- Приручници

COBISS.SR-ID 154219273

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## Contents

Introduction.....	6
Chapter 1.....	7
WHAT IS AUTISM?.....	7
Autism spectrum disorder are classified according to the development of intellectual and language functionality:.....	7
Common areas of difference.....	9
1. Social interaction and communication.....	9
Nonverbal exchanges.....	9
Verbal exchanges.....	9
Small chat and jesting.....	10
Mutually beneficial dialogue.....	10
Eye contact.....	11
Physical boundaries.....	11
Empathy.....	11
2. Restricted and repetitive patterns of behaviours, activities or interests.....	12
Change.....	12
Hypothetical thinking.....	12
Single focus.....	13
3. Sensory differences.....	13
Tactile.....	13
Visual.....	13
Auditory.....	14
Gustatory.....	14
Olfactory.....	14
Proprioceptive.....	14
Sensory processing differences.....	15
Sport and physical activity have numerous advantages.....	15
Some of the perceived challenges to participation in sport and physical activity for people on the autism spectrum, in order to try and dispel some of the myths.....	17
Chapter 2.....	19
<i>FORUM QUESTIONS AND ANSWERS</i> .....	19
Physical activity and stereotypical behavior.....	19
Game strategies.....	24
Training of volunteers working with kids with special needs.....	31
Team sports and autism.....	32

GA n°101090484 - SPORTISM - ERASMUS-SPORT-2022-SCP



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Visual/digital support.....	34
Coordination and balance.....	36
Training autistic children.....	46
Teaching strategies.....	50
Adjustments in sports.....	59
Noisy environment.....	61
Stereotype movements.....	69
Time and space perception.....	77
Yoga and autism.....	86
Coordination difficulties.....	92
Coaching autistic children.....	100
Strength exercise.....	113



## Introduction

Sports and physical activity not only keep people healthy and fit but also boost their self-worth, foster social skills, enhance their mental and overall welfare. Numerous individuals on the spectrum autism miss out on these advantages because people in charge of sports and physical activity aren't often aware of how the disease affects people with "hidden" differences such increased anxiety and terror in social circumstances, difficulties with perception, and difficulties comprehending body language and metaphor.

Sometimes people view certain behaviours as problems, yet there may be a number of other explanations for the behaviours, such as a response to managing a sensory sensitivity or misinterpreting certain signals.

This tool will serve as a manual and offer helpful tactics for engaging persons on the autistic spectrum in sports and physical exercise. It is crucial to keep in mind that each autistic person is unique, thus this material should only be used as a reference. When it comes to teaching sport and physical activity to your participants, you will discover that there is no "one size fits all" solution.





## Chapter 1

### WHAT IS AUTISM?

*ASD (autism spectrum disorder) is a lifelong condition, of which the manifestations and impact are likely to vary according to age [developmental stage], intellectual and language abilities, co-occurring conditions and environmental context. It also affects how they make sense of the world around them. It is a spectrum condition, which means that, while all people on the autism spectrum share certain differences, their condition will affect them in different ways. Some autistic people may also have accompanying learning disabilities, mental health issues or other conditions, meaning different people need different levels of support. According to ICD10 Asperger syndrome is a form of Pervasive developmental disorders; which also includes autism. But according to the new ICD 11 classification Asperger's syndrome is not mentioned.*

Autism spectrum disorder are classified according to the development of intellectual and language functionality:

- without disturbance intellectual development with or without mild damage functional language 6A02.0
- with disorder intellectual development with or without mild damage functional language 6A02.1
- without disturbance intellectual development and with damage functional language 6A02.2
- with disorder intellectual development and with damage functional language 6A02.3
- with disorder intellectual development and absence functional language 6A02.5

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- other specified 6A02.Y and unspecified 6A02.Z

People with this diagnosis are often of average or above average intelligence. They have fewer problems with speech but may still have differences with understanding and processing language. Although the corresponding learning difficulties linked to autism are not typically present in people with Asperger syndrome, they may have some learning disabilities, like dyslexia and dyspraxia.

Autism can affect people of all ages, races, and social, religious, and cultural origins. Since autism is a lifelong diagnosis, children with the disorder will inevitably grow up to be adults with the disorder.

## Facts about autism

### Key Autism Statistics & Facts

1. According to the CDC, around 1% of the world's population has autism spectrum disorder – over 75,000,000 people.
2. In 2022, 1 in every 100 children are diagnosed with autism spectrum disorder.
3. In 2023, the CDC reported that around 1 in 36 children in the U.S. is diagnosed with autism.
4. Autism prevalence has increased 178% since 2000.
5. The country with the highest rate of diagnosed autism in the world is Qatar, and the country with the lowest rate is France.
6. About 4 times as many boys are diagnosed with autism as girls.
7. The rate of autism in the U.S. went from 1 in 150 in 2000 to 1 in 100 in 2022.
8. The state with the highest rate of diagnosed autism is Florida.
9. The state with the lowest rate of diagnosed autism is Texas.
10. Over the last ten years, approximately 707,000 to 1,116,000 teens (70,700 to 111,600 every year) will enter adulthood and age out of school based autism services.
11. About 75% of autistic adults are not employed, but that number rises to 85% for autistic adults who have received a degree.
12. Around 40% of autistic children are nonverbal, so finding nonverbal methods of communication is crucial.

13. Around 78% of autistic children have another mental health condition, with more than one-fourth of autistic children also having ADHD.
14. Around 80% of autistic children also experience some delay in their motor skills, like walking or holding a pencil to write.
15. Almost 50% of 25-year-olds with autism have never held a paying job.
16. The cost of caring for Americans diagnosed with autism had reached \$268 billion in 2015 and could increase to \$461 billion by 2025.
17. Most of autism's costs in the U.S. are for adult services. Specifically, around \$175 to \$196 billion per year for adults and \$61 to \$66 billion per year for children.
18. Medical expenditures for children and adolescents with autism were 4.1 to 6.2 times greater than for those without autism, on average.

## Common areas of difference

It is important to be aware that the characteristics of autism vary from one person to another; but in general, all people on the autism spectrum share differences in the following main areas:

1. social communication and social interaction
2. restricted and repetitive patterns of behaviours, activities or interests
3. sensory processing.

### 1. Social interaction and communication

There may be variations in verbal and nonverbal communication among individuals with autism. Many take language quite literally and believe that others always mean exactly what they say.

## Nonverbal exchanges

Eye contact, tone of voice, body language, gestures, and facial expressions are examples of nonverbal communication. Roughly 80% of communication, according to certain research, do not have developed functional communication. Numerous autistic individuals report experiencing significant challenges in recognising and deciphering nonverbal cues. This can make it extremely difficult to grasp what someone is attempting to say, particularly if they employ nonverbal cues and don't express themselves clearly and concisely.

## Verbal exchanges

Some autistic individuals may do not have a developed verbal communication at all or speak very little. Even if they can understand what other people are saying to them, they would rather communicate with others via non-traditional methods like sign language or visual symbols.

Some people may speak well, but they may still struggle to appreciate the reciprocal nature of discussions. As a result, they may repeat other people's words or phrases or talk incessantly about their own interests.

*"Instructions must be delivered step by step. They must be clear, concise and avoid any ambiguity with set rules and structures." Andrew Edwards, recreational athlete*

Owing to these variations in communication and engagement, some individuals with autism may find it difficult to comprehend the following:

## Small chat and jesting

Small chat is frequently utilized in sports and physical activity sessions to build rapport with teammates or as a springboard with new participants. Some autistic persons find it difficult to participate in small talk, and some even describe it as a tough concept to grasp since they don't see the point in talking about things like the weather or the commute to the sessions. Some express a desire to strike up a conversation but struggle with what to say. It can be tempting to ask for information right immediately or discuss a topic of interest rather than engage in small talk.

On the other hand, a lack of small chat can be interpreted as impolite or uninterested. Being perceived in this manner could impede the growth of social or professional connections.

Sarcasm is often a major component of banter. Since it can be challenging to tell when someone is being serious or not, sarcasm can be challenging to understand.

## Mutually beneficial dialogue

There are many complicated and unspoken conversational norms. It may take a lot of effort and concentration for autistic persons to understand these principles and to adhere to them. Some claim that they have to carefully consider every aspect of their conversations, attempting to determine when to join in, how to start a conversation, when to stop talking, whether their contribution is appropriate, and whether they fully understand the topic at hand.

It can become difficult and uncomfortable to have a conversation, and for some people it could be simpler to avoid them completely.

## Eye contact

Making eye contact is a social custom that has great significance for numerous individuals. This is due to the fact that seeing another person's eyes gives them the impression that they are being heard and understood. Some individuals with autism may not adhere to the accepted guidelines for eye contact; instead, they may make excessively intense or insufficient eye contact.

This may be a sensory problem for certain individuals, who may find it uncomfortable to make such intense eye contact. For some, it could be too challenging to intentionally maintain eye contact while attempting to carry on a discussion.

## Physical boundaries

The laws governing physical boundaries between individuals in specific physical activity scenarios vary based on a number of aspects, including the nature of the activity, the size of the area, and the proximity of the relationships. An autistic person may find it challenging to follow these intricate guidelines and determine how close or far away from other individuals.

## Empathy

The capacity to comprehend and react to the emotions of another individual is known as empathy. Determining someone's emotional state from their nonverbal signs is frequently the first step in demonstrating empathy. A person's emotional state can be difficult for some autistic people to deduce due to their inability to recognize nonverbal clues.

Some people explain that in order to recognize and respond to someone's feelings, they must perceive a very clear sign of those feelings. For instance, they could require verbal cues to indicate that someone is sad or they might need to witness a visible sign like tears. When someone doesn't express their emotions clearly, an autistic person may misunderstand what they're doing or appear to have an absence of empathy.

People with autism may have difficulty forming friendships due to differences in their social interaction style; some may like to socialise and make friends but may not know how to start. Others might find it easy to make friends, but they might do so with the wrong people, take advantage of them, be obliging, and lack the maturity to stop relationships.

## 2. Restricted and repetitive patterns of behaviours, activities or interests

Patterns help us to make sense of abstract concepts, anticipate and comprehend the behavior of others, and conceive scenarios that are not part of our everyday lives. Pattern differences cause autistic people to occasionally struggle with:

### Change

Individuals on the autistic spectrum frequently talk about how change causes them to feel extremely stressed and anxious. This can include relational changes like a new coach or player joining a team, environmental changes like modifications to the activity space, or situational changes like competing against a new team in a competition or having to follow new regulations due to a different referee. Some people talk about how hard it is for them to deal with change, which makes them extremely dependent on regularity and order in every area of their lives.

Change can be particularly difficult to cope with if it is unexpected, unexplained or occurs at the last minute. Being given advance notice can help people to prepare for and cope with change.

## Hypothetical thinking

Making predictions about future outcomes or consequences can often require hypothetical thinking; imagining situations which have not been directly experienced. Some autistic people can find it very difficult to think hypothetically, particularly about social situations. Hypothetical thinking can be important when participating in physical activity.

This inability to predict the consequences of certain behaviours or actions may also have an impact on a person's sense of danger. You may notice some participants have a limited sense of danger which may put them at risk of injury.

## Single focus

People are frequently put under a lot of pressure to multitask. For instance, you might be expected to pay attention to directions, observe a demonstration, and come up with questions or ideas to make the exercise better during a training session.

Having "single focus" attention, as many autistic people refer to it, can make it extremely difficult to focus on several things at once. People are impacted by this in many ways. For instance, some people find that background noise can easily divert them from their task and that it can be challenging to get back on track after being sidetracked.

### 3. Sensory differences

People on the autism spectrum may experience some form of sensory sensitivity. This can occur in one or more of the seven sensory systems:

- tactile (touch)
- visual (sight)
- auditory (sound)
- gustatory (taste)

- olfactory (smell)
- proprioceptive (body awareness)
- vestibular (balance)

## **Tactile**

Touch is important for social development. It helps us to assess the environment we are in and to react accordingly. It also allows us to feel pain.

## **Visual**

Situated in the retina of the eye and activated by light, our sight helps us to define objects, people, colours, contrast and spatial boundaries.

## **Auditory**

This is the most commonly recognised form of sensory difference. Differences with auditory processing can affect someone's ability to communicate and it can also have an effect on their balance.

## **Gustatory**

Chemical receptors in the tongue tell us about different tastes.

## **Olfactory**

Chemical receptors in the nose tell us about smells in our immediate environment. Smell is the first sense that we rely on.

## **Proprioceptive**

Situated in the muscles and joints, our body awareness system tells us where our bodies are in space and how different body parts are moving. Vestibular Situated in the



inner ear, our vestibular system helps us maintain our balance and posture as well as helping us to understand how fast our bodies are moving.

In sports and physical exercise, balance is crucial. Balance comes in two flavors: static and dynamic. In a static balance, the person does a balance exercise, like standing on one leg, while staying motionless. When executing an action, the participant must maintain a dynamic balance by positioning their center of mass appropriately.

Compared to static balances, dynamic balances can be more difficult and involve more concentration and energy.

Over time, balance can be developed through exercise, and activity leaders can employ balance activities to assist participants become more conscious of their center of balance.

### **Sensory processing differences**

A person's senses are either intensified (hypersensitive) or under-sensitive (hypo-sensitive). Sensory sensitivity can have a significant impact on a person's actions and ability to concentrate. For example: It could be exceedingly challenging for someone who is overly sensitive to hearing to block out sounds from their surroundings. This can make it difficult for them to concentrate on what the coach is saying if they are in an area with a lot of background noise. Someone who is light-sensitive might need very bright lighting in order to read task cards or focus on the exercise. Low light levels can cause persistent focus issues when working, which might be mistaken for laziness or lack of motivation.

### **Sport and physical activity have numerous advantages.**

It is well acknowledged that participating in sports or physical exercise not only keeps us fit and healthy, but it can also boost self-esteem and social skills and boost mental health and overall well-being. The motives for participation, as well as the advantages, might differ widely for anybody. This is also true for those on the autistic spectrum.

Sport and physical activity benefit all people, regardless of their needs. In addition to the traditional benefits of enhanced confidence, improved health, learning new skills, and spending time with friends, people on the autistic spectrum believed that participating in sport and physical activity benefited them in the following ways:

- "It taught me that I can succeed; It allows me to let go of my frustration. "I fit in with my group."
- "Slight improvement in co-ordination."
- "Reduces my anxiety."
- "I have learnt to keep trying things when they get tricky."
- "Better able to predict meltdowns and handle sensory overload."
- "It allows me to express my frustration at having to deal with situations in which I am not at ease." "I store all of my stress and release it through sports."
- "I can be part of a group without being forced to be part of a team."

## Some of the perceived challenges to participation in sport and physical activity for people on the autism spectrum, in order to try and dispel some of the myths.

Myth	Reality
<i>Autistic people do not play team games.</i>	<i>For people on the autism spectrum team games can be daunting. However this does not stop people from playing team games in both mainstream and adapted sporting environments.</i>
<i>All people on the spectrum avoid contact sports.</i>	<i>Oversensitivity to certain stimuli, such as contact with others, can make contact sports seem off putting to people on the autism spectrum. However, many people still choose to participate in contact sports such as football, rugby and martial arts. Coaches need to be mindful of sensory issues and adapt sessions when required.</i>
<i>People on the autism spectrum do not listen in sessions.</i>	<i>People on the autism spectrum communicate in different ways and many find eye contact difficult. This does not mean that they are not listening or paying attention. It can take longer to process information and so a response or reaction may not come immediately and in some cases there may be no reaction.</i>
<i>Autistic people wish to avoid social contact.</i>	<i>People on the autism spectrum are often keen to make friends but, due to some of the characteristics associated with their disability, can find this difficult.</i>
<i>People on the autism spectrum cannot learn new skills.</i>	<i>Autistic people can have strong academic abilities and strong visual skills, meaning that with the right support, autistic people of all abilities can be helped to reach their full potential.</i>

## Practical Strategies

## Social communication

Due to some people on the autism spectrum having difficulties using or understanding facial expressions, tone of voice, sarcasm and irony, it is important that we as coaches and activity leaders try to make communications as clear as possible.

### Practical considerations:

Check for understanding

Use language that is clear, precise and concrete

Be aware that some people may struggle to make or maintain eye contact – this doesn't mean that they aren't paying attention

Allow time for instructions and information to be processed – six second rule



Find out how the person prefers to communicate and respect their preference

Be careful with the use of metaphors and sarcasm – may cause confusion

Try not to rely too much on your body language and facial expressions – some people may not understand how to interpret them

Use visual aids to back up your verbal communication.

Autism, sport & physical activity  
Practical strategies to implement in your delivery of sport and physical activity when working with autistic people. By Amy Webster

## Social interaction

To recap, some people on the autism spectrum may:

- prefer to spend time alone rather than seeking out the company of other people
- not understand the unwritten social rules which most of us pick up without thinking. For example they may stand too close to another person, or start an inappropriate subject of conversation
- appear to be insensitive because they have not recognised how someone else is feeling
- not seek comfort from other people
- appear to behave differently or inappropriately, as it is not always easy for them to express feelings, emotions or needs.

### Practical considerations:

Use participants names to gain attention – some participants may not make eye contact and so may not know you are talking to them

Respect someone's preference to spend time alone – do not force people into group situations that may be distressing

Adopt a staggered approach to integrating participants into a larger group - very gradually add more people into the activity



Begin with one to one activities, perhaps making use of a support worker or assistant activity leader

Social skill groups can provide people with a safe environment to learn and practice skills

Social stories and comic strip cartoons can be a good way to teach social skills and skills such as turn taking and etiquette around winning and losing

## Restricted and repetitive patterns of behaviours, activities or interests

To recap, these differences may mean that autistic people find it hard to:

- understand and interpret other people's thoughts, feelings and actions
- predict what will happen next, or what could happen next
- understand the concept of danger, for example they may be unaware that running straight from the changing rooms and jumping into the swimming pool even though they are unable to swim, poses a danger to them
- engage in imaginative play and activities; people on the autism spectrum may enjoy some imaginative play but prefer to act out the same scenes each time
- prepare for change and plan for the future
- cope in new or unfamiliar situations.

### Practical considerations:

Try not to promise anything that can't be guaranteed

Ensure that the environment is structured with clear boundaries in place

Help participants to prepare for change through the provision of supported rehearsal or Now and Next visual aids

Consider the use of visual aids and resources such as visual timetables, social stories and picture symbols

Offer the opportunity for participants to meet you and explore the environment at a quieter time ahead of the session

Provide a consistent structure to the session – but remember that this doesn't necessarily mean doing the same activity every time!



Autism, sport & physical activity  
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<https://england-athletics-prod-assets-bucket.s3.amazonaws.com/2018/11/National-Autism-Society-Autism-sport-physical-activity-PDF-2.1MB-.pdf>

## Chapter 2

### FORUM QUESTIONS AND ANSWERS

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## Physical activity and stereotypical behavior

by [Ajla Cerić](#) - Wednesday, 26 July 2023, 3:29 PM

**I've read that exercising can influence reduction of a stereotypical behavior in autism? What are your findings from practice?**

by [Marko Brusač](#) - Wednesday, 9 August 2023, 12:23 AM

Yes, there are numerous studies that show that exercising can influence reduction of a stereotypical behavior in autism. Based on these researches and work in specialized institutions for work with the ASD population, we draw good examples from practice. Swimming, adapted physical activities, horse riding, some elements from martial arts and elements of yoga show very good results in practice. Communication with parents is also noticeable, who confirm the impact of sports on other aspects of life by their personal example.

by [Ana Brusač](#) - Wednesday, 9 August 2023, 1:00 AM

In my long-term practice of working with people with autism from their early childhood until adulthood, I have seen the impact of exercise on reducing or alleviating stereotypical behaviors, those stereotypical behaviors that seem to be disruptive for a person with autism, their growth and development in every area of living and activity. Through my work at a school specialized in learning and teaching people with autism, I have seen examples of the impact of kinesiology activities offered by our school curriculum on reducing stereotypical behaviors, as well as examples where stereotypical behaviors themselves, which may seem to have no purpose, and may be pleasant for a person with autism, through kinesiology activities/exercises, were redirected into something maybe useful, effective.

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Some stereotypical behaviors that people with autism have are part of them and their need and right and they do not decrease, they eventually change, just as the person himself changes.

by [EMESE AGNES MANIU](#) - Wednesday, 4 October 2023, 7:53 PM

In a new study involving 21 children with ASD, the researchers compared the effects of ball-tapping and jogging on stereotypic behaviors. This time, the children participated in the ball-tapping activity one day, jogged one day, and spent one day in the control group. The schedule was randomized so the children did not all do the activities in the same order.

The researchers report, "Results revealed that only hand-flapping stereotypic behaviors were significantly reduced in the ball-tapping exercise, while only body-rocking stereotypic behaviors were significantly reduced in the jogging exercise condition." Reductions in stereotypic behavior lasted approximately 45 minutes.

The researchers conclude, "Physical exercise should be topographically matched with stereotypic behavior in order to produce desirable behavioral benefits in children with ASD."

"Investigating the matching relationship between physical exercise and stereotypic behavior in children with autism," Andy C. Y. Tse, Venus H. L. Liu, and Paul H. Lee, *Medicine and Science in Sports and Exercise*, September 25, 2020 (epub prior to print publication). Address: Andy C. Y. Tse, Department of Health and Physical Education, The Education University of Hong Kong, Hong Kong, China, [andytcy@eduhk.hk](mailto:andytcy@eduhk.hk).

by [Maja Pulisak](#) - Sunday, 15 October 2023, 6:21 PM

I can definitely say from my experience that exercise is a safe way to reduce stereotyped behavior in people with autism. Movement certainly has a key role in everyday life, I believe that running can also offer unique advantages in order to reduce stereotyped behavior.

by [David Cristian](#) - Saturday, 4 November 2023, 6:02 PM

Engaging in physical activities can be an effective way to reduce stereotypical behaviors in autistic children while promoting their overall well-being. Here's how physical activities can help:

1. **Sensory Regulation:** Physical activities can provide sensory input that helps autistic children regulate their sensory systems. Activities like swinging, jumping, or deep pressure exercises can have a calming effect.
2. **Stress Reduction:** Physical activity can help reduce stress and anxiety, which can contribute to the reduction of stereotypical behaviors.
3. **Improved Focus and Attention:** Regular physical activity can enhance a child's ability to focus and attend to tasks, making them less prone to engaging in stereotypical behaviors as

a way to self-soothe.

4. **Social Interaction:** Participating in group physical activities, like team sports, can encourage social interaction and communication, which can be particularly beneficial for autistic children.

5. **Structured Routine:** Incorporating physical activities into a structured daily routine can provide predictability and reduce the need for self-stimulatory behaviors as a way of coping with uncertainty.

6. **Goal-Oriented Behavior:** Physical activities often involve goal-oriented tasks and challenges, which can help children shift their focus away from stereotypical behaviors toward achieving these goals.

7. **Positive Reinforcement:** Positive reinforcement, such as praise and rewards for appropriate behaviors during physical activities, can motivate children to engage in more adaptive actions.

When planning physical activities for autistic children, consider their individual needs and preferences. Choose activities that match their interests and abilities. Additionally, work with therapists or specialists who can provide guidance on incorporating physical activities into their therapeutic and educational plans. It's important to create a supportive and understanding environment to help children thrive and reduce stereotypical behaviors through physical engagement.

by [Sara Miriam](#) - Saturday, 4 November 2023, 6:32 PM

In the 1970s, evidence for the positive effects of physical exercise on stereotyped behavior of children with ASD was reported for the first time . Several studies have strengthened the case for the use of physical exercise, a subset of physical activity that is planned, structured, and repetitive, and done with the purpose of improving or maintaining physical fitness, as an optional or adjunct treatment. Several systematic reviews and meta-analyses in the literature supported the idea of the positive effects of physical exercise in groups composed exclusively of children , children and adolescents , and with a greater age range including children, adolescents, and adults. Additionally, there was also a dissemination of specific recommendations for the development of physical exercise programs for people with ASD

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 12:15 PM

There is growing evidence to suggest that regular exercise and physical activity can have positive effects on reducing stereotypical behaviours in individuals with autism spectrum disorder (ASD). While more research is needed to fully understand the mechanisms underlying this relationship, several studies and anecdotal reports have provided insights into the potential benefits of exercise for individuals with autism. Engaging in physical activity can help regulate sensory processing in individuals with autism, providing sensory



input that promotes relaxation and self-regulation. Exercise can help alleviate sensory sensitivities and reduce the frequency and intensity of stereotypical behaviours associated with sensory overload. Exercise has been shown to reduce stress and anxiety levels in individuals with autism, which are often associated with the occurrence of stereotypical behaviours. Physical activity triggers the release of endorphins and other neurotransmitters that promote feelings of well-being and relaxation, helping to decrease the urge to engage in repetitive behaviours.

by [Alexa Dario](#) - Friday, 5 April 2024, 9:36 PM

In practice, consistent physical activity has been observed to reduce stereotypical behaviors in individuals with autism. Exercise, by promoting relaxation and releasing endorphins, seems to alleviate the need for self-stimulatory behaviors, leading to a noticeable decrease in their frequency. Engaging in structured physical activities not only provides a healthy outlet for energy but also improves focus and overall well-being, contributing to a reduction in these behaviors. These findings underscore the value of incorporating regular exercise into the routines of individuals with autism as part of a comprehensive approach to managing symptoms and enhancing quality of life.

by [Tudor Catana](#) - Saturday, 6 April 2024, 12:19 AM

From practice, I've observed that regular exercise can indeed have a positive impact on reducing stereotypical behaviors in individuals with autism. Studies such as Lang et al. (2010) and Sowa & Meulenbroek (2012) have demonstrated the beneficial effects of exercise on overall behavior and well-being in individuals with autism, including reductions in stereotypical behaviors. Additionally, exercise has been shown to improve self-regulation and mood, which may further contribute to the reduction of stereotypical behaviors (Segura et al., 2020).

