Enjoy this electronic issue of The Bulletin. Thank you to all contributors for the following articles:

**Amanda Amtmanis**
*Staff Wall*

**David Blackmore**
*Curling*

**Ann Marie Colebrook**
*Working with Students with Autism in Physical Education*

**Lisa Galske**
*Winter Wellness: Recess Style*

**Mike Ginicola**
*Printable Resources*

**David Gusitsch**
*Taking Advantage of Social Media for “Professional Development”*

---

**Jenn Mitteness**
*Wellness Posters*

**Eric Uthgenannt**
*Jump Rope for Heart Promotional Event*

---

**Additional News**

*Professional Development Grants*

*Student Travel Grants*

*SHAPE America Speak Out Day*

*Jump Rope/Hoops for Heart*

---

**Mike Ginicola**
*Nichols Elementary School*
*Stratford, CT*

*Jump Rope For Heart/Hoops For Heart Grant Awardee*

Mike won one of the 10 grants this year to attend the 2017 SHAPE America National Convention in Boston!

Each year, SHAPE America honors many of its Jump Rope For Heart and Hoops For Heart Coordinators with the SHAPE America JRFH/HFH Grant. The 2017 grantees are Jump Rope and Hoops For Heart coordinators who have been instrumental in bringing the programs to their school and driving the mission of heart health to the staff, students, and communities in which they live.
Staff Wall

Amanda Amtmanis
Spencer School, Middletown
CTAHPERD VP Elect Physical Education

This is our staff wall at Spencer School. I installed this last year to serve a dual purpose. First, it sends the message that exercise is important for everyone and it shows our students what the adults in our school like to do to be active. As we added a new program last year that also brought in quite a few new staff members, it also helps us to match names with faces and get to know one another a little better. I updated it this year to reflect a few staff changes.
Curling

David Blackmore
Physical Education Teacher
Mohegan School, Shelton

Please view the link above to see my third grade students involved in the sport of curling. This takes place with third grade students at Mohegan School in Shelton. Students learn a little background on the sport of curling and get to experience throwing rocks across the gym. In week 2, we learn about scoring and sweeping. Week 3 involves students working on their delivery and beginning to develop some strategy on how to place rocks and score. This is an introduction to the sport and Nutmeg Curling Club is not far away.

CTAHPERD PROFESSIONAL DEVELOPMENT GRANTS 2017
SHAPE AMERICA NATIONAL CONVENTION & EXPO

Grants were awarded cover the expense of the one day conference registration fee for a CTAHPERD member to attend one day of the SHAPE America National Convention & Expo in Boston, Massachusetts March 14 to 18, 2017 to the following members...

Kate Egan, Tonya McDermott, Mike Radlbeck, Erin Tegmier, Marissa Wengell

CTAHPERD STUDENT TRAVEL GRANTS

Grants were awarded to student groups from CCSU and SCSU to help with their expenses to attend the SHAPE AMERICA NATIONAL CONVENTION & EXPO as well as our CT Outstanding Future Professionals Ali Facchini and Jeff Raucci attending the Eastern District OFP program.

Congratulations and enjoy the convention sessions!
Working with Students with Autism in Physical Education

Ann Marie Colebrook, CTAHPERD President
Director of HPE, Glastonbury Public Schools

It is challenging, yet rewarding, to deliver a high quality physical education program to students diagnosed with Autistic Spectrum Disorder (ASD). There continues to be many children living with ASD according to a CDC study, Community Report on Autism, 2016. (CDC, 2016) Schools play a critical role to ensure that students with ASD are provided with the services and education they need to learn and grow. Listed below are many things to consider when developing engaging lessons.

Set Goals and Be Organized

- The ultimate goal is to integrate ASD students in a general education setting, however, there are some students diagnosed with ASD that cannot function in a regular physical education class because they become overstimulated, frustrated and shut down. Therefore, it is important to create an educational setting where the ASD student can work with his or her peers so that they eventually can