Re: physical activity and stereotypical behavior

by [Tiboldi Zselyke](#) - Wednesday, 10 April 2024, 11:38 AM

Regular physical activity has been observed to potentially decrease stereotypical behaviors in autism. Findings from practice indicate that exercise may lead to reduced repetitive behaviors and enhanced overall well-being for individuals with autism.

by [Boróka Blanka Bóni](#) - Wednesday, 10 April 2024, 11:48 AM

Research suggests that regular exercise can indeed help reduce stereotypical behaviors in individuals with autism. Consistent physical activity can improve mood, reduce anxiety, and increase overall well-being, potentially leading to a decrease in repetitive behaviors commonly associated with autism. However, individual responses may vary, so it's essential to consult with healthcare professionals for personalized recommendations.

by [David Kiss](#) - Wednesday, 10 April 2024, 6:29 PM

Regular exercise has been found to have positive effects on decreasing stereotypical behaviors in individuals with autism spectrum disorder (ASD). Engaging in physical activity

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can help regulate mood, lower anxiety levels, enhance attention and focus, and improve overall well-being, which may indirectly lead to a reduction in stereotypical behaviors. Furthermore, exercise can offer sensory input, aiding individuals with ASD in regulating their sensory processing and potentially diminishing the need for self-stimulatory behaviors. However, it's crucial to recognize that the impact of exercise can vary among individuals, and seeking personalized recommendations from a healthcare professional or therapist is advisable.

by [Boglárka Bone](#) - Friday, 12 April 2024, 9:27 PM

In my experience, people with autism can actually exhibit fewer stereotyped behaviors when they participate in regular physical activity. In addition to offering a constructive way to release energy, exercise enhances general wellbeing and sensory modulation. People with autism who engage in structured physical activities like dancing, yoga, or sports frequently report improvements in mood and focus, as well as a reduction in stereotyped behaviors.

by [Boglárka Péli](#) - Sunday, 14 April 2024, 1:56 PM

Regular exercise can positively influence the reduction of stereotypical behaviors in individuals with autism by improving sensory regulation, reducing stress, enhancing focus, promoting social interaction, and supporting overall well-being.

by [Verdes Alexandra](#) - Tuesday, 16 April 2024, 7:26 PM

Regular exercise can indeed help reduce stereotypical behaviors in autism. From what I've seen, individuals who maintain consistent exercise routines often experience improvements in overall well-being, including decreased stereotypic movements. However, effectiveness can vary, and personalized programs are key for the best results.

by [Peter Lakatos](#) - Tuesday, 16 April 2024, 8:02 PM

Research indicates that exercise may play a role in decreasing stereotypical behaviors in individuals with autism. In my experience, I've observed similar outcomes. Regular physical activity, including sports and yoga, often aids individuals with autism in managing stress, regulating emotions, and enhancing overall well-being. Additionally, exercise serves as an outlet for sensory needs and self-expression. While exercise alone may not entirely eliminate stereotypical behaviors, it can be an important part of a comprehensive approach to supporting individuals with autism and improving their overall health and quality of life.

## Game strategies



by [EMESE AGNES MANIU](#) - Monday, 13 November 2023, 3:25 PM

**Complex game strategies and tactics can be challenging for individuals with autism who may have difficulty with abstract thinking or problem-solving.**

**Tell us about some of you strategies you use.**

by [Marko Brusač](#) - Wednesday, 15 November 2023, 2:24 PM

Step by step. Creating social stories and visual support which can help individuals with autism. Basic movement patterns adjusting in controlled situation. Something like hitting the target on the wall then hitting moving target etc.

by [Simina Bujita](#) - Saturday, 9 December 2023, 9:48 PM

One of the tactics I use is structured movement plays:  
 Create movement activities that have a clear beginning, middle, and end. This gives children structure and predictability during activities, which can facilitate understanding and participation. What is more practical and helps a lot are sensory games:  
 Sensory experiences can be helpful in developing awareness and abstract thinking. It involves diverse materials, textures, aromas and sounds to stimulate the senses and create connections between abstract concepts and concrete sensations.

by [Anca Dorgo](#) - Friday, 8 December 2023, 11:42 AM

The creation of a welcoming space, the use of application routes as colorful and diversified as possible, games to build, paint and model. You have to try as much as possible to capture his attention and interest to get involved in activities.

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by [Natalia Lončar](#) - Monday, 18 December 2023, 11:09 AM

That should be happening gradually. Firstly the kids should know some basics of specific sport on individual level and then slowly add more complex actions. Adding the simple rules, and when we see they understand them and know how to play by them, slowly and more and more. The same is with strategies and tactics. Firstly we try with some simple actions and when they learn it, we add new ones.

It would help also if we present them specific strategic action with some objects, so they can understand what is happening. They also need to understand why are these actions important, what to they bring in the game.

by [Dragos Adrian Maniu](#) - Sunday, 28 January 2024, 2:08 PM

Keep in mind these strategies when helping a child play a game:

**Positive Reinforcement**– Try to use reinforcers as much as possible during games. Exaggerate facial expressions and body posture to make games more interactive and enjoyable. Establish method to keep score and allow the winner to receive a positive reward, like choosing the next game.

**Chaining**– The expected sequence of playing the game should be taught and reviewed so your child knows what to expect. For example, setting up the game, then rolling the dice, then finding your piece, moving your piece, and then cleaning up the game when it's finished. This way, your child can learn the sequence of events and know what behavior is expected and when.

**Modeling**-Have your child observe others before playing the game, this way they can learn what is expected. That way, they are able to understand what to do before the social play activity so they do not fail socially and lose interest in the activity

**Scripting**- Games offer a good opportunity to help your child develop and increase communication skills. Scripts can be useful to help your child learn appropriate phrases during playtime.

**Shaping**– Encourage your child to try to be as independent in the game as possible. They may need extra help remembering the rules and could need a partner in the game before being independent.

**Prompting**– After observing others plays the game; your child may be ready to play but may need some prompts to remind them of what to do next. You can indirectly give them prompts, “what comes next?” or you can give them direct prompts “it’s time for you to roll the dice.” Prompts can also be non-verbal.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:57 AM

When teaching complex game strategies and tactics to individuals with autism, it's essential to employ strategies that break down concepts into manageable steps, provide concrete examples, and offer plenty of support and guidance. Utilize visual aids such as diagrams, charts, or videos to illustrate game rules, strategies, and tactics. Visual supports provide concrete representations of abstract concepts, making them easier for individuals with autism to understand.

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by [Kinga Balázs](#) - Wednesday, 13 March 2024, 3:21 PM

Many strategy games benefit from visual aids, such as maps, diagrams, or charts. These can make abstract concepts more concrete and easier to understand. For someone with autism, having a visual representation of the game state or their strategy can be immensely helpful. Establishing routines and repeating successful strategies can be comforting and effective. Autistic individuals often thrive with routines, so applying this to gaming can create a sense of predictability and comfort.

While routines are beneficial, being able to adapt to unexpected situations is also important. This can involve adjusting strategies on the fly or considering alternative approaches when the original plan doesn't work.

by [Boglarka Tebecs](#) - Wednesday, 13 March 2024, 5:16 PM

Some strategies you can use:

- It is wise to prepare the child as much as possible for what they will experience in a game.
- The child should have a clear understanding of what they are being asked to do before beginning the game.
- The child needs to have an opportunity to express any anxieties or ask questions (to the best of their ability) ahead of time.
- The child should have opportunities for skill practice and understand the objective of the game before beginning game play with peers.

by [Mercedes Horvath](#) - Thursday, 14 March 2024, 9:51 AM

When working with individuals with autism who may find complex game strategies and tactics challenging, it's essential to adapt and simplify the approach while still promoting engagement and enjoyment. Here are some strategies I employ:

1. Break down concepts into concrete steps: Rather than presenting complex strategies all at once, break them down into smaller, more manageable steps. Use visual aids, demonstrations, or step-by-step instructions to help individuals understand each component of the strategy.
2. Use hands-on or interactive learning: Provide opportunities for hands-on practice and experiential learning. Allow individuals to physically engage with game pieces or simulations to better grasp strategic concepts.
3. Provide structured practice: Offer structured practice sessions where individuals can repeatedly practice and reinforce strategic concepts in a supportive environment. Gradually increase the complexity of tasks as skills develop.
4. Offer visual supports: Utilize visual aids such as diagrams, charts, or videos to illustrate game strategies and tactics. Visual supports can enhance understanding and serve as helpful references during gameplay.

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5. Encourage problem-solving: Foster problem-solving skills by presenting individuals with challenges or puzzles related to game strategies. Encourage them to brainstorm solutions, make predictions, and evaluate outcomes to develop critical thinking skills.

6. Provide personalized support: Recognize individual strengths and preferences, and tailor teaching methods and strategies accordingly. Offer additional support or modifications as needed to accommodate different learning styles and abilities.

7. Focus on enjoyment and social interaction: Emphasize the enjoyment of gameplay and the social aspects of gaming experiences. Create opportunities for collaboration, teamwork, and friendly competition to promote social engagement and connection.

8. Celebrate progress and achievements: Acknowledge and celebrate individual progress and achievements, no matter how small. Positive reinforcement can boost motivation and confidence, encouraging continued participation and learning.

By implementing these strategies, individuals with autism can more effectively learn and engage with complex game strategies and tactics, ultimately enhancing their gaming experiences and skills.

by [Boglarika Bone](#) - Saturday, 23 March 2024, 6:44 PM

Breaking the game down into smaller, more manageable steps and simplifying instructions will help to accommodate those with autism who may find it difficult to understand sophisticated game techniques. Charts and other visual aids, like diagrams, might make it easier for them to comprehend the goals and regulations. Enhancing comprehension can also be accomplished by giving precise, tangible examples of how to apply various tactics. Repetitive practice combined with a positive reward for successfully applying tactics are other ways to strengthen learning and increase confidence.

by [Szekely Eszter](#) - Monday, 25 March 2024, 5:07 PM

Using visual aids, breaking tasks into smaller steps, and providing opportunities for practice can help individuals with autism better understand and apply strategies in the game.

by [Rebeka Filip](#) - Tuesday, 26 March 2024, 12:40 PM

It's important to recognize that individuals with ASD, have unique strengths and challenges, so strategies should be tailored to their specific needs and preferences. It is essential to encourage flexible thinking by exploring different approaches to solving problems or achieving goals within the game. It must be emphasized that there are multiple valid strategies. Positive reinforcement and encouragement should be offered to motivate the individual to persist in exploring and applying strategies.

by [Orbán Anna](#) - Tuesday, 26 March 2024, 1:44 PM

Certainly! Here are some strategies that can be helpful when working with individuals with autism who may find complex game strategies challenging:

**Break tasks down:** Break down complex strategies into smaller, more manageable steps, and provide clear instructions for each step.

**Use visual aids:** Visual aids such as diagrams, charts, or pictures can help individuals better understand the game's rules, objectives, and strategies.

**Provide concrete examples:** Use concrete examples or real-life analogies to explain abstract concepts or strategies within the game.

**Provide repetition and reinforcement:** Repeat instructions and strategies as needed, and provide positive reinforcement when individuals demonstrate understanding or successfully implement strategies.

**Offer support and scaffolding:** Offer support and scaffolding as needed, gradually fading support as individuals become more confident and skilled in applying strategies independently.

**Encourage problem-solving:** Encourage individuals to problem-solve and explore different strategies, providing guidance and feedback as they navigate the game.

**Create a supportive environment:** Create a supportive and inclusive environment where individuals feel comfortable asking questions, seeking clarification, and expressing their thoughts and ideas.

by [Brigitta Tar](#) - Tuesday, 26 March 2024, 4:16 PM

Certainly, when teaching complex game strategies and tactics to individuals with autism, it's important to adapt the approach to their cognitive abilities and learning styles. Here are some strategies that can be effective:

- \*\*Simplify instructions\*\*:** Break down complex strategies into smaller, more manageable steps. Use clear and concise language, avoiding abstract or ambiguous terms.
- \*\*Visual aids\*\*:** Utilize visual aids such as diagrams, charts, or even physical models to illustrate game concepts and strategies. Visual supports can enhance understanding and provide a concrete reference for the individual.
- \*\*Hands-on practice\*\*:** Encourage hands-on practice and experiential learning by allowing the individual to actively engage with the game or activity. This can help solidify understanding and reinforce key concepts.

4. **\*\*Role-playing\*\***: Use role-playing or simulations to demonstrate how strategies are applied in different scenarios. This allows the individual to see the practical implications of their decisions and actions within the game context.
5. **\*\*Provide structure and routine\*\***: Establish clear routines and structures for gameplay, including consistent rules and procedures. Predictability can help reduce anxiety and facilitate learning for individuals with autism.
6. **\*\*Offer support and guidance\*\***: Provide individualized support and guidance as needed, offering prompts or cues to assist the individual in making decisions or implementing strategies effectively.
7. **\*\*Encourage flexibility\*\***: While structure is important, also encourage flexibility and creativity in problem-solving. Help the individual explore different approaches and adapt strategies based on changing circumstances within the game.
8. **\*\*Use interests and motivations\*\***: Tap into the individual's interests and motivations to increase engagement and investment in the game. Incorporate themes or elements that align with their preferences to make learning more enjoyable.
9. **\*\*Break tasks into manageable chunks\*\***: If the game involves multiple steps or complex sequences, break them down into smaller, more achievable tasks. Celebrate progress at each stage to maintain motivation.
10. **\*\*Provide feedback and reinforcement\*\***: Offer constructive feedback and positive reinforcement to acknowledge the individual's efforts and progress. This helps reinforce learning and encourages continued participation.

By incorporating these strategies and tailoring them to the unique needs and abilities of individuals with autism, you can support their learning and enjoyment of complex game strategies and tactics.

by [Tudic Cristian](#) - Tuesday, 26 March 2024, 5:10 PM

Oh, totally! When it comes to breaking down complex game strategies for folks with autism, simplicity is key.

I like to start by breaking things down into smaller, more manageable steps. We'll tackle one aspect of the game at a time, making sure they really grasp each part before moving on. Visual aids and hands-on demonstrations can be super helpful here, too.

Then, I like to keep things practical and relatable. I'll use examples or analogies from everyday life to help them connect the dots and understand how different strategies apply in



the game.

And of course, patience is everything. I'll give them plenty of time to process information and ask questions along the way. It's all about creating a supportive and encouraging environment where they feel comfortable exploring and learning at their own pace.

by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:19 PM

Strategies for teaching complex game tactics to individuals with autism include breaking down concepts, using visuals, providing hands-on practice, offering structured guidance, creating a supportive environment, and emphasizing teamwork.

by [Kuncz Valentin](#) - Wednesday, 27 March 2024, 11:58 PM

I use simplified and visual representations of game rules and strategies to help individuals with autism understand and engage in gameplay effectively. Additionally, I break down complex tasks into smaller, more manageable steps, providing clear instructions and frequent opportunities for practice and reinforcement

by [Tibor Molnar](#) - Sunday, 31 March 2024, 5:34 PM

Providing opportunities for practice and repetition can help reinforce understanding and mastery of game strategies over time. This can involve starting with simpler versions of the game and gradually increasing complexity as skills improve.

Role-playing or simulating game scenarios can help individuals with autism better understand the consequences of their actions and develop strategies accordingly. This can involve acting out different

by [Karola Gyorgy](#) - Tuesday, 2 April 2024, 4:13 PM

Simplify rules, use visuals, provide structured practice, break tasks into steps, offer repetition, demonstrate visually, provide support, encourage problem-solving, and celebrate progress.

by [Aliz Biro](#) - Thursday, 4 April 2024, 11:58 PM

Complex game strategies can be challenging for individuals with autism who may struggle with abstract thinking or problem-solving. It's important to simplify instructions, use visual aids, provide concrete examples, offer repetition and positive reinforcement, encourage problem-solving, and be flexible to accommodate individual needs.



## Training of volunteers working with kids with special needs

by [Marja Medved](#) - Friday, 8 December 2023, 12:50 PM

**What kind of training would volunteers need when coming into practice for kids with autism, what would be the basic advice for them, especially for those that do not intend to stay for longer and just need a short practical experience (for their studies, for example).**

by [Natalia Lončar](#) - Monday, 18 December 2023, 11:00 AM

Firstly volunteers need a honest conversation about what their job will be, what they can expect and what are the peculiarities in working with this population. They need to have someone in association who they can trust and be open about work, so if they have some difficulties dealing with some situation, they can share it and talk about it.

One of the most important advises I would give to volunteers is that they should not see kids with autism as someone different and that they should just enjoy the time with them for exploring different ways of communicating and seeing the world. They should know that these kids are very honest and volunteers should not take some of the actions personal. In general the most important thing is time and see things in a long term period.

by [EMESE AGNES MANIU](#) - Friday, 22 December 2023, 9:48 AM

Volunteers working with kids with autism should receive training in understanding autism spectrum disorder (ASD), effective communication strategies, behavior management techniques, and creating structured environments. Sensitivity training to foster empathy and patience is also crucial. Training should cover individualized approaches as each child with

autism is unique in their needs and preferences. Additionally, familiarizing volunteers with any specific tools or interventions used in the program would enhance their ability to support and engage with the children effectively.

by [Dragos Adrian Maniu](#) - Sunday, 28 January 2024, 1:49 PM

Good communication with people with autism is vital. This includes recognising behaviour triggers, using visual prompts and speaking in short, clear sentences.

Structure can help people with autism make sense of their day.

It is important to emphasise positives when working with people with autism.

Effective support depends on empathy and understanding the world from the perspective of the person with autism.

People with autism usually respond best to a calm environment.

People who know the person with autism well, including paid carers and family members, should be involved in effective transition planning.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:35 AM

Understand the characteristics and needs of children with autism. Familiarize yourself with common behaviors, sensory sensitivities, and communication challenges associated with autism. Be prepared to adapt your approach based on the individual needs and preferences of each child. Flexibility is key in supporting children with autism effectively.



## Team sports and autism

by [Ajda Kolman](#) - Wednesday, 13 September 2023, 8:08 AM

**Hello, i have a question. What challenges do children with autism face when participating in team sports, and how can coaches and peers support their integration and success in these activities?**

**Thanks for the reply.**

by [EMESE AGNES MANIU](#) - Monday, 2 October 2023, 7:15 AM

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Team sports like soccer, basketball can help develop social skills such as communication, teamwork and cooperation.

Additionally, these sports encourage physical activity while providing an opportunity to work towards common goals with teammates. It is important for the child to understand the rules of the game, coaches have to use different tools for this like pictograms or some visual aids.

by [Maja Pulisak](#) - Tuesday, 31 October 2023, 9:28 AM

Hello, I think that children with autism have less self confidence. Coaches and peers can support children with autism in form of applause, throwing 5, hugs and cheering...

by [Marko Brusač](#) - Wednesday, 1 November 2023, 10:43 PM

I think that in team sports we can work on technique but if we make great assessments we can make individualization and then integrate that step by step.

by [David Cristian](#) - Saturday, 4 November 2023, 5:54 PM

Team sports can be a valuable and inclusive activity for individuals with autism, offering opportunities for social interaction, physical fitness, and personal growth. By creating a supportive and understanding environment, individuals with autism can enjoy the benefits of team sports and thrive in their chosen activities.

by [Sara Miriam](#) - Saturday, 4 November 2023, 6:46 PM

Team sports require advanced social skills and communication skills. That's an area kids on the autism spectrum may be lacking in. Lacking those skills, or at least struggling with those skills, can make it difficult to fit into team sports related activities. In team sports, every member of the team must be able to communicate well with other team members. That may not be an option for some autistic children.

by [Natalia Lončar](#) - Monday, 18 December 2023, 10:47 AM

In our activities we give a lot of emphasis on group elementary and very simple games. Throughout these simple plays, children can work on communication, getting to know each other, understanding each other in a fun way. That helps children with autism to feel more confident and accepted in the group and it helps other children to understand them and adapt to their way of functioning. Then slowly you can progress to more complicated team activities and rules.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 12:04 PM

Children with autism may face several challenges when participating in team sports, including:

**Sensory Sensitivities:** Loud noises, bright lights, and crowded spaces common in sports environments can be overwhelming for children with autism who have sensory sensitivities.

**Social Communication Difficulties:** Children with autism may struggle with understanding social cues, communication, and teamwork, making it challenging to navigate the social aspects of team sports.

by [Orsolya Szabó](#) - Wednesday, 13 March 2024, 8:44 PM

Children with autism often face various challenges, some of these include: social interaction, sensory sensitivities, difficulty with flexible thinking, motor coordination. Coaches and peers can implement the following strategies: clear communication, social skill training, sensory modifications, individualized instruction, positive reinforcement, peer support, inclusive environment, flexibility and patience.



## Visual/digital support

by [Andreja Srpčič](#) - Thursday, 14 September 2023, 4:32 PM

**Hello. I would like to know if someone uses visual support for communication during sport activities, especially in combination with digital tools (tablets, apps...)? What are your experiences? Thank you!**

by [Ana Brusač](#) - Friday, 29 September 2023, 11:31 AM

Hello, in my work I'm always using visual support..also during sport activities because it helps my students to understand better what should they do and it is easier for them to follow steps during sport activities. Visual support in combination with digital tools make our training even easier and more interesting.

by [EMESE AGNES MANIU](#) - Monday, 2 October 2023, 7:06 AM

Visual supports are recommended in autism spectrum disorder clinical guidelines. They can reduce anxiety, increase predictability, support communication and improve participation. I use visual support sometime for better communication sometime to better understanding of

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the exercise. I also use some apps where muscles can be visualized so they better understand the biomechanic of the movement.

by [Marko Brusač](#) - Monday, 30 October 2023, 11:14 PM

Hello, I try to use visual support for communication during sport activities to improve exercise and for athletes to know what they are expecting after they finish. Depending on their level of skills I am trying to use appropriate technology. Experiences are great. I think they shorten the amount of time to react during and after exercise and know what to expect to reduce maladaptive behaviors or increase level of self regulation.

by [David Cristian](#) - Saturday, 4 November 2023, 5:57 PM

Visual and digital supports can play a crucial role in enhancing the sports activities for autistic children. Here are some ways these tools can be beneficial:

1. Visual Schedules: Create visual schedules or timetables that outline the sequence of activities during sports sessions. This helps autistic children understand the structure of the practice or game, reducing anxiety and promoting participation.
2. Video Modeling: Use video modeling to demonstrate the rules, techniques, and expectations of the sport. Autistic children often respond well to visual examples, making it easier for them to understand and replicate actions.
3. Visual Cues: Implement visual cues, such as colored markers, cones, or symbols, to guide children during drills or exercises. These cues can make instructions more explicit and easier to follow.

by [Sara Miriam](#) - Saturday, 4 November 2023, 6:40 PM

People on the autism spectrum tend to learn best using visual supports rather than through auditory input. Seeing it, rather than saying it, helps the person retain and process information. Temple Grandin, the most famous woman in the world with autism, describes being a visual thinker in her excellent book *Thinking in Pictures*.

How can visual supports be used?

With visual supports you can:

Create daily/weekly schedules with visual blocks of time

Show sequential steps in a task such as a bedtime routine or getting dressed

Demonstrate units of time

Make a "to do" list

Aid communication for those who are less or non verbal

Offer choices

What exactly is a visual support?

Visuals supports can be pictures, objects, sign language or text.

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by [Natalia Lončar](#) - Monday, 18 December 2023, 10:40 AM

Hi! In our activities we are trying to avoid digital tools, but we are reaching for visual support with print-out pictures. It is very helpful during the exercise, especially at the beginning of the year, when kids are learning the routine and possibilities. During activities we are working on communication without digital tools, because we want to improve that side of communicating. We are encouraging kids to show us and tell us (if they are verbal) what they need and how are they feeling.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 12:06 PM

Using visual supports for communication during sport activities, particularly in combination with digital tools such as tablets and apps, can be a valuable strategy for individuals, including those with autism or other communication challenges. Improved Understanding: Visual supports, such as pictorial schedules, visual instructions, or digital communication apps, can enhance understanding and comprehension of sport-related tasks, rules, and strategies. Visual aids provide concrete representations of abstract concepts, making them easier to grasp for individuals who may struggle with verbal communication or abstract thinking.



## Coordination and balance

by [EMESE AGNES MANIU](#) - Tuesday, 14 November 2023, 5:31 AM

**In your experience what practices can help improve balance, body awareness, and coordination while providing a calming influence on the child.**

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by [Marko Brusač](#) - Wednesday, 15 November 2023, 2:21 PM

Sand ball slams, swimming, horseback ridding and some elements like climbing on a Swedish ladder. Imitation in front of mirror.

by [Simina Bujita](#) - Saturday, 9 December 2023, 10:13 PM

From my experience, the following practices have helped me improve the balance of body awareness and coordination, while also providing a calming influence on children

Yoga:

Yoga can be an excellent practice for improving balance and coordination. Yoga exercises focus on breathing, posture and controlled movement, providing a calming influence and promoting body awareness.

Balance ball exercises:

Using balance balls can be beneficial for developing balance skills. Children can sit or sit on the ball to improve stability and coordination.

Bike ride:

Learning to ride a bike can help develop balance and coordination. Choose the right bike and make sure the environment is safe and supportive.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 12:07 PM

Several practices can help improve balance, body awareness, and coordination in children while providing a calming influence. Yoga incorporates gentle stretching, balance poses, and breathing exercises that promote body awareness, coordination, and relaxation. Poses such as tree pose, mountain pose, and child's pose can help improve balance and stability while calming the mind. Gymnastics classes often include activities that target balance, coordination, and body awareness, such as walking on balance beams, tumbling, and mastering various gymnastics skills. These activities can help children develop strength, agility, and spatial awareness in a structured and supportive environment.

by [Zsófia Szilágyi](#) - Tuesday, 12 March 2024, 1:30 PM

Yoga poses and sequences can enhance balance, body awareness, and coordination while promoting relaxation and mindfulness. Poses like tree pose, mountain pose, and child's pose can be particularly beneficial.

Tai Chi: This gentle martial art focuses on slow, flowing movements that improve balance, coordination, and body awareness. Tai Chi also emphasizes relaxation and mental focus, making it calming for children. Gymnastics classes often include exercises and drills that target balance, body control, and coordination. These activities can be adapted to accommodate different skill levels and abilities.

by [Orbán Anna](#) - Tuesday, 12 March 2024, 1:31 PM

Certainly! Here's a concise version:

Practices such as yoga, Tai Chi, gymnastics, dance, martial arts, swimming, rock climbing, and sensory integration activities help improve balance, body awareness, and coordination while providing a calming influence on children.

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by [Szekely Eszter](#) - Tuesday, 12 March 2024, 1:37 PM

In my opinion, participating in activities such as yoga, balance exercises, and sensory integration exercises can improve children's balance, body awareness, and coordination while fostering a calming effect.

by [Boglárka Bone](#) - Wednesday, 13 March 2024, 9:50 AM

Easy workouts and routines like yoga, tai chi, or balance games can have a relaxing effect on the youngster and aid with balance, coordination, and body awareness. Proprioception and spatial awareness can be improved by doing exercises like walking on one line, standing on one leg, or modestly stretching. These activities can be made even more relaxing and focused by incorporating mindfulness and deep breathing exercises. This will improve the child's general development and well-being.

by [Deme Mihály Mátyás](#) - Wednesday, 13 March 2024, 10:06 AM

From my experience, my personal favorites to improve balance, body awareness and coordination are yoga and bike riding. Both resulting in a huge improvement in balance. In addition those practices provide a calming influence for the child.

by [Zsuzsánna Hodor](#) - Wednesday, 13 March 2024, 5:01 PM

Dance: Dance classes or simple dance routines at home can improve coordination and body awareness. Ballet, in particular, emphasizes balance and grace.

Balance Games: Games like standing on one leg, walking along a balance beam, or playing with balance boards can improve balance and coordination while being fun and engaging.

Swimming: Swimming is a low-impact exercise that improves balance and coordination while providing a calming sensation.

Animal Movements: Mimicking animal movements like crawling like a bear or hopping like a frog can improve coordination and body awareness while also providing a fun and calming activity.

Breathing Exercises: Teaching children deep breathing exercises can help them relax, focus, and become more aware of their bodies. This can be incorporated into any activity as a calming influence.

It's important to choose activities that are age-appropriate and enjoyable for the child to maintain their interest and engagement. Additionally, creating a safe and supportive environment where children feel comfortable exploring and trying new movements is key to their development.

by [Iringó Veres Filep](#) - Wednesday, 13 March 2024, 5:33 PM

In my experience, practices such as yoga, Tai Chi, dance, martial arts, outdoor play, mindful movement, balance boards or stability balls, breathing exercises, sensory activities, and mindfulness activities can effectively improve balance, body awareness, and coordination while promoting a calming influence on children.

by [Boglárka Tebecs](#) - Wednesday, 13 March 2024, 5:38 PM

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Balancing activities: Walking on a balance beam, jumping on a trampoline, or playing hopscotch can help improve balance and coordination.

Sports and outdoor activities: Engaging in activities like swimming, riding a bike.

Yoga: These activities can enhance body awareness, balance, strength, and flexibility.

by [Renáta Takács](#) - Wednesday, 13 March 2024, 6:32 PM

Engaging children in activities like yoga, Tai Chi, dance, gymnastics, martial arts, balance games, outdoor play, and mindfulness practices can collectively enhance balance, body awareness, coordination, and provide a calming influence.

by [Tusai Szabolcs](#) - Wednesday, 13 March 2024, 8:51 PM

Balance improving exercise, creative movement activities, yoga, outdoor activities

by [Peter Reka](#) - Wednesday, 13 March 2024, 8:51 PM

1. Ball Games: Playing with balls, such as throwing, catching, or playing soccer, can improve balance and coordination while actively engaging in the game.
2. Toddler Gymnastics: Simple gymnastic exercises like jumping, running, or playing with jump ropes can easily be incorporated into daily routines and help develop balance and coordination.
3. Balance Tracks: Walking, crawling, or jumping on balance tracks can help children better understand their bodies and develop their sense of balance.
4. Outdoor Activities: Activities like biking, rollerblading, or climbing trees can help children improve their balance and coordination while enjoying the outdoors.
5. Playful Obstacle Courses: Setting up various obstacle courses at home or at school allows children to playfully improve their balance and coordination.

by [Anna Barta](#) - Wednesday, 13 March 2024, 9:29 PM

One effective practice is the application of anxiety-reducing breathing techniques, such as deep or slow breathing. These assist the child in developing body awareness and tranquility while enhancing balance and coordination. Furthermore, activities like yoga or tai chi, which require focus, body awareness, and slow, controlled movements, can be excellent for improving balance and coordination while imparting a calming influence on the child. It's also important to conduct the exercises in a playful and positive environment to ensure the child enjoys them and remains motivated.

by [Szende Imre](#) - Wednesday, 13 March 2024, 10:46 PM

One of the best physical balance activities for kids is having them walk and play on intentionally unstable or uneven surfaces. Exploring playground equipment like steppers or bridges allows kids to practice maintaining their stability and keeping their bodies evenly balanced.

Kids should test and work on their balance often to build their agility and reflexes. They

should practice tasks like stepping up and down from curbs or stairs to navigate the world better.

by [Anna Timar](#) - Thursday, 14 March 2024, 8:36 AM

Playful walk on the bench, with a ball or free hand. balancing on a martac, half-legged exercises

by [Bocskor Ákos](#) - Thursday, 14 March 2024, 9:17 AM

1. Balancing on one foot: Have the child stand on the balance board and lift one foot off the ground, holding the position for a few seconds before switching to the other foot.
2. Side-to-side rocking: Encourage the child to shift their weight from side to side while balancing on the board, working on stability and coordination.
3. Circular movements: Ask the child to make slow circular movements with their hips while balancing on the board, focusing on control and balance.

These exercises can be a fun way to improve coordination and balance.

by [Kuncz Valentin](#) - Thursday, 14 March 2024, 9:19 AM

Practices such as yoga or simple balance exercises can enhance a child's balance, body awareness, and coordination while promoting a calming effect.

by [Andrea Bela](#) - Thursday, 14 March 2024, 9:22 AM

In my opinion we should encourage the person with autism to engage in physical activities that they enjoy, such as swimming, dancing, or playing sports.

by [Mercedes Horvath](#) - Thursday, 14 March 2024, 9:29 AM

Walking on Unstable Surfaces. One of the best physical balance activities for kids is having them walk and play on intentionally unstable or uneven surfaces.

Wheelbarrow Walking.

Crab Walking.

Hopscotch.

Standing on One Foot.

Yoga.

Twister.

Playing Catch.

by [Balázs Iuhos](#) - Friday, 22 March 2024, 2:46 PM

Yoga can be an activity which can help children become more aware of their bodies also can improve their balance and coordination and by practicing in suitable conditions can reduce stress.

by [Rebeka Filip](#) - Tuesday, 26 March 2024, 1:23 PM

To improve body awareness trampoline activities can be beneficial: proprioception and coordination can be enhanced by controlled trampoline exercises including bouncing,

jumping, and balancing. To guarantee a relaxing and positive environment, take safety measures and supervision. Also you can incorporate sensory integration activities to improve body awareness and offer deep pressure input, such as swinging, rocking, or using therapeutic balls. These activities can have a calming effect on children's nervous system

by [Brigitta Tar](#) - Tuesday, 26 March 2024, 4:25 PM

In my experience, several practices can help improve balance, body awareness, and coordination while providing a calming influence on children, particularly those with autism. Here are some effective practices:

1. **Yoga**: Yoga incorporates gentle movements, balance poses, and breathing exercises that can improve body awareness, balance, and coordination while promoting relaxation and stress reduction. Poses like tree pose, warrior pose, and child's pose can be particularly beneficial.
2. **Tai Chi**: Tai Chi involves slow, flowing movements and mindful breathing techniques that can enhance balance, coordination, and body awareness. Its gentle nature and focus on relaxation make it well-suited for children with autism.
3. **Gymnastics**: Gymnastics activities such as tumbling, balancing on beams, and using gymnastics equipment can help improve balance, coordination, and spatial awareness in a structured and supportive environment.
4. **Dance/movement therapy**: Dance and movement therapy utilizes rhythmic movements and creative expression to improve body awareness, coordination, and emotional regulation. It provides a fun and engaging way for children to explore movement while promoting relaxation and self-expression.
5. **Martial arts**: Martial arts disciplines like karate, judo, or tae kwon do can help children develop balance, coordination, and body awareness through a combination of physical movements, focus, and discipline. Many martial arts programs also emphasize mindfulness and self-control.
6. **Animal walks**: Encourage children to imitate animal movements such as crawling like a bear, hopping like a frog, or slithering like a snake. These activities not only improve coordination and body awareness but also provide sensory input and engagement.
7. **Swimming**: Swimming and water activities offer a low-impact way to improve balance, coordination, and body awareness while providing a calming sensory experience. The buoyancy of water can help support children's movements and reduce anxiety.
8. **Trampoline therapy**: Bouncing on a trampoline or using a rebounder can improve balance, coordination, and proprioception (awareness of body position) while providing a

calming and regulating sensory experience. Always supervise trampoline activities to ensure safety.

9. **Sensory integration activities**: Engage children in sensory activities such as swinging, rocking, or using sensory toys or tools like therapy balls, balance boards, or textured surfaces. These activities can help improve body awareness and coordination while providing a calming sensory experience.

10. **Mindfulness and relaxation techniques**: Teach children mindfulness exercises, deep breathing techniques, or progressive muscle relaxation to help them develop self-awareness, self-regulation, and a sense of calmness. These practices can be incorporated into daily routines to promote overall well-being.

By incorporating these practices into a child's routine and tailoring them to their individual needs and preferences, you can help improve their balance, body awareness, and coordination while providing a calming influence and promoting overall development.

by [Tudic Cristian](#) - Tuesday, 26 March 2024, 5:04 PM

In my experience, several practices can effectively improve balance, body awareness, and coordination in children while providing a calming influence:

**Yoga**: Gentle yoga poses that focus on balance, such as Tree Pose (Vrikshasana) or Mountain Pose (Tadasana), can help improve proprioception and body awareness. Additionally, incorporating breathing exercises and relaxation techniques, such as deep belly breathing or guided imagery, can promote a sense of calmness and reduce anxiety.

**Tai Chi**: This gentle martial art emphasizes slow, flowing movements and shifting weight from one leg to another, which can enhance balance and coordination. Tai Chi also encourages mindfulness and relaxation through its meditative aspects, making it beneficial for calming the mind and body.

**Dance Therapy**: Dance therapy combines movement with emotional expression, providing a creative outlet for children to explore their bodies while improving coordination and rhythm. Structured dance routines or improvisational movement activities can help children develop body awareness and self-confidence while promoting relaxation and stress relief.

**Gymnastics**: Gymnastics activities such as balancing on a beam, swinging on bars, or performing floor exercises can enhance balance, coordination, and proprioception. These activities also provide sensory input and opportunities for tactile exploration, which can be calming for children with sensory sensitivities.

**Mindfulness and Meditation**: Simple mindfulness exercises, such as body scans or mindful walking, can help children develop awareness of their bodies and surroundings while promoting relaxation. Guided meditation sessions tailored to children's interests and preferences can also be effective in calming the mind and reducing stress.

**Animal-Assisted Therapy**: Interacting with therapy animals, such as horses or dogs, can promote physical activity and sensory integration while providing emotional support and comfort. Activities such as grooming, leading, or riding horses can improve balance,

coordination, and body awareness while fostering a sense of calmness and connection. Overall, incorporating a combination of these practices into a child's routine can be beneficial for improving balance, body awareness, and coordination while providing a calming influence. It's essential to adapt the activities to the child's interests, abilities, and sensory preferences to ensure a positive and enjoyable experience.

by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:24 PM

In my experience, practices such as yoga, martial arts, dance, sensory integration activities like swinging or bouncing on a therapy ball, and mindfulness exercises can help improve balance, body awareness, and coordination while providing a calming influence on the child.

by [Tibor Molnar](#) - Sunday, 31 March 2024, 5:26 PM

Pilates focuses on core strength, flexibility, and body alignment, which are all essential for balance and coordination. Many Pilates exercises are gentle and can be modified to suit children's abilities.

Jumping on a trampoline can enhance balance, coordination, and proprioception (awareness of body position). It's a fun activity that also provides a sensory experience and can be calming for many children.

by [Kinga Balázs](#) - Tuesday, 2 April 2024, 2:56 PM

Child-friendly yoga poses and sequences can greatly improve balance, body awareness, and coordination. Yoga also incorporates mindfulness and breathing exercises, promoting calmness and focus.

Dance classes, whether ballet, modern, or other styles, are excellent for improving coordination and body awareness. Dancing also encourages creativity and self-expression, which can be calming for children.

Activities like riding a bike, climbing trees, or playing on playground equipment can improve balance and coordination naturally. Encourage outdoor playtime where children can explore and challenge themselves physically.

by [Karola Gyorgy](#) - Tuesday, 2 April 2024, 4:20 PM

Practices like yoga, Tai Chi, gymnastics, dance, martial arts, swimming, trampoline therapy, sensory activities, nature walks, and mindfulness exercises can improve balance, coordination, body awareness, and induce calmness in children with autism.

by [Aliz Biro](#) - Thursday, 4 April 2024, 11:51 PM

Engaging in activities such as yoga, tai chi, and dance can improve balance, body awareness, and coordination while providing a calming influence on the child.

by [Tiboldi Zselyke](#) - Friday, 5 April 2024, 3:17 PM

In my experience, yoga and pilates are excellent practices for improving balance, body awareness and coordination while providing a calming influence on the child. These kind of exercises are good for improving the posture, mobility, strength, flexibility etc.

by [Alexa Dario](#) - Friday, 5 April 2024, 9:10 PM

In my experience, enhancing children's balance, body awareness, and coordination while fostering a calming atmosphere involves integrating practices like yoga, martial arts, dance, and sensory activities. Yoga and mindfulness can particularly improve physical health and emotional regulation. Martial arts and dance promote discipline and spatial awareness, contributing to both physical and mental well-being. Sensory integration activities, tailored to children's unique needs, support sensory processing and motor skills. Outdoor play and involvement in sports offer natural, enjoyable ways to develop coordination and balance, alongside the benefits of structured routines and teamwork. For children facing developmental challenges, occupational therapy provides personalized strategies to refine motor skills in a supportive environment. These practices, collectively, nurture a child's physical and emotional development in a holistic manner.

by [Tudor Catana](#) - Friday, 5 April 2024, 11:18 PM

From my experience working with many children on improving their balance, awareness and coordination regarding their own gross motor function, I can tell that it is a necessary thing to provide also a calming influence by creating a favorable workspace to them in the problematics of physiotherapy, thru kindness, friendly vibes and mutual emotions regarding their situation in the physical side of theme.

by [Tudor Catana](#) - Saturday, 6 April 2024, 12:21 AM

In my experience, practices such as yoga, tai chi, and rhythmic movement activities have proven effective in improving balance, body awareness, and coordination in children with autism, while also providing a calming influence through gentle, flowing movements and mindfulness techniques.

by [Szakacs Beatrice](#) - Sunday, 7 April 2024, 9:51 PM

1. Balance: Engaging in activities that require balance, such as standing on one leg, walking on a balance beam, or practicing yoga poses, can help improve the child's balance skills. Regular practice can enhance stability and control over their body movements.

2. Body Awareness: Sports practices often involve movements that promote body awareness, such as stretching, reaching, bending, and coordinating different body parts. By practicing these movements consistently, autistic children can develop a better understanding of their body in space and improve proprioception.

3. Coordination: Participating in sports activities that involve coordination, such as catching and throwing a ball, dribbling a basketball, or performing dance routines, can enhance the child's motor coordination skills. Practicing these skills regularly can improve hand-eye coordination and overall motor skills.

by [Zalán Harkó](#) - Monday, 8 April 2024, 12:22 PM

In my opinion, certain practices can be particularly effective for improving balance, body awareness, and coordination while also providing a calming influence on the child. Here are some practices: Tai-chi, Gymnastics, Animal-Inspired Movements, Dance Therapy.

by [Blanka Keresztes](#) - Monday, 8 April 2024, 6:42 PM

Practices such as yoga, Tai Chi, and sensory integration activities like swinging or rocking can improve balance, body awareness, and coordination while providing a calming influence on children, including those with autism. Incorporating mindfulness practices and outdoor activities like nature walks further enhance these benefits, promoting overall well-being and sensory regulation. Tailoring activities to the child's interests and abilities ensures engagement and success in achieving developmental goals.

by [Orsolya Szabó](#) - Monday, 8 April 2024, 7:56 PM

Standing on balancing ball, walking on uneven surface, single leg exercises, small jumping, playing with ball

by [Cosma Zsanett](#) - Tuesday, 9 April 2024, 8:28 AM

Engaging in balance games with children offers a playful approach to enhancing their coordination and stability:

**Tightrope Walk:** Encourage them to walk along a line, mimicking a tightrope, without stepping off.

**Beam Relay:** Teams navigate across a low beam, passing an object to teammates, fostering teamwork and balance.

**Sock Skating:** Sliding across a smooth floor in socks challenges balance and control in a fun way.

**Hula Hoop Hop:** Jumping from hoop to hoop tests balance while adding an element of excitement.

**Balance Board Games:** Tag and basketball played on a balance board promote coordination and agility.

**Bubble Wrap Stomp:** Walking on bubble wrap, popping bubbles, adds a sensory dimension to balance practice.

**Statue Freeze:** Dancing and freezing in balanced poses encourages quick adjustments and stability.

**Nature Balance Trail:** Walking on logs and stones in a nature trail provides a natural setting to hone balance skills while exploring the outdoors.

These activities not only improve physical skills but also cultivate confidence and enjoyment in movement.

For a calming influence I would use breathing exercises.

by [Boróka Blanka Bóni](#) - Wednesday, 10 April 2024, 4:32 PM

Apart from yoga, tai chi, and sensory integration activities, practices such as dance therapy, martial arts, or gymnastics can also enhance balance, body awareness, and coordination



while promoting a sense of calm. These activities engage both the mind and body, fostering focus, relaxation, and self-awareness.

by [David Kiss](#) - Wednesday, 10 April 2024, 6:44 PM

**Swimming:** Swimming and water-based activities provide a low-impact, sensory-rich environment that can improve balance, coordination, and body awareness while promoting relaxation and reducing sensory sensitivities.

**Nature walks:** Exploring nature through walks or hikes can engage the senses, improve balance and coordination on uneven terrain, and enhance body awareness while providing a calming influence through exposure to natural surroundings.

by [Verdes Alexandra](#) - Tuesday, 16 April 2024, 7:32 PM

Exercises such as balance activities, mazes, ball games, or specific yoga poses can greatly improve balance, body awareness, and coordination while providing a calming influence on the child.



## Training autistic children

by [Marja Medved](#) - Thursday, 19 October 2023, 9:48 AM

## In what areas do the children with autism face sensory challenges when it comes to sport practice?

by [Maja Pulisak](#) - Tuesday, 31 October 2023, 3:31 PM

Adequate sensory data processing enables appropriate sensory sensitivity, the reception of certain types of sensory information, theirs, as well as the direction of attention towards certain types of support. In addition to the perception of sensory attraction, it is important that the child reacts adequately to it, that he can coordinately perform a movement or

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several movements within one motor action, that he achieves visual control over the movements, that he is able to achieve the temporal organization of movements; adequate precision, speed, intensity of movement, etc.

Sensory dysfunction can be manifested in different sensory modalities; visual, auditory, tactile, olfactory, gustatory, proprioceptive and vestibular. Sensory processing disorders are manifested in several ways, such as:

- Sensory modulation disorder (hypersensitivity, hyposensitivity or sensory seeking)
- Motor disorders based on sensorimotor disorders
- Sensory discrimination disorder.

Children with PSA who have signs of sensory dysfunction will not be able to achieve all the prerequisites for acquiring psychomotor skills. Sensory dysfunction leads to disturbances in the perception of reality at the level of reception, processing of data or inadequate response to these data, which to a lesser or greater extent also impairs psychomotor development.

by [EMESE AGNES MANIU](#) - Thursday, 2 November 2023, 6:59 AM

Training autistic children can present unique challenges due to the wide variability in their needs and abilities. Some common challenges include:

1. Communication difficulties: Many autistic children may struggle with verbal and non-verbal communication, making it essential to find alternative methods to understand their needs and preferences.
2. Sensory sensitivities: Sensory sensitivities can lead to overstimulation or aversion to sensory input, which can affect the learning environment and require adaptations to create a comfortable setting.
3. Behavioral challenges: Some autistic children may exhibit challenging behaviors, such as meltdowns or repetitive behaviors. Strategies to manage and support these behaviors are crucial.
4. Individualized approach: Autism is a spectrum disorder, so there is no one-size-fits-all approach. Tailoring interventions to each child's unique strengths and weaknesses is essential.
5. Social skills development: Many autistic children may struggle with social interactions and need specialized social skills training to help them build meaningful relationships.
6. Transitioning and flexibility: Routine changes or transitions can be challenging for autistic children, so teaching flexibility and preparing them for changes is important.
7. Parent and caregiver support: Involving parents and caregivers in the training process and providing them with tools and resources can help with consistency and long-term progress.

8. Positive reinforcement: Using positive reinforcement techniques to motivate and reward desired behaviors and skills can be effective in training autistic children.

9. Patience and empathy: Training autistic children requires a patient and empathetic approach, recognizing that progress may be slow and incremental.

10. Ongoing assessment and adjustment: Regularly assessing the child's progress and adjusting the training plan as needed is crucial for meeting their evolving needs.

It's important to work with professionals, such as behavior analysts, speech therapists, and occupational therapists, to develop and implement effective training strategies tailored to each child's unique profile.

by [David Cristian](#) - Saturday, 4 November 2023, 5:45 PM

Physical activity can have a positive impact on children, including those with autism or developmental disabilities. Engaging in regular physical activity can help reduce stereotypical behaviors, improve motor skills, promote social interactions, and boost overall well-being. It's important to provide opportunities for children to participate in activities that match their interests and abilities, which can vary from individual to individual. Activities like swimming, biking, dancing, or team sports can be beneficial. Additionally, structured routines and sensory integration strategies may also help in managing stereotypical behaviors. It's essential to consult with healthcare professionals and specialists who can provide tailored guidance for each child's unique needs.

by [David Cristian](#) - Saturday, 4 November 2023, 5:48 PM

Training autistic children involves a comprehensive and individualized approach that focuses on their unique strengths, needs, and preferences. It's crucial to remember that each autistic child is unique, and what works for one may not work for another. Regular assessments and adjustments to the child's educational plan are essential to ensure ongoing progress. Collaboration with professionals who specialize in autism and staying informed about the latest research and interventions can also be beneficial.

by [Sara Miriam](#) - Saturday, 4 November 2023, 6:52 PM

Sensory challenges are common in autistic individuals, and sensory integration therapy or sensory training can be beneficial. These therapies focus on helping autistic individuals better process and respond to sensory input. Activities may include sensory diets, deep pressure activities, and exposure to various sensory experiences in a controlled manner. It's important to work with a qualified therapist or occupational therapist who specializes in sensory integration to create a tailored program for each individual's specific needs.

by [Simina Bujita](#) - Saturday, 9 December 2023, 10:07 PM

Children with autism face challenges when it comes to sports in the following areas  
Sensory:

Hypersensitivity or hyposensitivity: Children with autism may have an exaggerated (hypersensitivity) or diminished (hyposensitivity) reaction to sensory stimuli such as sounds, lights, smells or touch. These reactions can influence how they engage in sports activities.

#### Auditory:

Hypersensitivity to noises: Loud or constant noises can be overwhelming for children with autism, affecting their concentration and ability to enjoy sports activities.

#### Visual:

Light sensitivity: Children with autism can be sensitive to light, which can affect their comfort during sports activities, especially in bright spaces or in the sun.

#### Tactile:

Sensitivity to touch: Children with autism may have increased or decreased sensitivity to tactile sensations. Sports equipment, clothes or physical contact can become sources of discomfort.

#### Motion:

Motor coordination problems: Difficulties in coordinating movements and balance can affect the ability of children with autism to participate in certain sports activities, such as cycling, skating or horseback riding.

#### Social:

Difficulties in social interactions: Sports often involve social interactions and collaboration with others. Children with autism may have difficulty reading social cues or communicating effectively during team sports activities.

#### Adaptation to the rules:

Difficulty understanding and following rules: Sports activities have specific rules, and children with autism may have difficulty understanding or applying them correctly.

#### Routines and changes:

Reactions to changes in routine: Sporting events can bring about changes in the daily routine. Children with autism may have difficulty coping with these changes and may require additional support to adjust.

#### Emotional involvement:

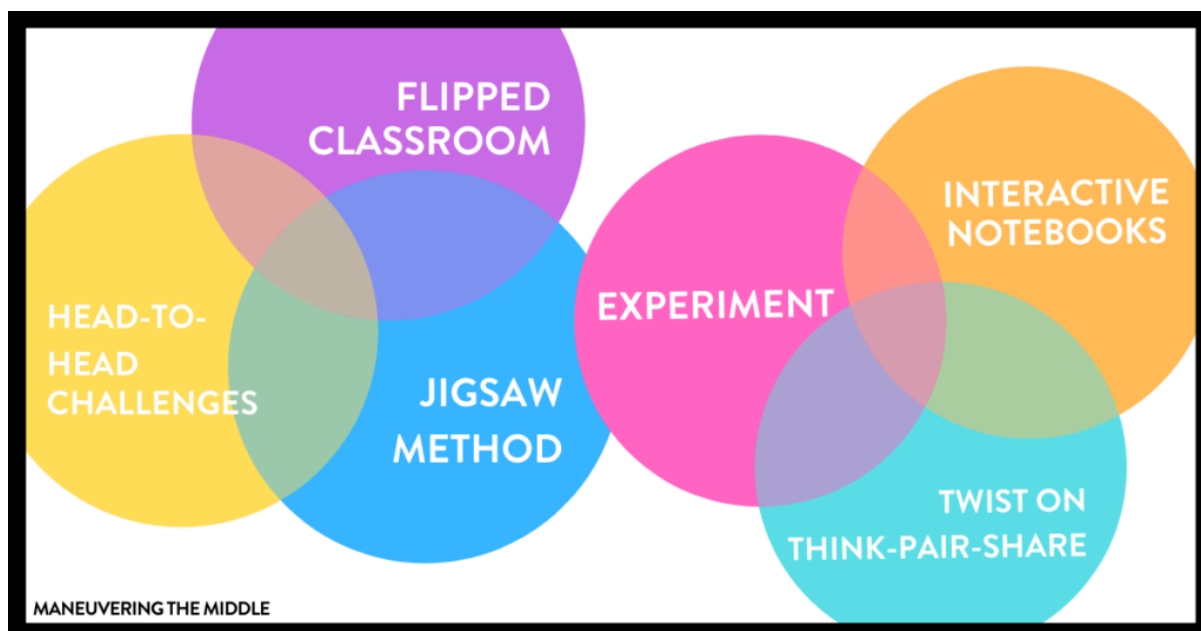
Intense emotional reactions: Children with autism may experience intense emotional reactions in certain situations, including during sports activities. Managing these emotions can be challenging.

#### Temporal perception:

Difficulties with time perception: Sometimes children with autism may have difficulty perceiving the passage of time, which can affect their participation in sports activities with time limits

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 12:08 PM

Children with autism may face sensory challenges in various areas when participating in sport practice. Children with autism may be hypersensitive to loud noises or sudden sounds commonly present in sports environments, such as whistles, cheering, or equipment clanging. These auditory sensitivities can be overwhelming and distracting, affecting their ability to focus and participate in sports activities.



## Teaching strategies

by [EMESE AGNES MANIU](#) - Saturday, 25 November 2023, 8:54 AM

**Some autistic children may have trouble coordinating movements between the left and right side of the body among different limbs, making it difficult to do actions like pumping their legs on a swing, jumping, skipping or hopping. What strategies you use to teach them this actions?**

by [Simina Bujita](#) - Saturday, 9 December 2023, 10:03 PM

I use the following strategies: simple bilateral activities start with simple activities that involve coordination of bilateral movements. These may include hitting a ball with both hands, clapping or tapping the floor, break down complex movements into smaller, more manageable steps, teach children to perform each step individually, then gradually combine them to to form the final movement.

I use music and its rhythm:

I use music with a clear and distinct beat to help synchronize movements, the beat can serve as a guide and stimulus to encourage coordination between limbs.

by [Dóri - Eszter Tóth](#) - Wednesday, 13 March 2024, 3:38 PM

I would start with simple exercises. Foreskin with bilateral exercises. Clapping, passing the ball, or throwing with two hands. In the latter, bouncing the ball with one hand or passing the ball to a partner, passing the ball in a big circle. You can also roll a ball on the floor with your right or left hand.

by [David Cristian](#) - Friday, 9 February 2024, 12:28 PM

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Teaching limb coordination to autistic children can involve various strategies tailored to their individual needs and preferences. Here are some approaches:

1. **Visual supports:** Use visual aids such as pictures, diagrams, or videos to demonstrate limb movements and sequences. Visual schedules can also help them understand and anticipate the steps involved in an activity.
2. **Break tasks into smaller steps:** Break down complex movements into smaller, more manageable steps. Provide clear, concise instructions for each step and allow time for the child to process and practice before moving on.
3. **Provide verbal and visual cues:** Use verbal prompts paired with visual cues (e.g., pointing, modeling) to help the child understand what is expected of them and how to perform the movements correctly.
4. **Incorporate sensory activities:** Engage the child in sensory-rich activities that promote body awareness and coordination, such as playing with textured materials, swinging, or jumping on a trampoline.
5. **Use structured activities:** Structured activities with clear rules and routines can help autistic children feel more comfortable and confident in practicing limb coordination skills. Consider activities like martial arts, dance, or yoga that emphasize body movement and control.
6. **Offer positive reinforcement:** Provide plenty of praise, encouragement, and rewards for effort and progress. Positive reinforcement can motivate the child to continue practicing and improving their limb coordination skills.
7. **Adapt activities to individual interests:** Tailor activities to the child's specific interests and preferences to increase their engagement and motivation. For example, if a child enjoys music, incorporate rhythmic movements into limb coordination exercises.
8. **Provide opportunities for repetition and practice:** Offer frequent opportunities for the child to practice limb coordination skills in a supportive and structured environment. Repetition helps reinforce learning and build muscle memory.
9. **Collaborate with occupational therapists:** Work closely with occupational therapists who can provide personalized strategies and interventions to address the child's unique needs and challenges related to limb coordination.
10. **Be patient and flexible:** Every child learns at their own pace, so be patient and flexible in your approach. Celebrate small achievements and be prepared to adjust your teaching strategies as needed based on the child's progress and feedback.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:46 AM

Teaching coordination and bilateral movements to children with autism requires a patient and supportive approach that focuses on breaking down tasks into manageable steps, providing visual and tactile cues, and offering plenty of opportunities for practice. Begin by demonstrating the desired action yourself, showing clear and exaggerated movements. Use verbal instructions and gestures to explain each step of the action.

by [David Kiss](#) - Tuesday, 12 March 2024, 2:37 PM

Encourage and praise the child's efforts and progress, celebrating even small achievements to boost motivation and confidence. Incorporate balance and coordination exercises into the child's routine to help improve overall coordination skills, such as balancing on one foot or walking along a balance beam.

by [Alexandra Sabau](#) - Tuesday, 12 March 2024, 4:45 PM

Modify activities to suit the child's abilities and preferences. Gradually increase complexity as they become more comfortable with coordinated movements.

by [Csenge-Anna Faragó](#) - Tuesday, 12 March 2024, 5:12 PM

Exercises should be adapted to the child's condition, and more complex tasks should be broken down into small parts. Focus on coordination between the two sides by performing symmetrical exercises.

by [Tiboldi Zselyke](#) - Tuesday, 12 March 2024, 5:39 PM

We break tasks down into smaller steps. We start with one side, simple exercises, then the other side and after then combine the two sides. After all this we give them more complicated exercises.

by [Verdes Alexandra](#) - Wednesday, 13 March 2024, 9:13 AM

To teach actions like pumping legs on a swing, jumping, skipping, or hopping to autistic children with coordination difficulties, I utilize various strategies. These include breaking down the actions into smaller steps, providing visual demonstrations, offering hands-on guidance, incorporating sensory-motor activities, and using repetition and positive reinforcement to practice and reinforce the movements.

by [Peter Lakatos](#) - Wednesday, 13 March 2024, 9:44 AM

Children with autism can benefit from a variety of strategies when it comes to teaching coordination. These include breaking down actions into smaller steps, using visual aids like pictures or videos, verbal cues and demonstrations, incorporating sensory activities, providing positive reinforcement, repeating and consistent practice. It's critical to adjust the method to the unique requirements and preferences of each child, taking into account their communication preferences and sensory sensitivity.

by [Deme Mihály Mátyás](#) - Wednesday, 13 March 2024, 10:11 AM

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Children with autism require a patient and encouraging approach while learning coordination and bilateral movements. This method should emphasize breaking down tasks into little steps, providing tactile and visual cues, and providing lots of practice chances. Start by clearly articulating and exaggerating the desired action yourself. Make use of gestures and spoken directions to clarify each phase of the process.

by [Boglárka Bone](#) - Wednesday, 13 March 2024, 10:16 AM

I use hands-on demonstrations and physical direction to help autistic children develop their left-right coordination for motions. They may comprehend the actions more readily if you break them down into smaller steps and practice them individually. I also use visual aids to illustrate the steps, such as images or movies. Giving them lots of encouragement and supportive feedback helps them become more confident and driven to keep trying. Additionally, you may increase the effectiveness and enjoyment of the learning process by implementing interesting and engaging activities that they appreciate.

by [Boróka Blanka Bóni](#) - Wednesday, 13 March 2024, 12:03 PM

Teaching coordination to autistic children with bilateral movement challenges involves breaking actions into steps, using visual aids, incorporating sensory activities, and offering consistent positive reinforcement. Activities engaging both sides of the body simultaneously, like catch or dancing, can improve coordination. Patience, flexibility, and empathy are crucial for effective teaching.

by [Tibor Molnar](#) - Wednesday, 13 March 2024, 3:04 PM

Provide physical support or guidance as needed to help the child coordinate their movements. This might involve gently guiding their limbs through the motion or providing hand-over-hand assistance.

Establish a structured and predictable environment that minimizes distractions and supports the child's ability to focus and engage in motor activities. Consistent routines and clear expectations can help reduce anxiety and facilitate learning.

Continuously monitor the child's progress and adjust teaching strategies as needed based on their individual strengths, challenges, and interests. Keep track of successes and areas for improvement to inform future interventions.

by [Kinga Balázs](#) - Wednesday, 13 March 2024, 3:31 PM

Just like with complex game strategies, breaking down the action into smaller, more manageable steps can be effective. For example, if teaching pumping on a swing, you might start by focusing on the movement of just one leg at a time, then gradually work up to coordinating both legs.

Visual aids such as pictures, diagrams, or videos can help demonstrate the action. You can use pictures of children swinging, jumping, or hopping to show what the end goal looks like. Visual schedules can also be useful in showing the steps involved.

Music can provide a motivating and rhythmic cue for movement. Choose songs with a strong beat for jumping or hopping activities. The rhythm can help with timing and coordination.



by [Zsuzsánna Hodor](#) - Wednesday, 13 March 2024, 5:11 PM

Divide Up the Work: Divide the intended action into more doable, smaller steps. This makes the necessary movement sequence easier for the child to understand.

Modelling: Perform the action yourself, if required enlarging the movements. This gives the child a clear model to follow.

Voice Instructions: Explain each stage of the procedure using brief, understandable voice instructions. Use clear, understandable language and repeat directions as necessary to the child.

by [Aliz Biro](#) - Wednesday, 13 March 2024, 9:05 PM

To teach these actions, break them down into smaller steps, use visual demonstrations, provide physical support or modeling, incorporate repetition, offer encouragement, and be patient and supportive throughout the learning process.

by [Anna Barta](#) - Wednesday, 13 March 2024, 9:27 PM

When teaching such activities, it's crucial to first observe the individual needs and abilities of the child. One strategy is to break down the movements into parts and gradually introduce them so the individual can understand and learn them more easily. Additionally, using visual aids such as pictures or videos can assist in demonstrating the movements. It's also important to be patient and provide positive feedback to the child for every progress made to enhance

by [Szende Imre](#) - Wednesday, 13 March 2024, 10:50 PM

Even though ASD is not considered a learning disability, it can still create challenges to academic success by impacting communication, socialization, and other key aspects of a child's behavior and development. However, educators can overcome these challenges by implementing effective academic strategies for students with autism, which we've supplied four examples of below.

Students who have ASD frequently have difficulties with communication. Therefore, it is essential to ensure that you are clear and direct when providing student feedback, asking questions, or giving directions. Avoid metaphorical or abstract language and choose simple, straightforward wording to minimize the risk of misunderstandings. It's also important to periodically check in with your students to see how they're progressing and whether they're struggling with any particular aspects of a course, task, or assignment.

by [Anna Timar](#) - Thursday, 14 March 2024, 8:34 AM

I would tie his legs together or put rubber bands on them to hold them together

by [Kuncz Valentin](#) - Thursday, 14 March 2024, 9:24 AM

We start with easier exercises divided into the two halves of the body, then gradually introduce more difficult exercises and synchronize both sides.

by [Andrea Bela](#) - Thursday, 14 March 2024, 9:32 AM

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maybe we could use mirror movements or the cross crawls

by [Mercedes Horvath](#) - Thursday, 14 March 2024, 9:34 AM

Parents and caregivers play a crucial role in supporting the development of motor skills in individuals with autism.

By providing opportunities for physical activity and practicing motor skills during daily routines, parents and caregivers can help individuals improve their gross and fine motor skills.

Some strategies that parents and caregivers can use to support motor skill development include:

**Encouraging physical activity:** Parents and caregivers can encourage physical activity by taking their child to the park, engaging in outdoor games or activities such as throwing a ball or playing catch.

**Providing sensory input:** Sensory input such as playing with textured toys or engaging in water play can help improve fine motor skills.

**Incorporating daily routines:** Daily routines such as getting dressed or preparing meals provide opportunities for practicing fine motor skills such as buttoning clothes, using utensils or cutting food.

**Using assistive technology:** Assistive technology such as pencil grips, weighted vests, or adaptive utensils can help individuals with autism overcome specific motor skill challenges.

It is important to note that every individual is unique, and what works for one person may not work for another. Therefore, it is essential to consult with healthcare professionals such as occupational therapists to determine the most effective interventions for an individual's specific needs.

By working together with healthcare professionals and implementing strategies at home, parents and caregivers can help individuals with autism develop the necessary motor skills to thrive in all areas of life.

by [Balázs Iuhos](#) - Friday, 22 March 2024, 3:17 PM

In this situation i would try to create a safe obstacle course with tunnels, low beams, or cones that require alternating leg movements. Another way can be musical activities. Encouraging dancing to music with free movement, or following along to simple dance routines that incorporate bilateral coordination.

by [Szekely Eszter](#) - Monday, 25 March 2024, 5:15 PM

To help autistic children improve coordination between their left and right sides, it's crucial to break down movements into manageable steps and provide visual demonstrations. By offering physical guidance and engaging in balance activities, such as balancing on one leg, children can strengthen core muscles and enhance coordination skills. Additionally,

incorporating play and positive reinforcement, along with peer modeling, creates a supportive and enjoyable learning environment, fostering gradual improvement in coordination abilities.

by [Rebeka Filip](#) - Tuesday, 26 March 2024, 12:25 PM

You can find many simple activities throughout the course of a day to encourage strong bilateral integration. To make it easier for the child to integrate these activities into their daily routine, they should be playful.

Some examples for such activities:

Symmetrical activities: painting with a squeeze bottle (the child holds the bottle with both hands and squeezes it onto the target surface), bouncing and catching balls (bounce large playground balls and catch them with both hands);

Alternating activities: climbing a ladder, bike riding.

by [Orbán Anna](#) - Tuesday, 26 March 2024, 1:48 PM

Break down the movements: Break down the action into smaller, manageable steps. For example, for swinging, start with simply holding onto the swing, then gradually introduce gentle pushing movements with the legs.

Provide demonstrations: Model the actions yourself and provide clear visual demonstrations. Use verbal cues to describe each step of the movement.

Use visual aids: Utilize visual aids such as pictures, diagrams, or videos to illustrate the desired movements and help reinforce understanding.

Provide physical support: Offer physical support and guidance as needed, such as holding their hands or providing assistance with body positioning to help them feel more comfortable and confident in performing the movements.

Use motivating activities: Incorporate activities that are motivating and enjoyable for the child. For example, if the child enjoys music, incorporate rhythmic movements or dancing into the practice.

Practice regularly: Encourage regular practice sessions to help reinforce learning and improve coordination over time. Make the practice sessions short, frequent, and engaging.

Celebrate progress: Acknowledge and celebrate small achievements and progress made by the child. Positive reinforcement can help boost motivation and confidence.

Individualize instruction: Recognize and accommodate individual differences and preferences. Modify the teaching approach to suit the child's unique needs and learning style.

by [Brigitta Tar](#) - Tuesday, 26 March 2024, 4:13 PM

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Teaching coordination to autistic children can be approached through various strategies:

1. Break down the action into smaller steps: Begin with simple movements and gradually progress to more complex ones. For example, start with swinging one leg at a time before attempting bilateral movements.
2. Use visual aids: Visual cues such as pictures, diagrams, or videos can help illustrate the desired actions and provide a clear reference for the child to follow.
3. Provide physical support: Offering physical assistance or using aids such as hand-over-hand guidance can help the child understand the correct movements and build muscle memory.
4. Incorporate sensory experiences: Engage the child's senses by incorporating activities that appeal to their sensory preferences, such as using textured surfaces for hopping or providing auditory cues for timing movements.
5. Offer positive reinforcement: Praise the child for their efforts and progress, and provide rewards or incentives to motivate them to continue practicing.
6. Make it fun: Integrate the activities into enjoyable games or play scenarios to keep the child engaged and motivated to participate.
7. Be patient and persistent: Learning coordination skills may take time and repetition, so it's essential to remain patient and consistent in your teaching approach.

By implementing these strategies and tailoring them to the individual needs and preferences of the child, you can help them develop coordination skills and overcome challenges in activities like swinging, jumping, skipping, or hopping.

by [Judic Cristian](#) - Tuesday, 26 March 2024, 5:11 PM

Hey there! When it comes to teaching these movements to kids with autism, it's all about breaking it down and keeping it fun.

Start by showing them what you want them to do. Use simple language and show them step-by-step how to do the action, like jumping or pumping their legs on a swing.

Give them lots of encouragement and praise for trying, even if they're just taking small steps. Positive reinforcement goes a long way!

Use props or equipment to make it easier. For example, holding onto a railing while practicing hopping or using a smaller swing for pumping their legs.

And don't forget to make it enjoyable! Turn it into a game or play their favorite music while they practice. The more fun they're having, the more likely they are to keep trying and improving.

by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:17 PM

To teach actions like swinging, jumping, skipping, or hopping to autistic children struggling with coordination, use clear demonstrations, hands-on guidance, visual aids, repetitive practice, positive reinforcement, and adaptations if needed.

by [Karola Gyorgy](#) - Tuesday, 2 April 2024, 4:02 PM

Teaching activities involving coordination for children with autism can be challenging. Break down the tasks into smaller steps and use visual aids, verbal cues, and physical support. Regular practice, sensory supports, and making it fun can help them develop coordination skills. Celebrate their progress and tailor instruction to their individual needs.



## Adjustments in sports

by [Natalia Lončar](#) - Wednesday, 13 September 2023, 2:22 PM

**Hi! I'm wondering what kind of adjustments do kids with autism need when it comes to practicing sport? I am struggling with their behavior sometimes in school and I would like to know how to adapt the lessons. Thank you, have a nice day!**

by [EMESE AGNES MANIU](#) - Monday, 2 October 2023, 7:09 AM

Children with autism can benefit from visual aids to better understand the instructions and routines of sporting activities. We often use pictures, pictograms or diagrams to explain the rules of the game, the steps to follow or the exercises to perform. Visual aids help reinforce

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understanding and predictability, which can reduce anxiety and encourage active participation.

by [Maja Pulisak](#) - Monday, 16 October 2023, 10:11 PM

I try to make work with children with autism productive and successful. That's why I need to break down a certain task into several parts .I adapt the exercise to each one individually in a more fun way, using pictures and symbols on the parterre in the form of arrows, directions in different colors.

by [David Cristian](#) - Saturday, 4 November 2023, 5:59 PM

Making adjustments in sports for autistic children is crucial to ensure their full participation and enjoyment. Here are some key adjustments and considerations:

1. **Clear Communication:** Use clear and concise language when giving instructions. Visual aids, social stories, and visual schedules can help with communication.
2. **Sensory-Friendly Environment:** Be aware of sensory sensitivities. Offer sensory breaks, provide quiet spaces, and allow children to wear sensory-friendly clothing if needed.
3. **Structured Routine:** Maintain a structured and predictable routine during sports activities. Autistic children often thrive in a structured environment.
4. **Individualized Instruction:** Recognize that each child is unique. Tailor coaching and support to each child's abilities and needs. Break skills into smaller, manageable steps.
5. **Social Skills Training:** Incorporate social skills training to help children with autism understand and navigate social interactions with teammates and coaches.
6. **Visual Supports:** Use visual cues and supports to aid understanding, including visual schedules, diagrams, and colored markers.
7. **Positive Reinforcement:** Provide consistent positive reinforcement through praise, rewards, or preferred activities to motivate and reinforce desired behaviors.
8. **Inclusion:** Encourage inclusion in mainstream sports when appropriate, and provide support to ensure a successful transition.
9. **Flexibility:** Be flexible and open to adjusting coaching methods and strategies based on the child's needs and preferences.
10. **Understanding Challenging Behaviors:** Recognize that challenging behaviors may arise due to stress or sensory overload. Work with the child to identify triggers and develop strategies for managing these behaviors.

11. Empathy and Patience: Approach coaching with empathy and patience, as autistic children may need more time to process information and respond.

12. Support from Caregivers: Collaborate with parents and caregivers to ensure a consistent and supportive approach both on and off the sports field.

13. Accommodations: Consider reasonable accommodations, such as modified equipment or additional support, to enable the child's full participation.

14. Celebrate Achievements: Celebrate the child's achievements, both big and small, to boost their self-esteem and motivation.

Remember that the goal is to make sports a positive and inclusive experience for autistic children. By implementing these adjustments and fostering a supportive and understanding environment, you can help them enjoy the benefits of sports, such as improved physical fitness, social interactions, and personal growth.

by [Sara Miriam](#) - Saturday, 4 November 2023, 6:37 PM

Children with autism often thrive in structured environments. For sports teams, this could mean creating a routine for practices or games that includes clear expectations and rules. Instructors can also use visual aids such as schedules or charts to help children understand what is happening during each practice or game.



## Noisy environment

by [EMESE AGNES MANIU](#) - Friday, 16 February 2024, 7:15 AM

**Noisy environments can be overwhelming for individuals with autism due to sensory sensitivities. Loud noises can**

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## cause distress, anxiety, or sensory overload, making it difficult for them to focus or engage in activities. What is your approach for "noisy training" ?

by [Maja Pulisak](#) - Saturday, 17 February 2024, 8:06 PM

Hello

My opinion is that it is very important to work with children with autism in small groups so that they disturb each other as little as possible. Large physical rooms with high ceilings are not good because of the appearance of echoes and sound reflection and delay. This has a negative effect on work and concentration of children with autism. The acoustics of the space are important for a healthy working environment.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:40 AM

For "noisy training" with volunteers working with individuals with autism, the approach should focus on creating a controlled and gradual exposure to loud noises while providing support and accommodations to manage sensory sensitivities. Begin by educating volunteers about sensory sensitivities in autism and how loud noises can impact individuals with autism. Help them understand the potential challenges and the importance of creating a supportive environment.

by [Aliz Biro](#) - Tuesday, 12 March 2024, 9:52 AM

My approach for "noisy training" would involve gradually exposing individuals with autism to increasing levels of noise in a controlled and supportive environment. This exposure should be tailored to the individual's sensory sensitivities and gradually increase over time as they become more comfortable.

by [Anna Barta](#) - Tuesday, 12 March 2024, 10:47 AM

I totally agree. Individuals with autism need to be provided with the appropriate support and environment to minimize the discomfort caused by noise and to assist them in concentrating and participating in activities.

by [Zilahi Viola](#) - Tuesday, 12 March 2024, 1:21 PM

Gradually expose individuals to increasing noise levels in a controlled environment, providing coping strategies like headphones and mindfulness techniques, tailored to their needs, with support from caregivers or professionals.

by [Zsófia Szilágyi](#) - Tuesday, 12 March 2024, 1:23 PM

To assist individuals with autism in coping with noisy environments, a methodical approach called "noisy training" can be involved. By using tools like noise-canceling headphones or sound machines, individuals can become accustomed to louder sounds over time. Starting with minimal noise and progressively escalating the intensity while providing support and reassurance aids in their adaptation process. Furthermore, integrating relaxation methods and sensory aids can enhance their ability to manage sensory overload effectively.

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by [Orbán Anna](#) - Tuesday, 12 March 2024, 1:25 PM

My opinion is that it is very important to work with children with autism in small groups because because of the calmness and silence.

by [Szekely Eszter](#) - Tuesday, 12 March 2024, 1:26 PM

I think, helping someone with autism get used to noise can be done by slowly introducing different levels of sound in a calm setting. Using relaxation methods and creating a supportive environment makes this process more effective.

by [Cosma Zsanett](#) - Tuesday, 12 March 2024, 1:57 PM

My approach for "noisy training" would involve creating a sensory-friendly (class)room for supporting individuals with sound sensitivity. Using pictures, graphics or videos can help to understand instructions more effectively. Providing a quiet space where they can go when they need a break from overwhelming sounds. Establishing routines, knowing what to expect can reduce anxiety and stress.

Using sensory integration therapy, which is conducted by a trained professional and may involve a variety of techniques, such as deep pressure massage, swinging or playing with different textures. The goal is to gradually desensitise the individual to certain sounds and improve their ability to cope with auditory stimuli.

by [Dóri - Eszter Tóth](#) - Tuesday, 12 March 2024, 2:10 PM

It is important that one person deals with the child so that he can only focus on that one person. The other persons should remain silent

by [Rebeka Filip](#) - Tuesday, 12 March 2024, 3:07 PM

When working with ASD individuals it is helpful to avoid their trigger sounds and to take quiet breaks. Still, as a consequence of this, roughly a third of the individuals develop social isolation because they do not take part in family, community or school activities, this is why "noisy training" is essential. Noise adaptability can be achieved slowly, by gradually exposing the person to more sounds and louder environments, while still providing a quiet environment, where the individual can take a break and relax.

by [Alexandra Sabau](#) - Tuesday, 12 March 2024, 4:41 PM

Choose or adapt equipment to be sensory-friendly, minimizing unnecessary loud sounds without compromising the effectiveness of the training.

by [Csenge-Anna Faragó](#) - Tuesday, 12 March 2024, 5:38 PM

Avoid noisy factors as much as possible, work with them in small groups, preferably in a quiet place. Give them tasks that do not make noise.

by [Tiboldi Zselyke](#) - Tuesday, 12 March 2024, 5:50 PM

We should exercise in a quiet room, with few people around. Firstly, we try to create silence in the room. Secondly, we try to distract the children's attention from the loud noises, which cause distress, anxiety, sensory overload, and we continue to focus on the exercises.

by [Anna Timar](#) - Tuesday, 12 March 2024, 7:30 PM

I think group activities held in smaller groups can be good for them.

by [Kallos Erika](#) - Tuesday, 12 March 2024, 8:00 PM

By informing the individual about the noise exposure beforehand and teaching coping strategies such as deep breathing, it can help individuals with autism gradually build tolerance and develop effective coping skills for navigating noisy environments.

by [David Lőrincz](#) - Tuesday, 12 March 2024, 9:05 PM

Noisy training" for individuals with autism involves gradually exposing them to increasing levels of noise in a structured and supportive manner to help them develop coping strategies and resilience. Here's an approach to consider:

**Assessment and Understanding:** Before beginning any noisy training, it's crucial to assess the individual's specific sensory sensitivities and reactions to noise. Understand what types of noises are particularly distressing and how they manifest in the individual's behavior.

**Start with Familiar Sounds:** Begin with familiar and tolerable noises that are less likely to cause distress. This could include household noises like the sound of running water, a vacuum cleaner, or a kitchen appliance.

**Gradual Exposure:** Introduce louder or more unpredictable noises in a gradual and controlled manner. Start with low-intensity sounds and gradually increase the volume or complexity over time. Use a systematic desensitization approach, where exposure is increased incrementally as the individual becomes more comfortable.

**Provide Predictability and Control:** Offer predictability and control over the noisy training process. Let the individual know what to expect and allow them to participate in decisions about when and how to engage in the training. This can help reduce anxiety and increase feelings of autonomy.

**Use Visual Supports:** Use visual supports such as social stories, picture schedules, or visual timetables to prepare the individual for the noisy training sessions. Visual aids can help them understand the purpose of the training and what to expect, reducing uncertainty and anxiety.

**Implement Relaxation Techniques:** Teach relaxation techniques such as deep breathing, mindfulness, or progressive muscle relaxation to help the individual manage anxiety or sensory overload during noisy training sessions. Practice these techniques in a calm

environment before and during exposure to loud noises.

**Monitor and Adjust:** Continuously monitor the individual's responses and adjust the intensity or duration of the noisy training accordingly. Be responsive to signs of distress or discomfort, and be prepared to modify the training plan as needed.

**Provide Reinforcement and Support:** Offer praise, encouragement, and rewards for the individual's efforts and progress during noisy training. Provide emotional support and reassurance throughout the process, acknowledging their bravery in facing challenging situations.

**Generalize Skills:** Encourage the individual to generalize coping strategies learned during noisy training to real-life situations where loud noises occur. Practice coping techniques in various environments to promote flexibility and adaptability.

**Collaborate with Professionals:** Collaborate with professionals such as occupational therapists or behavioral therapists who specialize in sensory integration and anxiety management. They can provide additional guidance, strategies, and support tailored to the individual's needs.

By implementing these strategies and gradually exposing individuals with autism to noisy environments in a supportive and controlled manner, you can help them develop coping skills and resilience in managing sensory sensitivities.

by [Sebestyén Imelda](#) - Wednesday, 13 March 2024, 7:30 AM

It is important to note that noisy training is not suitable for all people with autism and should only be done under the supervision of a professional. Each person with autism is unique and has a different degree of sensitivity to noise. It is important that a professional assesses the individual's sensitivity and tolerance to noise before noise training is started. Noisy training should be gradual, in a predictable and controlled environment. Training should start with quieter sounds and gradually increase the volume and duration of the sounds over time.

by [Verdes Alexandra](#) - Wednesday, 13 March 2024, 9:06 AM

My approach involves gradually exposing individuals with autism to increasing levels of noise in a controlled environment, using sensory-friendly tools like headphones, and providing clear communication and support.

by [Kinga Balázs](#) - Wednesday, 13 March 2024, 3:38 PM

Start with mildly noisy environments and gradually increase the noise level over time. This helps individuals become accustomed to different levels of noise without being overwhelmed.

Use noise-cancelling headphones or earplugs initially to provide a sense of control over the

environment.

Offer praise, rewards, or preferred activities for successfully coping with noisy environments. This encourages positive associations with challenging situations.

by [Boglárka Péli](#) - Wednesday, 13 March 2024, 4:46 PM

When it comes to "noisy training" for individuals with autism, it's important to start gradually and incrementally expose them to increasingly louder environments. This can help desensitize them over time. Begin with relatively quiet environments and gradually introduce controlled exposure to louder noises, always monitoring their comfort level and providing support as needed.

by [Szász Szilárd](#) - Wednesday, 13 March 2024, 6:46 PM

When considering "noisy training" for individuals with autism, it's crucial to adopt a gradual and systematic approach to desensitize them to loud noises. This could involve using a hierarchy of sounds, starting with low-intensity noises and gradually increasing the volume and complexity as they become more accustomed. Additionally, incorporating sensory tools like noise-canceling headphones or creating quiet spaces where they can retreat when overwhelmed can be beneficial. It's essential to tailor the training to each individual's specific sensitivities and needs, ensuring a supportive and understanding environment throughout the process.

by [Tusai Szabolcs](#) - Wednesday, 13 March 2024, 8:47 PM

It is difficult to hear what's being said in a noisy environment. Background noises can create overwhelming listening difficulties.

by [Andrea Bela](#) - Thursday, 14 March 2024, 9:52 AM

We should start with low-intensity noise levels and gradually increase the noise level over time as individuals become more accustomed to the sensory stimuli. This gradual exposure allows them to acclimate to the noise without feeling. Provide sensory tools or activities such as fidget toys, weighted blankets, or sensory swings to help individuals regulate their sensory experiences and reduce anxiety. Offer individuals with autism choices and control over their environment whenever possible. Allow them to adjust the volume of noise, take breaks when needed, or use sensory tools to regulate their sensory experiences. Empowering individuals to make decisions about their sensory environment can help increase their sense of autonomy and reduce anxiety.

by [Szakacs Beatrice](#) - Thursday, 14 March 2024, 10:55 PM

Exposing individuals with autism to different levels of noise in a controlled environment. The goal is to help them become more comfortable and better able to process and respond to auditory stimuli. It's a step-by-step process that is tailored to each individual's needs and abilities.

by [Balázs Luhos](#) - Friday, 22 March 2024, 3:27 PM

My approach for "noisy training" would be:

1. Using a calm space
2. Predictable noises
3. Positive reinforcements
4. Respecting individual preferences

by [Brigitta Tar](#) - Tuesday, 26 March 2024, 4:27 PM

For individuals with autism who are sensitive to noisy environments, it's essential to approach "noisy training" with care and consideration for their sensory needs. Here are some strategies to help individuals gradually adapt to and cope with noisy environments:

1. **Gradual exposure**: Introduce individuals to noisy environments gradually, starting with low levels of noise and gradually increasing the intensity over time. This gradual exposure allows them to acclimate to the sensory stimulation at their own pace and build tolerance gradually.
2. **Provide sensory accommodations**: Offer sensory accommodations such as noise-canceling headphones, earplugs, or sensory-friendly spaces equipped with calming sensory tools like weighted blankets or fidget toys. These accommodations can help individuals regulate their sensory input and feel more comfortable in noisy environments.
3. **Use desensitization techniques**: Practice desensitization techniques such as deep breathing exercises, progressive muscle relaxation, or mindfulness techniques to help individuals manage their stress and anxiety in response to loud noises. These techniques can help them develop coping skills and increase their tolerance for noisy environments over time.
4. **Create predictable routines**: Establish predictable routines and schedules for activities in noisy environments to help individuals feel more secure and prepared. Knowing what to expect can reduce anxiety and make the experience more manageable.
5. **Provide breaks and rest periods**: Allow individuals to take breaks or retreat to a quiet space when needed to recharge and decompress from sensory overload. Offering regular breaks can prevent sensory overwhelm and help individuals regulate their sensory input more effectively.
6. **Offer support and encouragement**: Provide support and encouragement to individuals as they navigate noisy environments, acknowledging their efforts and progress. Validate their feelings and offer reassurance that it's okay to feel overwhelmed or anxious, and that they can take steps to manage their sensory experiences.
7. **Model coping strategies**: Model coping strategies and self-regulation techniques for individuals to observe and emulate. Demonstrating how to cope with noisy environments

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effectively can empower them to develop their own strategies for managing sensory challenges.

8. **\*\*Involve individuals in planning\*\***: Involve individuals in planning activities and outings in noisy environments, allowing them to have a say in how they will navigate and cope with sensory stimuli. Empowering them to make choices and advocate for their needs promotes independence and self-advocacy skills.

By implementing these strategies and tailoring them to the individual's specific sensory needs and preferences, you can help individuals with autism gradually build tolerance and develop coping skills for navigating noisy environments more effectively.

by [Tudic Cristian](#) - Tuesday, 26 March 2024, 5:07 PM

When designing a "noisy training" approach for individuals with autism, it's essential to prioritize their sensory needs and comfort while gradually exposing them to louder environments in a controlled and supportive manner. Here's a structured approach:

**Assessment of Sensory Sensitivities**: Begin by assessing the individual's specific sensory sensitivities and thresholds to loud noises. This can involve observation, interviews with caregivers, and sensory profiles to understand their unique sensory processing patterns.

**Gradual Exposure**: Start with exposure to moderately loud noises in a controlled environment, such as playing recordings of common environmental sounds at a low volume. Gradually increase the volume over time as the individual becomes more accustomed to the stimuli.

**Desensitization Techniques**: Use desensitization techniques to help the individual gradually tolerate and adapt to louder noises. This can include relaxation exercises, deep breathing techniques, progressive muscle relaxation, and guided imagery to promote a sense of calmness and reduce anxiety.

**Sensory Integration Activities**: Incorporate sensory integration activities that involve auditory stimulation, such as listening to music, playing musical instruments, or engaging in rhythm-based activities. These activities can help desensitize the individual to loud noises while providing enjoyable sensory experiences.

**Visual Supports**: Provide visual supports, such as social stories, visual schedules, or picture cards, to prepare the individual for noisy environments and help them understand what to expect. Visual supports can help reduce anxiety and increase predictability, which are essential for individuals with autism.

**Gradual Exposure in Real-Life Settings**: Once the individual demonstrates increased tolerance to loud noises in controlled environments, gradually expose them to noisy real-life settings, such as busy public places or events. Start with short outings and gradually increase the duration and intensity of exposure over time.

**Positive Reinforcement**: Use positive reinforcement techniques, such as praise, rewards, or preferred activities, to encourage and motivate the individual during noisy training sessions. Celebrate their progress and successes, no matter how small, to build confidence and

self-esteem.

Monitor and Adjust: Continuously monitor the individual's responses and comfort level during noisy training sessions. Adjust the intensity and pace of exposure based on their feedback and needs, ensuring that the process remains supportive and manageable for them.

By following this structured approach, individuals with autism can gradually build tolerance to loud noises and develop coping strategies to navigate noisy environments more effectively, ultimately improving their quality of life and participation in everyday activities.

by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:21 PM

My approach involves gradual exposure, use of headphones or ear defenders, visual supports, breaks, desensitization techniques, positive reinforcement, individualization, and collaboration with caregivers.

by [Kuncz Valentin](#) - Wednesday, 27 March 2024, 11:23 PM

A "noisy training" approach for individuals with autism could involve gradually exposing them to increasing levels of noise in a controlled environment while providing coping strategies such as noise-canceling headphones, deep breathing exercises, or sensory tools like fidget toys. The training would aim to desensitize them to loud noises over time, helping them better cope with noisy environments in everyday life. Additionally, incorporating visual supports and clear communication about expectations can also help individuals with autism navigate noisy situations more effectively.

by [Tibor Molnar](#) - Sunday, 31 March 2024, 5:49 PM

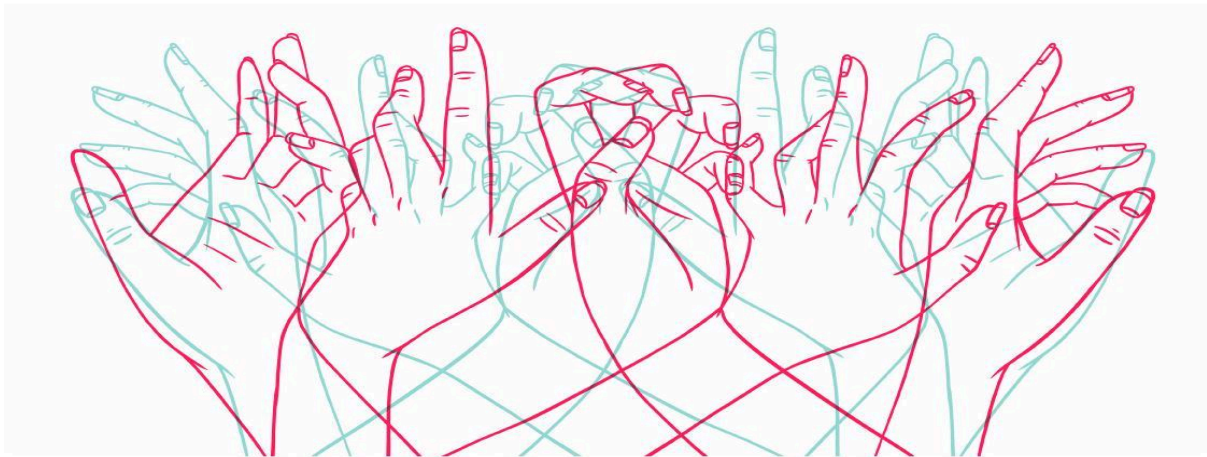
Begin by assessing the individual's environment for potential noise triggers and modify it where possible to reduce sensory overload.

Use visual schedules or timers to signal transitions and prepare them for upcoming noisy activities or environments.

by [Karola Gyorgy](#) - Tuesday, 2 April 2024, 4:08 PM

We should understand and accept these movements unless harmful. Alternatives, environment adjustments, and coping strategies can help manage them. Seek professional help if disruptions persist.

Identify triggers, educate, and gradually expose to noise. Use sensory tools and relaxation techniques, modify the environment, and monitor progress while individualizing the approach.



## Stereotype movements

by [EMESE AGNES MANIU](#) - Tuesday, 19 December 2023, 4:43 PM

**Some individuals with autism may display unusual body movements such as hand flapping, rocking back and forth, or spinning. Do we stop this movement or we just let them be? SOMETIMES BECAUSE OF THEM WE CAN NOT PERFORM SOME ACTIVITIES?**

by [Dragos Adrian Maniu](#) - Sunday, 28 January 2024, 2:03 PM

Considerable evidence has shown that physical exercise could be an effective treatment in reducing stereotypical autism spectrum disorder (ASD) behaviours in children. A study examined the underlying mechanism by considering the theoretical operant nature of stereotypy. Children with ASD (n=30) who exhibited hand-flapping and body-rocking stereotypies were asked to participate in both control (story-time) and experimental (ball-tapping-exercise intervention) conditions. The experimental condition comprised 15 min of ball tapping during which the children were asked to tap a plastic ball as many times as they could. Results indicated that hand-flapping stereotypy was significantly reduced but body-rocking stereotypy following the ball-tapping-exercise intervention was not. These results not only confirm the positive impact of exercise intervention on stereotypic behavior as shown in many previous studies, but further suggest that physical exercise should be matched with the biomechanics of stereotypy to produce a desirable behavioral benefit.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:59 AM

When individuals with autism display unusual body movements such as hand flapping, rocking, or spinning, it's important to approach these behaviors with understanding and support. Recognize that these repetitive movements, often referred to as "stimming," serve a purpose for individuals with autism. Stimming can help regulate sensory input, relieve stress or anxiety, and provide comfort or self-soothing. Evaluate whether the repetitive movements pose any immediate safety risks to the individual or others. If the movements



interfere with the individual's ability to participate in activities or pose a risk of harm, it may be necessary to intervene or provide alternative strategies.

by [Orbán Anna](#) - Tuesday, 12 March 2024, 1:34 PM

If the unusual body movements like hand flapping or rocking don't pose a safety risk, it's generally best to let them be as they might serve a purpose for the individual. However, if these movements hinder participation or pose a danger, gentle redirection or providing alternative engagement methods may be necessary.

by [Madarász Szidónia](#) - Tuesday, 12 March 2024, 2:17 PM

You're right, some autistic individuals do engage in repetitive movements, often called stimming. These movements can include hand flapping, rocking, spinning, or other things. Here's how to approach this:

Generally, it's best not to stop stimming unless it's causing harm. Stimming often serves a purpose for the autistic person, such as:

Self-regulation: It can help them manage stress, anxiety, or sensory overload.

Communication: Sometimes, stimming can be a way of expressing emotions or needs.

Focus: It can help them concentrate on a task.

Here's what you can do:

Observe the stimming. Is it causing any harm to themselves or others?

Focus on the activity. If stimming isn't interfering with an important activity, let it be.

Offer alternative strategies. If stimming is causing problems, you can gently suggest alternative ways to manage their needs.

Sometimes stimming can make some activities difficult. Here are some things you can try:

Break down activities into smaller steps. This can make them less overwhelming and potentially reduce the need to stim.

Provide a quiet space. If the environment is overstimulating, a quiet space can help them regulate.

Focus on what they can do. Don't get discouraged if an activity takes longer or needs adjustments.

Here are some resources that you might find helpful:

Autism Speaks: <https://www.autismspeaks.org/>

The National Autistic Society: <https://www.autism.org.uk/>

Raising Children Network: <https://raisingchildren.net.au/autism>

Remember, every autistic person is unique. What works for one person might not work for another. The key is to be patient, understanding, and focus on what helps the individual thrive.

by [Cosma Zsanett](#) - Tuesday, 12 March 2024, 3:14 PM

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Normally, stereotype movements don't need to be stopped, unless if there is a risk of self-harm or if the unusual movements are a response to anxiety, stress or causing some adverse challenges, such as reducing the ability to focus.

It's important to identify the reasons behind the stimming. If we know what their trigger for these movements is, then we should try to eliminate their source of discomfort. Try to help them to practice calm down strategies, try to stick to a routine and never show negative responses, like any sign of anger.

by [Sebestyén Imelda](#) - Tuesday, 12 March 2024, 3:39 PM

The extra, unwarranted movements, also known as stimming, that are common in people with autism are a complex phenomenon and the role of the physiotherapist in treating it is not clear. Stimming can have both positive and negative consequences and the purpose of intervention depends on how these movements affect the individual's life. Positive consequences: it can help to process sensory stimuli

It can have a calming and self-soothing effect

Can promote concentration and focus

Can be used as a communication tool

Negative consequences:

Can cause injury

Can interfere with daily activities

Can lead to social stigmatisation

by [Brigitta Tar](#) - Tuesday, 12 March 2024, 4:34 PM

When individuals with autism display unusual body movements like hand flapping, rocking, or spinning, it's important to consider the context and the individual's needs. In many cases, these movements are self-soothing behaviors or ways to regulate sensory input, and attempting to stop them may cause distress or agitation.

If these movements do not pose a safety risk or significantly disrupt the activity, it's generally best to let the individual engage in them. However, if the movements are preventing participation in certain activities or creating safety concerns, it may be necessary to find alternative strategies or accommodations.

In such situations, it can be helpful to work collaboratively with the individual and their support network to identify solutions that allow for participation while addressing their sensory needs. This may involve modifying the environment, providing sensory tools or equipment, or offering alternative activities that accommodate their preferences and abilities.

Overall, the goal should be to create an inclusive environment where individuals with autism feel comfortable and supported, allowing them to participate to the best of their ability while respecting their individual differences and needs.

by [Tiboldi Zselyke](#) - Tuesday, 12 March 2024, 6:04 PM

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The stereotypic movements may serve different purposes, such as self-soothing, regulating sensory input, or expressing excitement or anxiety. We don't stop these movements, instead we try to keep them occupied, to focus on the exercises, and we distract them with other activities.

by [David Lőrincz](#) - Tuesday, 12 March 2024, 9:06 PM

When individuals with autism display unusual body movements such as hand flapping, rocking back and forth, or spinning, it's essential to approach the situation with sensitivity and understanding. Here are some considerations:

**Understanding the Function:** Before deciding whether to intervene or let the movements continue, it's crucial to understand the function of these behaviors. These movements can serve various purposes, including self-regulation, sensory stimulation, expression of emotions, or communication. Observing the context in which these behaviors occur can provide insights into their underlying function.

**Respect Individual Differences:** Recognize that these unusual body movements are part of the individual's neurodiversity and unique way of interacting with the world. It's important to respect their autonomy and individuality while providing support as needed.

**Assess Impact on Functioning:** Evaluate whether the unusual body movements interfere significantly with the individual's ability to participate in daily activities, engage with others, or maintain their safety. If the movements pose a risk or significantly limit participation, it may be necessary to explore strategies to address them.

**Provide Alternative Outlets:** Offer alternative sensory experiences or activities that fulfill the individual's sensory needs in more socially acceptable ways. This could include providing sensory toys, fidget tools, or sensory-friendly environments where they can engage in self-regulatory activities.

**Teach Coping Strategies:** Teach the individual coping strategies to manage sensory overload or emotional dysregulation in more adaptive ways. This could involve teaching relaxation techniques, mindfulness exercises, or self-calming strategies that they can use when feeling overwhelmed.

**Create Supportive Environments:** Create environments that accommodate the individual's sensory preferences and provide opportunities for self-expression and comfort. Minimize sensory triggers and provide sensory-friendly spaces where they can engage in their preferred activities without judgment.

**Seek Professional Guidance:** Consult with professionals such as occupational therapists, behavior analysts, or psychologists who specialize in autism and sensory processing differences. They can conduct a comprehensive assessment, develop individualized

intervention plans, and provide guidance on managing unusual body movements.

**Respect Autonomy:** Respect the individual's autonomy and right to engage in self-stimulatory behaviors that are not harmful to themselves or others. Focus on supporting their overall well-being and quality of life while respecting their preferences and self-expression.

In summary, the approach to addressing unusual body movements in individuals with autism should prioritize understanding, acceptance, and support. It's essential to balance respect for the individual's autonomy with the need to ensure their safety and participation in daily activities. Consulting with professionals and collaborating with the individual and their caregivers can help develop effective strategies tailored to their unique needs and preferences.

by [Verdes Alexandra](#) - Wednesday, 13 March 2024, 9:09 AM

It's important to approach unusual body movements in individuals with autism with understanding and sensitivity. While these movements may interfere with certain activities, stopping them abruptly might cause distress. Instead, providing a supportive environment and addressing any underlying sensory or emotional needs can help manage these behaviors while allowing individuals to express themselves comfortably.

by [Peter Lakatos](#) - Wednesday, 13 March 2024, 9:51 AM

Repetitive motions can be a self-regulation or expressive strategy for people with autism. Before choosing to step in, it's critical to comprehend the purpose of these movements. It's usually advisable to let the motions alone if they don't hurt the person and aid in their coping mechanisms or self-expression. However, it could be beneficial to offer support or different coping mechanisms if the movements are making it difficult for them to carry out everyday tasks or pose a risk to their health. It's critical to tackle every circumstance with compassion and tailored assistance.

by [Deme Mihály Mátyás](#) - Wednesday, 13 March 2024, 10:00 AM

Stereotype movements often don't need to be stopped, unless there is a possibility of self-harm or if the odd movements are a reaction to stress or anxiety or are creating negative obstacles, including making it harder to concentrate.

Determining the causes of the stimming is crucial. We ought to make an effort to remove the cause of their suffering if we are aware of what sets off these motions in them. Help them develop calming techniques, maintain a schedule, and never react negatively—for example, by displaying any form of rage.

by [Iringó Veres Filep](#) - Wednesday, 13 March 2024, 5:36 PM

it's important to understand and respect the purpose of unusual body movements in individuals with autism. Whenever possible, provide alternatives and teach self-regulation

strategies, while also setting boundaries when necessary for safety or participation in activities. Seek professional guidance if needed.

by [Renáta Takács](#) - Wednesday, 13 March 2024, 6:36 PM

It's important to understand that unusual body movements in individuals with autism serve a purpose, and while forcibly stopping them may increase distress, if they interfere with safety or participation in activities, alternative strategies should be sought.

by [Szász Szilárd](#) - Wednesday, 13 March 2024, 6:49 PM

When individuals with autism display unusual body movements like hand flapping, rocking, or spinning, it's essential to approach the situation with understanding and sensitivity. In many cases, these movements are a form of self-stimulation (stimming) that helps regulate sensory input and manage stress or anxiety. It's crucial to recognize that these behaviours serve a purpose for the individual and may be a coping mechanism.

Instead of stopping the movements outright, it's generally more supportive to find ways to accommodate them while still facilitating participation in activities.

by [Tusai Szabolcs](#) - Wednesday, 13 March 2024, 8:45 PM

Just let them be

by [Peter Reka](#) - Wednesday, 13 March 2024, 8:48 PM

It's important to approach this with understanding and sensitivity. In many cases, these movements serve a purpose for the individual, providing sensory stimulation or helping them regulate their emotions. Instead of trying to stop the movements outright, it's often more helpful to provide alternative coping strategies and support to manage the behaviors in a way that respects the individual's needs and autonomy. If the movements are interfering with activities, it might be beneficial to work with a therapist or specialist to develop strategies to address this while still honoring the individual's unique characteristics and needs.

by [Andrea Bela](#) - Thursday, 14 March 2024, 9:49 AM

Before deciding whether to intervene, it's crucial to understand the function of the behavior. Unusual body movements can serve various purposes for individuals with autism, including self-regulation, sensory stimulation, expression of emotions, or communication of needs. Observing the context and triggers of the behavior can provide insight into its function. If the unusual body movements interfere with participation in specific activities or tasks, consider providing alternative ways for the individual to meet their sensory needs or regulate their emotions. This could involve offering sensory tools or activities, such as fidget toys, sensory breaks, or a designated quiet space.

by [Szakacs Beatrice](#) - Thursday, 14 March 2024, 10:58 PM

While it may be challenging at times, it's generally recommended to provide a safe environment where they can express themselves. However, if these movements pose a safety risk or hinder daily activities, it's best to seek guidance from professionals who can provide strategies to manage and redirect the behavior.

by [Boglárka Bone](#) - Saturday, 23 March 2024, 6:54 PM

It's critical to treat situations involving individuals with autism who exhibit stereotyped movements such as flapping, rocking, or spinning with compassion and understanding. Despite their peculiar appearance, these motions frequently function as coping methods for sensory overload or as a kind of self-regulation. Rather than discontinuing these motions right away, it's important to determine whether they are compromising the person's safety or capacity to perform activities. It is normally advisable to let the movements continue if they are not harmful because they can be relieving and comforting. To enable the person to participate more fully while honoring their needs and preferences, alternate tactics or accommodations can be investigated if the movements do make it difficult for them to participate in particular activities.

by [Szekely Eszter](#) - Monday, 25 March 2024, 5:11 PM

In managing unusual body movements in individuals with autism, it's essential to balance respect for their autonomy with addressing safety concerns and promoting participation in activities. Understanding the function of these behaviors and providing alternative outlets for sensory needs are key components in supporting their well-being and fostering inclusion within various environments.

by [Rebeka Filip](#) - Tuesday, 26 March 2024, 12:53 PM

Stimming is the term for the unusual body movements made by some individuals with ASD, such as flapping their hands or rocking back and forth. Investigating the reasons behind a behavior is usually a good place to start. There are several hypotheses and known causes for stimming: overstimulation, understimulation, emotion management, soothing or comforting. Learning, interpersonal connections, and social settings can all be negatively affected by stimming. If it is causing difficulties, or is in some way unsafe, they need support to stop or modify the behaviour.

by [Tudic Cristian](#) - Tuesday, 26 March 2024, 5:13 PM

Yeah, I get what you mean. It's a bit of a tricky situation, isn't it?

When it comes to those unique movements like hand flapping or rocking, it's often a way for individuals with autism to self-regulate or cope with sensory overload. So, in many cases, it's best to let them be.

But I totally understand that sometimes those movements can get in the way of certain activities or routines. In those situations, it's all about finding a balance.

If it's something that absolutely needs to be addressed, like for safety reasons or if it's preventing them from participating in activities they enjoy, then gently redirecting their focus or providing alternative coping strategies might be necessary.

But overall, the goal is to respect their needs and preferences while also finding ways to support them in navigating different situations. It's all about understanding and finding what works best for each individual.

by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:15 PM

It's generally best to let individuals with autism engage in their self-stimulatory movements unless they pose a safety risk or significantly interfere with activities. If necessary, provide alternative activities or accommodations that allow for movement while still participating in the activity.

by [Tibor Molnar](#) - Sunday, 31 March 2024, 5:19 PM

In many cases, these movements are not harmful and may actually serve a purpose in helping the individual cope with their environment. Trying to forcibly stop these behaviors can be counterproductive and may cause distress to the individual.

by [Kinga Balázs](#) - Tuesday, 2 April 2024, 3:14 PM

Many of these behaviors are self-soothing mechanisms that help individuals with autism regulate their sensory experiences. Sometimes these movements are a form of communication, expressing excitement, stress, or a need for sensory input. If the behavior is not harmful and allows the individual to regulate themselves, it's generally best to let them continue. Provide designated areas where these movements are allowed, so they can be done without interference. If the behavior interferes with necessary activities, gently redirect their attention to a more appropriate activity. Introduce alternative calming strategies like sensory toys, weighted blankets, or fidget tools. Help them learn alternative ways to cope with stress or excitement, such as deep breathing or taking a break. If these behaviors significantly impact daily life or if there are safety concerns, it's advisable to seek advice from professionals. They can provide personalized strategies and interventions.

by [Karola Gyorgy](#) - Tuesday, 2 April 2024, 4:06 PM

We should strive to understand the reasons behind these movements and accept them unless they pose harm. Providing alternatives, modifying environments, and teaching coping strategies can help manage these behaviors while allowing individuals to participate in activities effectively. If the behaviors cause significant disruption, seeking professional guidance is advisable.

by [Aliz Biro](#) - Friday, 5 April 2024, 12:52 AM

Let them be unless it poses a safety risk. If it interferes with activities, introduce strategies like sensory tools or breaks.



## Time and space perception

by [EMESE AGNES MANIU](#) - Wednesday, 7 February 2024, 9:32 AM

**Autism can affect time and space perception in various ways. Some individuals with autism may have difficulties understanding the passage of time or maintaining a sense of time, leading to challenges with punctuality or time management. Additionally, they may experience sensory sensitivities that impact their perception of space, such as feeling overwhelmed in crowded or visually complex environments. What is your approach in these situations?**

by [David Cristian](#) - Friday, 9 February 2024, 12:21 PM

Improving time and space perception in autistic children involves providing structured activities, sensory experiences, and opportunities for practice. Here are some strategies to help enhance these skills:

1. **Visual schedules**: Use visual schedules or calendars to help children understand the passage of time and anticipate upcoming events or transitions. Include pictures or symbols to represent different activities or time periods, and review the schedule with the child regularly to reinforce understanding.
2. **Structured routines**: Establish consistent daily routines with clear transitions between activities. Having predictable routines can help children develop a sense of time and improve their ability to anticipate and prepare for upcoming events.

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3. **Sensory experiences**: Provide opportunities for sensory experiences that engage the child's senses and help them develop a better understanding of space and time. Activities such as exploring different textures, playing with sand or water, and experimenting with cause-and-effect toys can enhance spatial awareness and temporal perception.
4. **Movement and body awareness**: Engage in activities that promote body awareness and spatial orientation, such as yoga, dance, or martial arts. These activities can help children develop a better understanding of their body in space and improve their coordination and balance.
5. **Use of timers and visual cues**: Incorporate timers or visual cues to help children manage their time more effectively and understand the passage of time. Set timers for specific activities or transitions, and use visual countdowns or timers to provide a visual representation of time passing.
6. **Play games that involve spatial reasoning**: Play games and activities that require spatial reasoning and problem-solving skills, such as puzzles, building blocks, or board games. These activities can help children develop a better understanding of spatial relationships and improve their ability to navigate and interact with their environment.
7. **Encourage exploration and movement**: Create opportunities for children to explore and move in different environments, both indoors and outdoors. Encourage them to climb, crawl, jump, and navigate obstacles, which can help improve spatial awareness and motor skills.
8. **Modeling and guided practice**: Model appropriate time and space concepts and provide guided practice and feedback to help children develop these skills. Use concrete examples and provide explanations in a clear and straightforward manner to support understanding.

By incorporating these strategies into daily activities and interactions, you can help autistic children develop and improve their perception of time and space, leading to greater independence and success in navigating their environment.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:51 AM

In situations where individuals with autism struggle with time and space perception due to challenges understanding the passage of time or sensory sensitivities, it's important to implement strategies that provide structure, predictability, and sensory accommodations. Establish consistent routines and schedules to provide a sense of structure and predictability. Clearly communicate expectations and transitions, and allow extra time for individuals to process and adjust to changes in their environment or activities.

by [Madarász Szidónia](#) - Tuesday, 12 March 2024, 2:20 PM

You're right, some autistic individuals do engage in repetitive movements, often called stimming. These movements can include hand flapping, rocking, spinning, or other things.

Here's how to approach this:

Generally, it's best not to stop stimming unless it's causing harm. Stimming often serves a purpose for the autistic person, such as:

Self-regulation: It can help them manage stress, anxiety, or sensory overload.

Communication: Sometimes, stimming can be a way of expressing emotions or needs.

Focus: It can help them concentrate on a task.

Here's what you can do:

Observe the stimming. Is it causing any harm to themselves or others?

Focus on the activity. If stimming isn't interfering with an important activity, let it be.

Offer alternative strategies. If stimming is causing problems, you can gently suggest alternative ways to manage their needs.

Sometimes stimming can make some activities difficult. Here are some things you can try:

Break down activities into smaller steps. This can make them less overwhelming and potentially reduce the need to stim.

Provide a quiet space. If the environment is overstimulating, a quiet space can help them regulate.

Focus on what they can do. Don't get discouraged if an activity takes longer or needs adjustments.

by [Peter Lakatos](#) - Wednesday, 13 March 2024, 9:48 AM

To help people with autism comprehend and manage time successfully, it's crucial to set up clear and consistent routines, visual schedules, and reminders in situations where they struggle with time perception or sensory sensitivities impairing their perception of space. Their pain can be lessened and their ability to traverse various surroundings can be enhanced by providing alternate locations, sensory tools (such as fidget toys or noise-canceling headphones), a calm and organised environment, and a reduction in sensory disturbances. Furthermore, teaching expectations and coping mechanisms for sensory issues through social stories or visual aids might help autistic people better handle their experiences in a variety of contexts.

by [Deme Mihály Mátyás](#) - Wednesday, 13 March 2024, 10:08 AM

It's critical to put up clear and consistent routines, visual schedules, and reminders in settings where persons with autism struggle with time perception or sensory sensitivities hinder their perception of space in order to assist them understand and manage time effectively. By giving other places, sensory tools (such fidget toys or noise-canceling headphones), a calm and organized atmosphere, and a decrease in sensory disruptions, one can lower their suffering and improve their ability to navigate different environments. Furthermore, using visual aids or social stories to teach coping techniques and expectations for sensory impairments may help individuals with autism better manage their experiences in a range of situations.

by [Boróka Blanka Bóni](#) - Wednesday, 13 March 2024, 12:09 PM

In these situations, my approach emphasizes empathy and flexibility. Understanding the individual's challenges with time perception and sensory sensitivities, I prioritize personalized strategies tailored to their needs. Utilizing visual aids for time management and creating sensory-friendly environments are key aspects of my approach. By fostering a supportive and understanding environment, I aim to empower individuals with autism to navigate time and space with greater ease and confidence.

by [Boglárka Péli](#) - Wednesday, 13 March 2024, 4:44 PM

In such situations, it's important to be patient, understanding, and accommodating. When helping individuals with autism navigate challenges with time perception, providing visual aids like timers or schedules can be helpful. For sensory sensitivities related to space perception, creating calm and structured environments, or offering options for quiet or less stimulating spaces, can make a significant difference. Flexibility and clear communication are key in supporting individuals with autism in managing these aspects of daily life.

by [Tibor Molnar](#) - Wednesday, 13 March 2024, 4:48 PM

Role-play different scenarios related to time management and spatial awareness, providing opportunities for individuals to practice and reinforce skills in a supportive environment. Modeling appropriate behaviors and problem-solving strategies can also be helpful.

by [Boglarka Tebecs](#) - Wednesday, 13 March 2024, 5:00 PM

Managing and teaching time perception to autistic children can be challenging but can be facilitated through various strategies tailored to their needs. Here are some examples: visual schedules, timers and alarms, concrete time concepts, routine and predictability, use visual timetables, provide positive reinforcement.

Activities to Work on Spatial Awareness: Playing Hide-and-Seek is an exceptionally fun way to teach a child about spatial awareness and awareness of their surrounding environment. Alternatively, try hiding a toy or a stuffed animal in the room, and have the child search around for it. Playing with blocks is also another fun way to work on hand-eye coordination, visual performance, and placing items in the correct area.

by [Peter Reka](#) - Wednesday, 13 March 2024, 8:57 PM

In these situations, my approach focuses on providing clear and structured information, as well as offering support tailored to individual needs:

1. Clear Communication: I use concise and straightforward language to convey information about time-related tasks or expectations, breaking down concepts into manageable steps.
2. Visual Timers and Schedules: I may suggest using visual timers, calendars, or schedules to help individuals with autism better understand the passage of time and manage their activities effectively.

3. **Sensory-Friendly Environments:** I provide guidance on creating or seeking out sensory-friendly environments, which can help individuals with autism feel more comfortable and less overwhelmed by sensory stimuli.

4. **Accommodations and Adjustments:** I offer suggestions for accommodations or adjustments to tasks or environments to accommodate sensory sensitivities and promote a sense of safety and calm.

5. **Social Stories and Role-Playing:** I may recommend using social stories or role-playing exercises to help individuals with autism practice and develop skills related to time management, social interactions, and navigating sensory challenges.

6. **Empathy and Understanding:** I approach these situations with empathy and understanding, recognizing that each individual with autism has unique strengths, challenges, and preferences.

By taking these approaches, I aim to provide support and resources that empower individuals with autism to navigate challenges related to time perception and sensory sensitivities more effectively.

by [Andrea Bela](#) - Thursday, 14 March 2024, 9:47 AM

to use clear, concrete language to explain time-related concepts and expectations. Provide visual supports such as schedules, timers, or calendars to help individuals understand the passage of time and anticipate upcoming events. Teach time management strategies such as using alarms, timers, or checklists to help individuals stay organized and on track with tasks or appointments. Provide guidance and support as needed to help individuals develop these skills.

by [Mercedes Horvath](#) - Thursday, 14 March 2024, 9:47 AM

In situations where individuals with autism may struggle with time and space perception, it's important to approach them with understanding, flexibility, and supportive strategies:

1. **Provide clear and consistent routines:** Establishing predictable routines can help individuals with autism better understand and anticipate the passage of time. Use visual schedules or timers to support their sense of structure and routine.

2. **Offer time management tools:** Provide tools such as timers, alarms, or visual countdowns to help individuals with autism manage their time effectively and stay on track with tasks or schedules.

3. **Break tasks into manageable chunks:** Breaking tasks or activities into smaller, more manageable steps can help individuals with autism navigate tasks without feeling overwhelmed by the passage of time or the demands of the environment.

4. Create sensory-friendly environments: Minimize sensory overload by creating calm, organized spaces with minimal visual and auditory distractions. Provide options for sensory breaks or quiet areas where individuals can retreat if they become overwhelmed.

5. Communicate clearly and directly: Use clear, concrete language and provide specific instructions or expectations to help individuals with autism navigate their surroundings and understand what is expected of them.

6. Be flexible and patient: Recognize that individuals with autism may require additional time or support to process information or navigate their environment. Be patient and flexible, offering assistance or accommodations as needed.

7. Collaborate with the individual: Involve the individual in problem-solving and decision-making regarding time management and sensory preferences. Encourage open communication and provide opportunities for them to express their needs and preferences.

8. Educate and raise awareness: Educate others involved, such as peers, teachers, or colleagues, about autism and its impact on time and space perception. Foster understanding and empathy to create a supportive and inclusive environment for individuals with autism.

By implementing these approaches, you can help individuals with autism navigate challenges related to time and space perception, empowering them to participate more fully in their daily activities and environments.

by [Szakacs Beatrice](#) - Thursday, 14 March 2024, 11:00 PM

It can be helpful to use visual supports like timers or schedules to provide a clearer structure. As for sensory sensitivities and challenges with crowded or visually complex environments, creating a calm and comfortable space or using sensory tools like headphones or sunglasses can make a big difference. It's all about finding strategies that work best for each individual's unique needs.

by [Balázs Iuhos](#) - Friday, 22 March 2024, 1:42 PM

My approaches in these situations would be:

1. Breaking down tasks into smaller and manageable parts
2. Working with a clear and structured routine
3. Using an environment which allows controlling noise levels, lighting and space

by [Boglárka Bone](#) - Saturday, 23 March 2024, 7:14 PM

It's critical to provide people with autism with clear structures and visual aids in situations where they have trouble understanding time and space in order to help them comprehend and manage time efficiently. Using timers, visual schedules, or clearly marked clocks are a few examples of this. Establishing dependable habits can also aid in establishing a sense of

time passing. By designing quiet, orderly areas with few distractions, one can lessen environmental triggers and manage sensory sensitivities associated with space perception. Offering opportunities for rest periods in peaceful, sensory-friendly spaces can also assist people in controlling their perception of their environment and enhancing their sense of comfort. All things considered, a compassionate and perceptive approach that attends to individual requirements can significantly help people with autism navigate time and space efficiently.

by [Szekely Eszter](#) - Monday, 25 March 2024, 5:09 PM

In addressing challenges with time and space perception in individuals with autism, it's essential to provide clear communication and establish routines to support their understanding of time. Additionally, creating sensory-friendly environments and offering visual supports can help them navigate spatial contexts more comfortably and confidently.

by [Rebeka Filip](#) - Tuesday, 26 March 2024, 1:06 PM

It's critical to take an approach that puts their comfort first, reduces sensory overload, and offers individualized support. The following tactics may be helpful in these situations:

- Establish a calm environment: Reduce sensory overload by creating a peaceful, well-organized area for games or activities and reduce background noise;
- Provide sensory-friendly options: provide sensory-friendly accommodations like fidget toys, noise-cancelling headphones;
- Flexible time management: recognize that individuals with autism may perceive time differently or struggle with time management, offer flexibility in time limits or deadlines.

by [Orbán Anna](#) - Tuesday, 26 March 2024, 1:41 PM

In situations where individuals with autism may struggle with time perception or sensory sensitivities affecting space perception, it's important to adopt a supportive approach. This can include:

Providing clear and structured routines to help establish a sense of time and predictability. Using visual aids such as timers, schedules, or calendars to assist with understanding and managing time.

Offering sensory-friendly environments by minimizing distractions and providing options for sensory regulation tools like noise-canceling headphones or fidget toys.

Communicating clearly and patiently, acknowledging and accommodating individual differences in perception and processing.

Encouraging self-advocacy and providing tools for self-regulation, empowering individuals to express their needs and preferences in different environments.

Overall, the key is to be understanding, flexible, and proactive in creating supportive environments that cater to the unique needs of individuals with autism.

by [Brigitta Tar](#) - Tuesday, 26 March 2024, 4:19 PM

In situations where individuals with autism experience difficulties with time and space perception, it's important to adopt a supportive and accommodating approach. Here are some strategies:

1. **Provide visual schedules**: Use visual schedules or timelines to help individuals understand the sequence of events and manage their time effectively. This can include pictures or symbols representing different activities or tasks, allowing them to anticipate transitions and prepare mentally.
2. **Use timers and alarms**: Implement timers or alarms to remind individuals of upcoming events or deadlines. This can help them stay on track and manage their time more effectively, reducing anxiety related to time constraints.
3. **Break tasks into smaller chunks**: Break down larger tasks or activities into smaller, more manageable steps. This can help individuals with autism better understand the passage of time and make progress toward their goals without feeling overwhelmed.
4. **Offer verbal reminders and prompts**: Provide verbal reminders and prompts to help individuals stay focused and organized. Gentle cues about time passing or upcoming transitions can assist them in maintaining a sense of time and adjusting their behavior accordingly.
5. **Create sensory-friendly environments**: Minimize sensory distractions and create environments that are comfortable and calming for individuals with autism. This may involve reducing noise levels, controlling lighting, and simplifying visual clutter to alleviate sensory overload and enhance spatial perception.
6. **Allow for breaks and downtime**: Recognize the importance of downtime and breaks for individuals with autism, especially in stimulating or overwhelming environments. Providing opportunities for rest and relaxation can help prevent sensory overload and promote a more accurate perception of space and time.
7. **Offer choice and control**: Empower individuals with autism by offering choices and opportunities for self-regulation. Allowing them to make decisions about their environment and activities can increase their sense of autonomy and reduce stress related to time and space perception challenges.
8. **Provide social stories or narratives**: Use social stories or narratives to explain concepts related to time and space in a concrete and understandable way. This can help individuals with autism grasp abstract ideas and navigate social situations more effectively.
9. **Collaborate with caregivers and educators**: Work closely with caregivers, educators, and support professionals to develop individualized strategies and accommodations that address the specific needs of each individual with autism. Regular communication and

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collaboration are key to ensuring a supportive and inclusive environment.

By implementing these approaches and tailoring them to the unique needs of individuals with autism, you can help support their understanding of time and space and facilitate their participation in daily activities and social interactions.

by [Tudic Cristian](#) - Tuesday, 26 March 2024, 5:08 PM

So, when it comes to helping folks with autism deal with time and space perception quirks, it's all about finding what works best for them, you know?

For those struggling with understanding time, visual aids like calendars, timers, or schedules can be total game-changers. Breaking down tasks into smaller, manageable chunks with clear start and end times can also help keep things on track.

Now, for the spatial stuff, it's about creating environments that are as comfortable and predictable as possible. That might mean finding quieter or less cluttered spaces to hang out in, or giving them tools like noise-canceling headphones or sensory toys to help them cope when things get a bit overwhelming.

But really, it's all about listening to their needs, being patient, and finding solutions that work for them. Everyone's different, right? So, it's all about figuring out what makes them feel most comfortable and supported.

by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:20 PM

My approach involves clear schedules, timers, and sensory-friendly environments to support time and space perception, along with flexibility and personalized strategies.

by [Kuncz Valentin](#) - Wednesday, 27 March 2024, 11:26 PM

My approach in these situations would involve providing clear and structured routines to help individuals with autism better understand the passage of time and manage their schedules effectively. Additionally, creating calm and organized environments can help mitigate sensory sensitivities and support spatial perception. Using visual aids such as schedules, timers, and maps can also assist in improving time and space perception for individuals with autism.





## Yoga and autism

by [andrejaotoničar](#) - Friday, 15 December 2023, 9:58 AM

**I am wondering if some kind of adaptation of yoga practice would be stimulating enough for children with autism?**

by [EMESE AGNES MANIU](#) - Friday, 9 February 2024, 12:24 PM

Some of the encouraging physical benefits of yoga include increased strength, flexibility, balance and coordination. But there are more subtle gains as well: increased social-emotional skills, body awareness, self-regulation, focus and concentration are benefits as well!

A study published in the American Journal of Occupational therapy found that children with autism who practiced yoga consistently over only a 16-week period showed significant improvement of challenging behaviors (Koenig, Buckley-Reen& Garg, 2012).

A separate study published in the International Journal of Yoga Therapy showed an improvement in imitation skills as well as increased eye contact, sitting tolerance, non-verbal communication and receptive communication skills (Radhakrishna, S., 2010).

by [David Cristian](#) - Friday, 9 February 2024, 12:25 PM

Yoga offers numerous benefits for individuals with autism spectrum disorder (ASD), including:

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1. **Sensory regulation**: Yoga provides sensory input through movement, touch, and breathing exercises, helping individuals with autism regulate their sensory systems. This can lead to increased calmness and reduced anxiety.
2. **Improved focus and attention**: Yoga encourages mindfulness and concentration through focused breathing and movement, which can enhance attention span and concentration skills, important for individuals with ASD who may struggle with attention deficits.
3. **Stress reduction**: Yoga promotes relaxation and stress reduction through deep breathing and mindfulness practices, helping individuals with autism manage stress and anxiety levels more effectively.
4. **Enhanced body awareness**: Yoga poses and movements help individuals with autism develop a better understanding of their bodies in space, improving proprioception and coordination.
5. **Social interaction**: Participating in group yoga classes can provide opportunities for social interaction and peer engagement in a structured and supportive environment.
6. **Emotional regulation**: Yoga teaches emotional regulation skills by encouraging individuals to recognize and manage their emotions through breathing techniques and mindfulness practices.
7. **Improved motor skills**: Yoga poses and movements help develop strength, flexibility, balance, and coordination, which are important for individuals with autism who may have motor skill challenges.
8. **Self-expression**: Yoga encourages self-expression through movement, allowing individuals with autism to explore and express themselves in a nonverbal way.
9. **Better sleep**: Regular practice of yoga can promote better sleep patterns and improve overall sleep quality, which is beneficial for individuals with autism who may experience sleep disturbances.

Overall, yoga can be a valuable therapeutic tool for individuals with autism, offering a holistic approach to improving physical, emotional, and social well-being. It's essential to adapt yoga practices to meet the individual needs and preferences of each person with autism and to provide appropriate support and guidance throughout the

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:49 AM

Yes, yoga can be adapted to be stimulating and beneficial for children with autism. When adapting yoga practices for children with autism, it's essential to consider their unique sensory needs, communication styles, and motor abilities. Use visual supports such as picture cards, visual schedules, or videos to introduce yoga poses and sequences. Visual aids can help children with autism understand and follow along with the practice.

by [Maja Pulisak](#) - Tuesday, 5 March 2024, 7:38 PM

Yes ,yoga can have a long-term positive effect on people with autism.At first ,you should establish a connection by using pictures to describe the yoga poses ,accompanied by pleasant music and deep breathing.I think that yoga develops motor skills,justconfidence,self-awareness.Relaxed breathing combined with movement develops emotions.The calming atmosphere of a yoga class removes irritating stimuli and leads to fewer outbursts and reduced stress.

by [Zilahi Viola](#) - Tuesday, 12 March 2024, 1:25 PM

Yes, adapted yoga practices can be stimulating and beneficial for children with autism, improving body awareness and emotional regulation through gentle movements and calming breathwork.

by [Madarász Szidónia](#) - Tuesday, 12 March 2024, 2:13 PM

Benefits of yoga for autistic children:

Improved concentration: Breathing exercises and postures require focus, which can help to overcome attention deficit and hyperactivity.

Sensory integration: The movements and touch of yoga stimulate the senses, which can improve sensory processing disorders.

Reduced anxiety and stress: Breathing exercises and relaxation techniques can help to reduce stress and anxiety, which are common problems in autistic children.

Improved communication and social skills: Group yoga classes provide opportunities for social interaction and communication skills development.

Increased self-confidence: Through yoga practice, children learn to control their bodies, which increases self-confidence and body awareness.

Adapting yoga for autistic children:

It is important to adapt yoga classes to the needs of autistic children. To do this:

Individual attention: Small group or individual instruction is ideal so that the teacher can focus on the child's individual needs.

Sensory stimulation: Sensory toys and tools can be incorporated into yoga classes to increase sensory stimulation.

Structured environment: Yoga classes should be structured and predictable so that children feel comfortable.

Visuals: Visual aids, such as pictures and cards, can help children understand instructions.

Positive reinforcement: It is important to praise and encourage children during yoga classes.

Recommended resources:

SuperBrain Yoga: This program is specifically designed for children with autism and ADHD.

Yoga for Autism Spectrum Disorders: This book provides guidance on planning and conducting yoga classes for autistic children.

Autism Speaks: The Autism Speaks website has more information on the connection between yoga and autism.

by [Kallos Erika](#) - Tuesday, 12 March 2024, 2:21 PM

A study conducted an 8-week yoga intervention for children with autism. The results found that the yoga intervention was effective in reducing problem behaviors and improving motor coordination in children with autism. The improvement in motor coordination was observed mainly in ball skills and static and dynamic balance. ( Ju X. et al., 2024)

by [Orsolya Szabó](#) - Wednesday, 13 March 2024, 9:05 PM

Yoga can be a beneficial and stimulating practice for children with autism. It offers a variety of sensory experiences, promotes body awareness, and supports emotional regulation. However it's essential to adapt yoga sessions to meet the specific needs and preferences of children with autism.

by [David Bereczki](#) - Thursday, 21 March 2024, 8:54 AM

Adapting yoga for children with autism can indeed be beneficial. Yoga offers a combination of physical postures, breathing exercises, and mindfulness practices that can help children with autism improve their motor skills, body awareness, self-regulation, and emotional well-being.

by [Rebeka Filip](#) - Tuesday, 26 March 2024, 1:35 PM

Yes, yoga can be effectively stimulating for children with autism. The incorporation of rhythmic, repetitive movements helps the brain to get the input needed to learn how to regulate, breathing exercises can have a soothing effect and also the slow exercises and calming environment reduces sensory overload.

by [Brigitta Tar](#) - Tuesday, 26 March 2024, 4:21 PM

Yes, yoga can be adapted to be both stimulating and beneficial for children with autism. Here are some ways to make yoga practice engaging and effective for children on the autism spectrum:

1. **Visual supports**: Use visual aids such as pictures, diagrams, or videos to demonstrate yoga poses and sequences. Visual supports can help children understand and imitate the movements more easily.
2. **Sensory integration**: Incorporate sensory elements into yoga practice, such as using textured mats or props, playing calming music or nature sounds, or introducing aromatherapy with scented candles or oils. These sensory experiences can help children regulate their sensory systems and stay engaged in the practice.

3. **Structured routines**: Establish a predictable and structured routine for yoga sessions, including a consistent sequence of poses and activities. Predictability can help children with autism feel more comfortable and relaxed, allowing them to fully participate in the practice.
4. **Interactive games and activities**: Integrate interactive games, stories, or themed activities into yoga practice to make it more engaging and stimulating for children. For example, you could create a "yoga adventure" where children act out different poses as they journey through imaginary landscapes or encounter various animals or characters.
5. **Breathing exercises**: Teach simple breathing exercises and relaxation techniques to help children learn to regulate their emotions and reduce stress and anxiety. Breathing exercises can be incorporated into yoga practice as a calming and grounding element.
6. **Social interaction**: Encourage social interaction and peer engagement during yoga sessions by practicing partner poses or group activities. Partner yoga can promote cooperation, communication, and social bonding among children with autism.
7. **Incorporate interests and preferences**: Tailor yoga practice to children's interests and preferences by incorporating themes, movements, or imagery that resonate with them. For example, if a child loves animals, you could include animal-themed poses like cat/cow stretch or downward-facing dog.
8. **Provide choice and autonomy**: Offer children choices and opportunities to make decisions about their yoga practice, such as selecting poses or activities they enjoy or modifying poses to suit their comfort level. Empowering children with autonomy can increase their motivation and engagement in the practice.

By adapting yoga practice to meet the unique needs and preferences of children with autism, you can create a stimulating and enriching experience that promotes physical health, emotional well-being, and sensory regulation.

by [Tudic Cristian](#) - Tuesday, 26 March 2024, 5:03 PM

Yoga has emerged as a promising adjunctive therapy for individuals on the autism spectrum, offering a holistic approach to addressing both physical and psychological aspects of their well-being. While the practice of yoga originated thousands of years ago in ancient India, its modern application in therapeutic settings has gained attention for its potential benefits in enhancing various facets of life for individuals with autism spectrum disorder (ASD).

One of the primary advantages of yoga for individuals with ASD lies in its ability to promote physical health and well-being. Through a series of postures (asanas), yoga helps improve flexibility, strength, and coordination. For individuals with autism who may experience challenges with motor skills and sensory integration, practicing yoga can provide a

non-competitive and sensory-friendly environment to develop these fundamental physical abilities.

Moreover, yoga emphasizes the importance of mindful breathing techniques and relaxation exercises, which can be particularly beneficial for individuals with autism who may struggle with anxiety, sensory overload, or emotional regulation. By incorporating deep breathing exercises and mindfulness practices into their routines, individuals with ASD can learn to manage stress more effectively, reduce anxiety levels, and cultivate a greater sense of calm and inner peace.

Beyond the physical and emotional benefits, yoga also offers opportunities for social interaction and skill development. Group yoga classes provide individuals with autism with the chance to engage in structured social activities in a supportive and inclusive environment. Through partner poses and group activities, participants can develop communication skills, cooperation, and social reciprocity, all of which are essential components of successful social interactions.

Research studies have shown promising outcomes regarding the efficacy of yoga interventions for individuals with autism. These interventions have been associated with improvements in motor skills, social communication, emotional regulation, and overall quality of life. While more research is needed to fully understand the mechanisms underlying these benefits, the growing body of evidence suggests that yoga can be a valuable addition to comprehensive treatment plans for individuals with ASD.

In conclusion, yoga holds immense potential as a therapeutic modality for individuals on the autism spectrum, offering a holistic approach to addressing their unique needs and challenges. By incorporating yoga into their daily routines or therapy programs, individuals with ASD can experience improvements in physical health, emotional well-being, social skills, and overall quality of life. As our understanding of the therapeutic benefits of yoga continues to evolve, it is essential to explore its diverse applications in supporting individuals with autism on their journey towards greater health and happiness.

by [Karola Gyorgy](#) - Tuesday, 2 April 2024, 3:53 PM

adapting yoga practices can be beneficial for children with autism. Yoga offers a range of physical movements, breathing exercises, and mindfulness techniques that can be adapted to suit the needs and preferences of children with autism spectrum disorder

by [Aliz Biro](#) - Friday, 5 April 2024, 12:54 AM

Yes, adapted yoga practices can be stimulating and beneficial for children with autism, offering sensory input and promoting relaxation and body awareness.



## Coordination difficulties

by [EMESE AGNES MANIU](#) - Sunday, 28 January 2024, 1:35 PM

**Autism spectrum disorder (ASD) can sometimes be associated with challenges in coordination and motor skills. Individuals with autism may experience difficulties in fine and gross motor coordination, which can affect activities such as writing, dressing, or playing sports. How would you address the dressing problems?**

by [Maja Pulisak](#) - Friday, 9 February 2024, 10:42 AM

Hello!

I think that solving the problem of dressing requires the order of doing this task. Gaining insight into the fact that daily activities are unavoidable. With the technique "step by step" in the sense of awareness of the importance and necessity of doing daily activities, teaching each step, rewarding each step, separating the task as much as possible. Certainly what makes the learning process easier, I think, is a great help with pictures or videos.

Re: Coordination difficulties

by [David Cristian](#) - Friday, 9 February 2024, 12:19 PM

Improving coordination in autistic children involves a combination of structured activities, sensory integration techniques, and patience. Here are some strategies to help address coordination difficulties:

1. **\*\*Structured activities\*\***: Provide structured activities that focus on developing

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coordination skills, such as tossing and catching balls, playing with building blocks, completing puzzles, or engaging in simple obstacle courses. Break down tasks into smaller steps and provide clear instructions to help children understand and execute movements effectively.

2. **Sensory integration activities**: Incorporate sensory integration activities into the child's routine to help regulate their sensory system and improve coordination. Activities such as swinging, jumping on a trampoline, playing with textured materials, or engaging in deep pressure activities like squeezing a therapy ball can help enhance body awareness and coordination.

3. **Occupational therapy**: Consider enrolling the child in occupational therapy sessions with a therapist who specializes in working with autistic children. Occupational therapists can provide individualized interventions and strategies to address specific coordination difficulties and help children develop motor skills in a structured and supportive environment.

4. **Visual supports**: Use visual supports such as visual schedules, picture cues, or demonstration videos to help children understand and remember movement sequences. Visual supports can provide a visual reference for the steps involved in completing a task and help children with planning and execution.

5. **Break tasks into smaller steps**: Break down activities or tasks into smaller, more manageable steps to reduce overwhelm and facilitate learning. Provide opportunities for children to practice each step independently before combining them into a larger sequence.

6. **Encourage physical activity**: Encourage regular physical activity and play that involves a variety of movements and challenges coordination skills. Activities such as swimming, martial arts, dancing, or cycling can help improve balance, coordination, and motor planning.

7. **Provide positive reinforcement**: Offer praise, encouragement, and positive reinforcement to motivate children and boost their confidence as they work on improving their coordination skills. Celebrate their progress and efforts, no matter how small, to encourage continued participation and perseverance.

By incorporating these strategies into the child's daily routine and providing consistent support and encouragement, you can help them develop and improve their coordination skills over time. It's essential to be patient, understanding, and responsive to the individual needs and preferences of each child as you work together to address coordination difficulties.

by [Anca Dorgo](#) - Tuesday, 13 February 2024, 8:38 AM



Self-care skills cover a wide range of behaviors necessary for optimal adaptation to the environment and increasing the quality of life. Eating independently, preparing meals, dressing or maintaining daily hygiene are just a few of these. Children diagnosed with autism have a harder time developing these skills.

Allow time for these activities – it can take quite a while for your little one to acquire a certain skill. Create rituals - most self-care skills are part of a certain ritual that each of us has. Show your child that you are doing these activities too.

Keep a positive attitude! Although there may be tense moments, praise your little one for every progress!

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:43 AM

Addressing dressing problems for individuals with autism requires a patient and supportive approach that focuses on breaking down tasks into manageable steps, providing visual supports, and incorporating sensory accommodations. Offer verbal prompts and instructions throughout the dressing routine, breaking down each step into simple, easy-to-understand directions. Use clear, concise language and repeat instructions as needed.

by [Orbán Anna](#) - Tuesday, 12 March 2024, 1:37 PM

To address dressing problems for individuals with autism:

Use visual supports like step-by-step guides.

Choose simplified clothing with minimal fasteners.

Practice dressing skills in manageable steps.

Consider sensory preferences when selecting clothing.

Provide modeling and prompts as needed.

Offer choices to empower the individual.

Give positive reinforcement for progress.

Encourage gradual independence over time.

by [Iringó Veres Filep](#) - Tuesday, 12 March 2024, 1:43 PM

When assisting individuals with ASD, it's important to break tasks down, use visual supports, consider sensory needs, practice and repeat, utilize adaptive clothing, employ tools and aids, provide modeling and prompting, establish routines, offer choices, and seek occupational therapy.

by [Dóri - Eszter Tóth](#) - Tuesday, 12 March 2024, 2:22 PM

It could be solved playfully at the beginning. They try to dress each other up, later put bracelets on their hands or tie each other's hair.

by [Cosma Zsanett](#) - Tuesday, 12 March 2024, 2:26 PM

First of all is essential to find autism-friendly clothing options. There are many brands that offer sensory-friendly line of clothing.

Besides that, it is important to work towards promoting independence in dressing and undressing themselves. By first, practice with baggy clothing before gradually increase the

difficulty.

Make it fun and have a positive outcome.

Re: Coordination difficulties

by [Rebeka Filip](#) - Tuesday, 12 March 2024, 2:36 PM

The first step is to identify what is causing the dressing problem. You can then make adjustments to remove whatever is causing the discomfort or distress.

If the person with ASD is verbal, simply ask what is making them uncomfortable. But avoid general questions like "Are you uncomfortable?" Instead, ask if the piece of clothing is scratchy or tight. If the individual is not verbal, try out several outfits and see which ones they are more responsive to and less responsive to.

When buying new clothes, remove all tags or anything that can press against the skin. Run your finger along the seams and hems, and snip off any burrs or loose strings you find.

by [Csenge-Anna Faragó](#) - Tuesday, 12 March 2024, 6:00 PM

Dressing people with ASD can be helped by establishing a routine, dividing the task into small parts, occupational therapy, and the use of easy-to-wear clothing.

by [Kallos Erika](#) - Tuesday, 12 March 2024, 8:53 PM

When it comes to dressing issues, people with autism need to be treated with patience and understanding. This involves breaking down tasks into small steps, offering visual supports, and breaking each step down into clear, concise instructions. Choose simplified clothing.

Re: Coordination difficulties

by [Szende Imre](#) - Wednesday, 13 March 2024, 10:53 PM

Although motor issues tend to be most severe in autistic people who have intellectual disability, they can affect anyone on the spectrum. For example, people with autism who carry spontaneous mutations have an increased likelihood of motor problems, regardless of whether they have intellectual disability, according to a 2018 study.

How are motor problems treated?

The standard treatments typically include physical and occupational therapy, but these may not fully address autistic children's needs, researchers say. What's more, only 32 percent of children with autism get treatment for their motor issues<sup>1</sup>. Some experts have begun trying out new treatments, such as adapted sports programs, yoga, martial arts and movement therapies involving music, although there is little evidence yet whether any of these approaches are effective.

by [David Lőrincz](#) - Tuesday, 12 March 2024, 9:05 PM

Addressing dressing challenges for individuals with autism spectrum disorder (ASD) requires a patient and individualized approach. Here are some strategies to consider:

**Visual Supports:** Use visual aids such as picture schedules, step-by-step picture guides, or videos demonstrating the dressing process. Visual supports can help individuals with ASD better understand and follow the sequence of steps involved in dressing.

**Sensory Considerations:** Sensory sensitivities are common in individuals with ASD. Pay attention to the fabrics, textures, and tightness of clothing items. Opt for clothing made from soft, comfortable materials and avoid tags or seams that may cause discomfort.

**Simplify Clothing Choices:** Offer a limited selection of clothing choices to reduce decision-making stress. Choose clothing items with minimal buttons, zippers, and snaps. Elastic waistbands and Velcro closures can be easier for individuals with motor coordination difficulties to manage independently.

**Break Down Tasks:** Break the dressing process into smaller, manageable steps and teach each step individually. Provide verbal prompts, modeling, or physical guidance as needed. Gradually fade support as the individual gains confidence and skills.

**Practice and Repetition:** Practice dressing skills regularly in a structured and supportive environment. Repetition helps reinforce learning and improve motor coordination over time.

**Use Visual Timers:** Set visual timers to help individuals understand the expected duration for each dressing task. This can promote independence and time management skills.

**Provide Positive Reinforcement:** Offer praise, encouragement, or rewards for successful dressing attempts, even for small achievements. Positive reinforcement can increase motivation and confidence.

**Environmental Modifications:** Create an organized and clutter-free dressing area with everything the individual needs within reach. Minimize distractions and sensory triggers in the environment to help maintain focus.

**Occupational Therapy:** Consider consulting with an occupational therapist who specializes in working with individuals with ASD. They can provide personalized assessments, interventions, and strategies to improve dressing skills and overall motor coordination.

**Patience and Support:** Be patient and understanding throughout the dressing process. Offer assistance and support as needed, while also encouraging independence and autonomy.

By implementing these strategies and accommodations, you can help individuals with autism spectrum disorder overcome dressing challenges and improve their independence and confidence in daily activities.

by [Sebestyén Imelda](#) - Wednesday, 13 March 2024, 7:34 AM

Dressing difficulties are a common problem for children and adults with autism. Fine motor coordination, body awareness and sensory processing problems can all contribute to these difficulties.

Simplify the dressing process, support fine motor skills, help develop body awareness, listen to sensory needs, be patient and encouraging.

by [Verdes Alexandra](#) - Wednesday, 13 March 2024, 9:01 AM

To address dressing problems in individuals with autism, provide simplified clothing options, visual aids, break down tasks, offer sensory-friendly clothing, allow extra time, and provide hands-on assistance as needed.

by [Tibor Molnar](#) - Wednesday, 13 March 2024, 5:07 PM

Encourage the development of self-help skills by incorporating dressing activities into daily routines. Provide opportunities for individuals with ASD to practice dressing independently, with gradual guidance and support as needed.

by [Szakacs Beatrice](#) - Thursday, 14 March 2024, 1:05 AM

Everyday motor coordination

by [Anna Timar](#) - Thursday, 14 March 2024, 8:31 AM

I would show the movement in a playful way, in case it would be easier that way.

by [Bocskor Ákos](#) - Thursday, 14 March 2024, 9:30 AM

For coordination difficulties, you can try activities like throwing and catching a soft ball, walking heel-to-toe in a straight line, or practicing jumping jacks. These exercises can help improve coordination skills in a fun and engaging way.

by [Andrea Bela](#) - Thursday, 14 March 2024, 9:41 AM

Visual Supports: Use visual schedules or step-by-step picture instructions to break down the dressing process into manageable tasks. This can help the individual understand and follow the sequence of actions required for dressing. Or practice and repetition: Allow plenty of time for practice and repetition to help the individual develop muscle memory and improve their dressing skills. Break down complex tasks into smaller, more manageable steps and gradually increase the level of independence. And modeling and verbal cues: Demonstrate each step of the dressing process while providing clear verbal instructions and cues. Use positive reinforcement and praise to encourage the individual's efforts and progress.

by [Mercedes Horvath](#) - Thursday, 14 March 2024, 9:42 AM

Addressing dressing challenges for individuals with autism spectrum disorder requires a tailored approach considering their specific needs and sensitivities. Here are some strategies:

1. Simplify clothing choices: Opt for clothes with minimal buttons, zippers, or snaps. Choose

clothing items that are comfortable, loose-fitting, and made from soft fabrics to reduce sensory issues.

2. Use visual supports: Create visual schedules or step-by-step picture guides to help the individual understand the sequence of dressing tasks. Visual cues can reduce anxiety and confusion.

3. Break tasks into smaller steps: Divide the dressing process into manageable steps and provide clear instructions for each step. This can help the individual focus on one task at a time and reduce overwhelm.

4. Provide assistance and support: Offer physical assistance or verbal prompts as needed, but respect the individual's autonomy and preferences. Encourage independence by gradually fading support over time.

5. Establish routines: Establish consistent dressing routines to provide predictability and structure. Consistency can help reduce anxiety and increase confidence in dressing skills.

6. Use sensory-friendly clothing: Consider clothing options specifically designed for individuals with sensory sensitivities, such as seamless socks or tagless shirts. These items can minimize discomfort and support independence in dressing.

7. Practice and reinforce skills: Provide opportunities for the individual to practice dressing skills in a supportive environment. Offer praise and positive reinforcement to encourage progress and mastery of dressing tasks.

8. Consider occupational therapy: Consult with an occupational therapist who specializes in working with individuals with autism. They can provide personalized strategies and interventions to address specific motor coordination challenges related to dressing.

by [Balázs Iuhos](#) - Friday, 22 March 2024, 3:05 PM

I would like to address the dressing problems in these ways:

1. Breaking down dressing into steps
2. Offering some kind of encouragement for dressing efforts, even for small steps
3. Respecting preferences, for example if a certain color or style brings comfort, even if it doesn't match typical expectations

by [Szekely Eszter](#) - Monday, 25 March 2024, 5:13 PM

To address dressing challenges in individuals with autism, provide simplified clothing options, utilize visual supports, consider sensory needs, practice dressing skills, and collaborate with professionals for tailored strategies and support.

by [Tudic Cristian](#) - Tuesday, 26 March 2024, 5:15 PM

When it comes to addressing dressing challenges for individuals with autism, it's all about finding practical solutions that work for them.

First off, keeping things simple can really help. Opt for clothing with fewer buttons, zippers, or complicated fastenings. Elastic waistbands and Velcro closures can be lifesavers!

Break down the dressing process into smaller steps and provide clear, verbal instructions or visual cues if needed. For example, laying out clothes in the order they should be put on can make things more manageable.

Encourage independence by gradually increasing their involvement in the dressing routine. Start with tasks they're comfortable with and gradually introduce new skills, providing plenty of praise and encouragement along the way.

If sensory sensitivities are an issue, choose clothing made from soft, comfortable fabrics that feel good against the skin. And don't forget to respect their preferences when it comes to colors, textures, and styles.

Ultimately, it's about creating a supportive and empowering environment where they feel confident and capable of dressing themselves, one step at a time.

by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:11 PM

Use visual aids or written instructions to illustrate each step. Provide hands-on support or modeling to demonstrate proper techniques. Allow extra time and patience for the individual to practice and master dressing skills. Offer adaptive clothing options or modifications to make dressing easier, such as clothing with Velcro closures or elastic waistbands.

by [Karola Gyorgy](#) - Tuesday, 2 April 2024, 4:17 PM

To address dressing challenges for individuals with autism:

Use visual guides and break tasks into smaller steps.

Consider adaptive clothing options.

Provide clear verbal prompts and practice dressing skills regularly.

Consider sensory preferences and offer support as needed.

Encourage independence and offer positive reinforcement.

Establish a consistent dressing routine.

Seek guidance from occupational therapy if necessary.

by [Aliz Biro](#) - Friday, 5 April 2024, 12:51 AM

For dressing problems in individuals with autism, provide visual aids, simplify steps, give clear instructions, offer tactile cues, and be patient during practice.



## Coaching autistic children

by [EMESE AGNES MANIU](#) - Thursday, 2 November 2023, 7:04 AM

### How can sport coaches and instructors create an inclusive environment for autistic children during practice sessions?

by [David Cristian](#) - Saturday, 4 November 2023, 5:51 PM

Coaching autistic children can be a rewarding experience when approached with understanding and a commitment to meeting the child's unique needs. It's important to create a safe and supportive environment where the child can learn and develop at their own pace. Additionally, ongoing communication with the child's parents or caregivers is crucial for a holistic approach to their development.

by [Sara Miriam](#) - Saturday, 4 November 2023, 6:47 PM

An athlete with autism often has poor communication skills and may speak very little or not at all. They may display impaired social cognition and have difficulty understanding emotions, body language, voice inflections, and humor of others.

Individuals with autism like having a routine and have great difficulty when their routines are altered. Because of their difficulties with change, regularly warn them of upcoming changes by providing transition prompts whenever possible. A prompt might announce upcoming changes in an activity ("We're going to stop stretching and begin batting practice next."). Only quantify when it is accurate and precise (i.e. "We're leaving in 2 minutes." A child with ASD will watch the clock and expect to leave in precisely 2 minutes.). Use a transition prompt to remind them of the impending change again at 30 seconds prior to the change.

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by [Anca Dorgo](#) - Friday, 8 December 2023, 11:32 AM

in the case of children with autism, the most important thing is the environment, to feel safe, to have a well-established routine because they encounter difficulties when it is modified and when this is done, they must be announced in advance and constantly alerted to the change until he accommodates himself.

by [Simina Bujita](#) - Saturday, 9 December 2023, 9:56 PM

Clear and Concise Communication:

Use simple and clear language when explaining rules and instructions. Reduce confusion and provide clarity for children with autism.

Individual knowledge of children:

Understands the individual needs and preferences of each child. Every child with autism is unique, and an individualized understanding can make a significant difference.

Integrating relaxation techniques:

Introduce short relaxation breaks during training, giving autistic children the opportunity to calm down and manage possible overstimulation situations.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 12:10 PM

Creating an inclusive environment for autistic children during sports practice sessions requires a thoughtful and proactive approach. Educate yourself and your coaching staff about autism spectrum disorder (ASD), including the varied strengths and challenges individuals may experience. Understanding the unique needs of autistic children is crucial for creating an inclusive environment. Establish open and ongoing communication with parents or caregivers of autistic children. Collaborate to gain insights into the child's preferences, sensory sensitivities, and any accommodations that may support their participation in sports.

by [Zsófia Szilágyi](#) - Tuesday, 12 March 2024, 1:27 PM

Clear communication: Use simple and concise language to give instructions, and provide visual cues or demonstrations to reinforce understanding. Structure and routine: Establish predictable routines and schedules to help autistic children feel comfortable and confident in their environment. Clearly outline the objectives and expectations for each practice session.

Sensory considerations: Be mindful of sensory sensitivities and provide accommodations such as noise-canceling headphones, sunglasses, or fidget tools to help children regulate their sensory experiences.

Individualized support: Recognize that each child with autism is unique and may require different levels of support. Offer one-on-one guidance or assistance as needed, and encourage peer support and understanding among teammates.

Positive reinforcement: Acknowledge and celebrate the achievements and efforts of autistic children during practice sessions. Use positive reinforcement techniques such as praise, rewards, or visual tokens to motivate and encourage participation.

Flexibility and patience: Be flexible in your approach and adapt activities or drills to

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accommodate the individual needs and abilities of autistic children. Practice patience and understanding, and provide ample time for children to process information and participate at their own pace.

Encouragement of social interaction, encourage inclusive behavior and foster a supportive and accepting atmosphere where all children feel valued and included.

by [Orbán Anna](#) - Tuesday, 12 March 2024, 1:29 PM

Ensuring the participation of autistic children in sports practice within an inclusive environment is crucial. This involves clear communication, consideration of sensory needs, structured routines, individual support, positive reinforcement, peer support, education and awareness, as well as flexibility and patience. These measures help create a welcoming and supportive atmosphere where autistic children can engage in sports activities comfortably.

by [Zilahi Viola](#) - Tuesday, 12 March 2024, 1:30 PM

Sport coaches and instructors can create an inclusive environment for autistic children during practice sessions by offering clear instructions, providing visual aids, being patient with sensory sensitivities, offering breaks, and modifying activities to accommodate individual needs.

by [Szekely Eszter](#) - Tuesday, 12 March 2024, 1:33 PM

In my opinion, if you promote clear communication, consider sensory needs, adapt activities, and foster peer support you can create an inclusive sports environment for autistic children.

by [David Kiss](#) - Tuesday, 12 March 2024, 2:32 PM

Establish a predictable routine with consistent schedules and transitions to help autistic children feel more comfortable and secure during practice sessions. Use positive reinforcement and praise to acknowledge effort and progress, fostering a supportive and encouraging atmosphere.

by [Rebeka Filip](#) - Tuesday, 12 March 2024, 3:39 PM

One of the most important things sport coaches can do, is to utilise individualized language. This includes clear, concise language and visual aids when necessary, because some children with ASD may benefit from visual schedules or demonstrations rather than verbal instructions. It is also important to adapt some activities by modifying games to accommodate the needs and skill levels of autistic children.

by [Alexandra Sabau](#) - Tuesday, 12 March 2024, 4:28 PM

Implement structured and predictable practice sessions, providing a sense of security for autistic children who often thrive in routine.

by [Brigitta Tar](#) - Tuesday, 12 March 2024, 4:33 PM

Involving children with autism in sports activities requires coaches and instructors to pay careful attention and understanding. First and foremost, it's important for coaches to

familiarize themselves with the characteristics, challenges, and strengths of autism spectrum disorder. Clear and concise communication is essential, and it may be helpful to use visual aids or demonstrations alongside verbal instructions. Establishing regular routines and schedules can provide a safe and predictable environment for autistic children during practice sessions.

Sensory sensitivities of autistic children should also be taken into account during sports activities, such as sensitivity to noise, light, and touch. Providing accommodations like quiet spaces for breaks or using sensory-friendly equipment can support their participation.

Each autistic child is unique, so coaches should tailor their approach to meet individual needs and preferences. Encouraging social interaction and teamwork can foster social skills development, and positive reinforcement can motivate and encourage participation.

Maintaining open communication with parents or guardians, as well as collaborating with professionals, is crucial for understanding specific needs and implementing effective strategies. Promoting inclusivity within the sports team or program creates a supportive environment where all children, regardless of ability or neurodiversity, can thrive.

by [Boglárka Bone](#) - Wednesday, 13 March 2024, 9:35 AM

It is important to recognize the special needs of autistic children and modify coaching techniques in order to provide an inclusive environment during sports practice sessions. To aid in comprehension, coaches might begin by giving clear and simple directions, segmenting work into manageable chunks, and utilizing visual aids like diagrams or drawings. It's critical to exercise patience and flexibility, allow for pauses when necessary, and offer encouragement for hard work and advancement. To address sensory sensitivities, sensory factors like lighting and noise levels can also be changed. Last but not least, creating a welcoming environment where each child feels important and included can greatly contribute to making sure that autistic kids have a good time during sports coaching sessions.

by [Deme Mihály Mátyás](#) - Wednesday, 13 March 2024, 10:12 AM

**Clear and Concise Communication:** When describing guidelines and directives, use plain language. Children with autism benefit from clarity and a reduction in confusion.

**Personal familiarity with kids:** Recognizes the unique requirements and inclinations of every kid. Since each autistic child is different, a customized understanding can have a big impact.

**Including relaxation techniques:** During instruction, provide brief periods of time for autistic children to unwind and handle any situations in which they might be overstimulated

by [Boróka Blanka Bóni](#) - Wednesday, 13 March 2024, 12:06 PM

Creating an inclusive environment for autistic children during sports practice sessions is crucial for their overall participation and enjoyment. Coaches and instructors can achieve this by prioritizing clear communication, structured routines, and individualized support

tailored to each child's needs. Sensory considerations, such as providing quiet areas or noise-canceling headphones, are essential to ensure all children feel comfortable and supported. Fostering a sense of social support and teamwork among participants, along with practicing flexibility and patience, can further enhance the inclusivity of the environment. Additionally, ongoing education and awareness about autism within the coaching community are vital for promoting understanding and acceptance. By implementing these strategies, coaches and instructors can create a positive and empowering experience for autistic children in sports settings.

by [Tibor Molnar](#) - Wednesday, 13 March 2024, 3:51 PM

It's important to educate teammates about autism and encourage empathy, kindness, and inclusion towards their peers with autism. It would be essential to schedule regular breaks throughout practice sessions to allow children to rest, recharge, and regulate their sensory experiences. Breaks can help prevent sensory overload and support sustained engagement.

by [Boglárka Péli](#) - Wednesday, 13 March 2024, 4:48 PM

Creating an inclusive environment for autistic children during sport practice sessions involves some key strategies:

**Clear Communication:** Use simple and direct language when giving instructions, and repeat or clarify as needed. Visual aids like diagrams or demonstration videos can also enhance understanding.

**Sensory Considerations:** Be mindful of sensory sensitivities by minimizing unnecessary noise and visual distractions. Provide options for quieter or less stimulating areas when possible, and allow breaks as needed.

by [Zsuzsánna Hodor](#) - Wednesday, 13 March 2024, 5:17 PM

**Clear Communication:** When providing directions, speak in a clear, succinct, and specific manner. Steer clear of terminology that are unclear or abstract as they could confuse kids with autism. It can also be beneficial to use visual aids like diagrams, images, or films to help explain instructions.

**Positive Reinforcement:** Encourage and assist autistic children by using positive reinforcement strategies including praise, incentives, and rewards. No matter how modest, acknowledge and appreciate their accomplishments to help them feel more confident and good about themselves.

**Peer Support and Inclusion:** Encourage peer support and inclusion to help people feel like they belong. Promote cooperation and teamwork among all participants, and provide autistic kids the chance to socialise and form friendships with their classmates.

by [Renáta Takács](#) - Wednesday, 13 March 2024, 6:39 PM

Sport coaches and instructors can create an inclusive environment for autistic children during practice sessions by giving clear instructions, using visuals, allowing sensory breaks, teaching teammates about autism, adapting activities, and being patient and positive.

by [Szász Szilárd](#) - Wednesday, 13 March 2024, 6:47 PM

Creating an inclusive environment for autistic children during sports practice sessions involves several key strategies:

**Communication:** Clearly communicate instructions using simple language and visual aids to enhance understanding.

**Sensory Considerations:** Be mindful of sensory sensitivities by providing options for sensory breaks, minimizing loud noises, and offering sensory-friendly equipment when possible.

**Structured Routine:** Establish a predictable routine with clear transitions to help reduce anxiety and increase comfort levels.

by [Aliz Biro](#) - Wednesday, 13 March 2024, 9:03 PM

Coaches and instructors play a crucial role in creating an inclusive environment for children with autism during practice sessions. To achieve this, it's important to provide clear instructions and visual aids to ensure that every child understands what they need to do. Additionally, it's necessary to take periodic breaks and provide sensory-friendly equipment or spaces to help children remain calm and manage sensory sensitivities.

by [Kuncz Valentin](#) - Thursday, 14 March 2024, 9:29 AM

Sport coaches and instructors can create an inclusive environment for autistic children during practice sessions by providing clear instructions, breaking down tasks into smaller steps, offering visual supports, allowing for breaks, and being patient and understanding of individual needs.

by [Andrea Bela](#) - Thursday, 14 March 2024, 9:44 AM

Creating an inclusive environment for autistic children during sports practice sessions requires understanding, patience, and flexibility. Use clear, concise language and provide visual supports such as diagrams, demonstrations, or written instructions to help children understand expectations and instructions. Avoid using abstract language or sarcasm, and be prepared to repeat information as needed. Establish a predictable and structured practice routine with clear transitions between activities. Use visual schedules or timers to help children anticipate what will happen next and reduce anxiety.

by [Mercedes Horvath](#) - Thursday, 14 March 2024, 9:44 AM

Creating an inclusive environment for autistic children during sport practice sessions requires understanding their unique needs and implementing supportive strategies. Here are some ways sport coaches and instructors can foster inclusivity:

1. **\*\*Communication:\*\*** Use clear, concise language and provide instructions in a simple, direct manner. Avoid using figurative language or sarcasm, as autistic children may have difficulty understanding nuances.

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2. **Visual Supports:** Incorporate visual supports such as visual schedules, picture cards, or diagrams to help autistic children understand expectations and transitions during practice sessions.
3. **Sensory Considerations:** Be mindful of sensory sensitivities and provide sensory-friendly accommodations as needed. This may include offering noise-canceling headphones, providing a quiet space for breaks, or allowing sensory tools like fidget toys.
4. **Structured Environment:** Establish a structured and predictable environment with consistent routines and expectations. Use visual timers or countdowns to help autistic children anticipate transitions between activities.
5. **Individualized Support:** Recognize that each autistic child is unique and may require different levels of support. Tailor coaching techniques and modifications based on individual needs and preferences.
6. **Positive Reinforcement:** Use positive reinforcement techniques such as praise, encouragement, and rewards to motivate and reinforce desired behaviors and skills.
7. **Peer Support:** Foster peer interactions and social inclusion by pairing autistic children with supportive teammates or buddies who can help them feel included and supported during practice sessions.
8. **Flexibility and Patience:** Be flexible and patient, allowing autistic children extra time or accommodations to participate fully in activities. Avoid rushing or pressuring them to perform beyond their comfort level.
9. **Training and Education:** Provide training and education for coaches, instructors, and teammates on autism awareness, understanding, and inclusion. This can help create a supportive and empathetic team environment.
10. **Collaboration with Parents:** Maintain open communication with parents or caregivers to better understand the needs and preferences of autistic children and collaborate on strategies for support both on and off the field.

By implementing these strategies and fostering a supportive and inclusive environment, sport coaches and instructors can create meaningful opportunities for autistic children to participate, learn, and thrive in sports.

by [David Bereczki](#) - Thursday, 21 March 2024, 9:03 AM

Creating an inclusive environment for autistic children during sports practice sessions requires understanding their unique needs and providing appropriate support and

accommodations.

Clear and understandable communication is very important. Use clear and concise language and try to demonstrate the exercises visually. Break down complex skill moves into clear and easy steps to help them understand the process.

by [Balázs Iuhos](#) - Friday, 22 March 2024, 1:33 PM

I think coaches and instructors can create an inclusive environment for autistic children during practice sessions by promoting a clear communication and embracing an individualized approach. Collaborating with different autism organizations can also be helpful.

by [Tudic Cristian](#) - Tuesday, 26 March 2024, 5:17 PM

Hey, when it comes to making sports practice sessions awesome for autistic kids, it's all about being chill and understanding. To achieve this, coaches and instructors can take a thoughtful and proactive approach. Keep it simple by breaking down instructions and using visual aids to help everyone understand what to do. Remember that every kid's different, so offer individualized support and modifications based on their needs and abilities. Be mindful of sensory sensitivities and adapt the environment as needed, whether it's providing sensory breaks or using equipment that minimizes sensory overload. Keep things fun and engaging by mixing it up with different games or activities. And most importantly, celebrate every little victory and show them that they're all superstars in their own way!

by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:05 PM

Providing clear and concise instructions. Offering visual aids and demonstrations to supplement verbal instructions. Allowing for breaks and sensory-friendly accommodations. Encouraging communication preferences and providing feedback in a positive manner. Being patient, understanding, and flexible to individual needs and differences

by [Dóri - Eszter Tóth](#) - Thursday, 4 April 2024, 9:57 PM

For children living with autism, I think the most important thing is the environment, the creation of a sense of security, and the creation of a routine, because if the balance is disturbed, they may encounter difficulties, and if this happens, they must be notified and constantly warned about the change.

by [Aliz Biro](#) - Thursday, 4 April 2024, 11:53 PM

Sport coaches and instructors can create an inclusive environment for autistic children during practice by giving clear instructions, providing visual aids, allowing breaks, encouraging communication, and being patient.

by [Kuncz Valentin](#) - Thursday, 14 March 2024, 9:29 AM

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Re: Coaching autistic children

by [Judic Cristian](#) - Tuesday, 26 March 2024, 5:17 PM

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by [Zsoldos Eniko](#) - Tuesday, 26 March 2024, 9:05 PM

Providing clear and concise instructions. Offering visual aids and demonstrations to supplement verbal instructions. Allowing for breaks and sensory-friendly accommodations.



Encouraging communication preferences and providing feedback in a positive manner. Being patient, understanding, and flexible to individual needs and differences

by [Karola Gyorgy](#) - Tuesday, 2 April 2024, 4:21 PM

Sport coaches and instructors can create an inclusive environment for autistic children by:

Providing education about autism.

Understanding individual needs.

Using clear communication and visual supports.

Establishing structured routines.

Being mindful of sensory sensitivities.

Demonstrating flexibility and patience.

Offering positive reinforcement.

Encouraging social interaction.

Collaborating with parents.

Continuously adapting and learning.

by [Dóri - Eszter Tóth](#) - Thursday, 4 April 2024, 9:57 PM

For children living with autism, I think the most important thing is the environment, the creation of a sense of security, and the creation of a routine, because if the balance is disturbed, they may encounter difficulties, and if this happens, they must be notified and constantly warned about the change.

by [Alexa Dario](#) - Friday, 5 April 2024, 9:25 PM

Coaches and sports instructors can cultivate an inclusive environment for children with autism by customizing their coaching methods to suit individual needs, maintaining structured routines for predictability, employing straightforward and visual communication techniques, and adjusting the environment to minimize sensory overload. Positive feedback should be used liberally to encourage and motivate. Activities should be designed for all children to participate, with adjustments made as necessary to accommodate diverse abilities. Building a supportive team culture, seeking autism-specific training, and collaborating with parents for insights into each child's unique preferences can also significantly enhance the inclusivity and effectiveness of sports programs for autistic children.

by [Tudor Catana](#) - Saturday, 6 April 2024, 12:09 AM

Sport coaches and instructors can create a good environment for autistic children during practice sessions by breaking strategies, sensory accommodations, encouragement, positive reinforcement, and flexibility.

by [Boglarka Tebecs](#) - Saturday, 6 April 2024, 3:34 PM

### 1. Learn about autism

Autism typically involves differences in how a person communicates or engages with social interactions. Some autistic players will like routines and things done in a particular way and

some will dislike certain sounds and textures.

## 2. Learn about players' strengths and support needs

Taking time to learn about your players' likes and dislikes and what they need your help with will help you create an inclusive environment that supports their participation

## 3. Get ready for the new season

Use a visual schedule showing what activities the session will involve. This will help players understand what is planned and can reduce anxiety around unfamiliar routines.

## 4. Think about how you - and your players - communicate

As a coach, you can use a calm and reassuring voice and make some simple changes to the way you communicate that can support autistic players: visual instructions, reduce distractions, understand that player engagement looks differently for different people.

by [Zalán Harkó](#) - Monday, 8 April 2024, 12:27 PM

Sport coaches and instructors can foster an inclusive environment for autistic children during practice sessions by tailoring their approach to accommodate each child's unique needs and abilities. This involves individualized attention to understand the specific requirements of autistic children and collaborating with parents and therapists to tailor training programs and instructions accordingly. Employing creative methods in planning and conducting sessions, coaches can offer a variety of activities that provide diverse sensory experiences and movement forms, such as ball games, balance exercises, and group activities. Adopting a positive and empathetic attitude towards the children, coaches can create a welcoming atmosphere where autistic children feel supported and encouraged to participate fully in sports activities.

by [Blanka Keresztes](#) - Monday, 8 April 2024, 6:39 PM

Sport coaches and instructors can create an inclusive environment for autistic children during practice sessions by:

1. Providing clear and structured instructions, breaking down tasks into manageable steps to support understanding.
2. Offering sensory-friendly equipment and modifying activities to accommodate sensory sensitivities.
3. Encouraging communication preferences, such as visual supports or social stories, to aid comprehension.
4. Fostering a supportive and accepting atmosphere, where differences are celebrated and individual needs are respected.
5. Implementing peer buddy systems or assigning mentors to provide additional support and facilitate social interaction.

by [Tiboldi Zselyke](#) - Tuesday, 9 April 2024, 2:20 PM

Sport coaches and instructors can foster inclusivity for autistic children by offering clear instructions, personalized support, consistent routines, visual aids, encouraging social interactions, implementing sensory-friendly practices, and ensuring ongoing training.

by [Verdes Alexandra](#) - Tuesday, 16 April 2024, 7:35 PM

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Sport coaches and instructors can foster inclusivity for autistic children during practice by using clear instructions, providing visual aids, accommodating sensory needs, offering individual attention, promoting peer understanding, and encouraging positive social interactions.

by [Peter Lakatos](#) - Tuesday, 16 April 2024, 7:53 PM

Sport coaches and instructors can make practice sessions inclusive for autistic children by communicating clearly, sticking to a structured routine, accommodating sensory needs, using visual aids, staying flexible, promoting peer support, giving positive feedback, showing empathy, receiving training on autism awareness, and keeping open communication with parents.

by [Kallos Erika](#) - Tuesday, 16 April 2024, 8:45 PM

Sportspeople with autism spectrum disorders frequently struggle with communication. Individuals may exhibit compromised social cognition and struggle to interpret others' humor, body language, emotions, and voice inflections.

Due to their opposition to change, periodically alert them to impending changes by offering transitional assistance whenever it is practical. A child with ASD will watch the clock and anticipate leaving in precisely two minutes, so only quantify when it is accurate and precise.



## Strength exercise

by [Ajda Kolman](#) - Friday, 15 December 2023, 9:34 AM

**Hi, I would like to know, are there recommended guidelines for implementing strength exercises in the routine of a**

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## person with autism? And how can strength training contribute to the overall well-being and confidence of individuals with autism?

by [EMESE AGNES MANIU](#) - Friday, 22 December 2023, 9:12 AM

Strength training offers several benefits for individuals with autism:

1. **Physical Health:** It promotes overall physical fitness, improving muscle strength, endurance, and coordination.
2. **Motor Skills:** Engaging in strength training activities helps enhance fine and gross motor skills, contributing to better physical coordination.
3. **Routine and Structure:** The structured nature of strength training provides a predictable routine, which can be comforting for individuals with autism who often thrive on consistency.
4. **Sensory Integration:** Strength training activities involve different sensory stimuli, contributing to sensory integration, which is crucial for individuals with autism to regulate their sensory experiences.
5. **Self-Esteem and Confidence:** Achieving strength training goals can boost self-esteem and confidence, providing a sense of accomplishment and empowerment.
6. **Behavioral Regulation:** Regular physical activity, including strength training, can assist in managing and regulating behavior, potentially reducing anxiety and improving focus.
7. **Social Opportunities:** Participating in strength training programs may provide social opportunities, whether through group sessions or partnerships with trainers, fostering social skills development.
8. **Emotional Well-being:** Exercise, including strength training, releases endorphins, promoting positive mood and emotional well-being, which can be particularly beneficial for individuals with autism.

Remember, individual responses to strength training may vary, so it's essential to tailor activities to the specific needs and preferences of each person with autism. Always consult with healthcare professionals or specialists when incorporating new activities into a wellness plan.

by [Dragos Adrian Maniu](#) - Sunday, 28 January 2024, 1:57 PM

### Functional Strength Workouts

People with autism can conduct daily chores more easily if they get stronger. Exercises that

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mimic the things we do every day naturally should be emphasized during training sessions. Exercises that simulate sitting down, such as squats, are essential for functional fitness. The following workouts can be considered functional strength workouts.

Box Squats  
Chest Press (Standing)  
Heavy Carry  
Plank  
Scoop Throw  
Body Balance

Re: Strength exercise

by [Maja Pulisak](#) - Friday, 9 February 2024, 12:03 PM

Strength training is an important part of people with autism. Strength exercises for the lower and upper extremities;  
Leg press, front row, chest press, shoulder press, forearm curl and supine deadlift.

by [David Cristian](#) - Friday, 9 February 2024, 12:17 PM

Strength exercises for autistic children should focus on activities that are engaging, structured, and safe. Here are some suggestions:

1. **Bodyweight exercises**: Include activities like squats, lunges, push-ups, and planks. These exercises promote overall strength and can be modified to suit different ability levels.
2. **Resistance band exercises**: Resistance bands offer a safe and controlled way to build strength. Children can perform exercises like bicep curls, lateral raises, and seated rows using resistance bands.
3. **Yoga**: Yoga poses can help improve strength, flexibility, and balance. Choose simple poses that are easy to follow and provide clear instructions.
4. **Swimming**: Swimming is a low-impact exercise that builds strength and coordination. It can be particularly beneficial for children who may have sensory sensitivities, as the water provides a calming sensory experience.
5. **Obstacle courses**: Create obstacle courses that incorporate various strength-building activities such as crawling under hurdles, climbing over objects, and jumping over obstacles. This type of activity promotes strength, coordination, and problem-solving skills.
6. **Playground activities**: Utilize playground equipment such as monkey bars, swings, and climbing structures to encourage upper body and core strength.
7. **Dance**: Dancing can be a fun way to improve strength and coordination. Encourage

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children to mimic simple dance moves or create their own routines to music.

When introducing strength exercises to autistic children, it's essential to consider their individual needs, preferences, and sensory sensitivities. Provide clear instructions, visual supports, and positive reinforcement to help them feel confident and successful during the activities. Additionally, be mindful of any physical limitations or medical considerations and consult with a healthcare professional if necessary.

by [Mihai Morosanu](#) - Thursday, 29 February 2024, 11:54 AM

While there aren't specific guidelines tailored solely for strength exercises in individuals with autism, general exercise guidelines can be adapted to meet their needs. Assess the individual's strengths, preferences, and abilities to design a strength training program that is appropriate and engaging for them. Adapt exercises to accommodate sensory sensitivities, motor coordination

by [David Kiss](#) - Tuesday, 12 March 2024, 2:39 PM

Tailor strength training programs to the individual's abilities, interests, and preferences. Consider their sensory sensitivities, motor skills, and communication styles when designing exercises. Begin with simple bodyweight exercises or resistance bands to introduce foundational movements and build strength gradually. Establish a structured routine with consistent schedules and clear expectations to create a sense of predictability and security during strength training sessions.

by [sanduj beata](#) - Tuesday, 12 March 2024, 3:24 PM

Motor planning exercises mimic daily activities for people with autism, helping them carry out tasks more easily.

Exercise has amazing health benefits for everyone, but it can be especially helpful for autistic people. That's because it helps them carry out everyday tasks and allows them to live more independently.

"In the autism population, it is very common to see deficits in primary foundational movements, like squatting, pushing, pulling and carrying," says Eric Chessen, founder of Autism Fitness. "This is largely due to differences in neuromuscular functioning."

"Because of these motor and strength deficits, we also often see compensatory movement patterns that might lead to muscle overuse, injury and discomfort later in life," Chessen says.

But following a regular exercise routine helps build skills for functionally sound movement and can help prevent disability in the future.

## The Benefits of Exercise for Autistic People

Many autistic people may have stereotypic behaviors, which are repetitive motor

movements, such as a rocking motion of the hands and nodding or shaking of the arms. Physical activity can help reduce the number of episodes of stereotypical behaviors in autistic children.

"Exercise builds strength, stability and motor planning, all of which help us perform activities of daily living," Chessen says.

But the positive effects of working out aren't only physical. "Exercise reduces anxiety and stress, which is important because individuals with autism tend to have higher stress levels," says Mark Fleming, a trainer with autism and founder of Equally Fit. "People with autism also often have sleep disorders, and exercise helps improve sleep." [Editor's note: LIVESTRONG.com typically uses identify-first language such as "autistic people," but we recognize different people prefer different terminology. At the request of the source, we are using person-first language here.]

Additionally, working out has brain benefits for those with autism. "It improves cognitive function, making it easier to retain information and maintain attention span," Fleming says.

The bottom line: "It is just as important — if not more important — for people living with autism to have access to fitness programs," Fleming says.

Check with your doctor before beginning an exercise program.

"It's important to seek a trained professional who can safely and effectively assess the athlete and make sure their fitness program aligns with their level of ability and their goals," Chessen says. "If they are not moving properly through the exercises, it might result in pain and injury."

A professional can also help you decide which exercises are best for you to start with if you're new to fitness, only have a limited amount of time to exercise or find it easiest to focus on a handful of moves.

When you're figuring out a workout routine, don't get carried away with variety.

"A limited number of exercises will have the greatest effect," Chessen says. "Most people thrive with consistency." A fitness professional can help you incorporate in new or different moves over time, so your routine stays varied and you can continue to progress toward your fitness goals.

## Motor Planning Exercises

Brushing your teeth, washing your hands, getting dressed — these are all examples of  
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activities that require motor planning.

"Motor planning is the sequencing of activities that allows us to be fluid in a multi-step movement pattern," Chessen says. "For the autism population, the signal from the brain that tells your muscles to perform a certain action has a bit of static in it — it is not as sharp or clear as for the neurotypical population."

by [Brigitta Tar](#) - Tuesday, 12 March 2024, 4:35 PM

When incorporating strength exercises into the routine of individuals with autism, it's crucial to consider their unique needs and abilities. While there may not be specific guidelines tailored solely for this population, general principles of exercise programming apply. An individualized approach is key, starting with simple exercises and gradually progressing based on their capabilities and interests. Visual supports, such as picture schedules or demonstration videos, can enhance understanding and communication. Structured routines provide predictability and consistency, promoting comfort and confidence. Sensory considerations, like adjusting the environment and providing accommodations, help minimize sensory overload during strength training activities.

Positive reinforcement is essential for motivation and encouragement, celebrating achievements and progress to boost confidence and self-esteem. Strength training also offers social opportunities, fostering cooperation and teamwork, which can enhance social skills and confidence. Additionally, it provides physical health benefits, improving muscle strength, coordination, and overall well-being. Regular physical activity, including strength training, aids in emotional regulation, reducing stress and anxiety through the release of endorphins.

By incorporating strength training into the routine of individuals with autism in a supportive and individualized manner, it can significantly contribute to their overall well-being, confidence, and quality of life. Consulting with healthcare professionals or specialists familiar with the individual's needs and abilities is essential for developing a safe and effective exercise program.





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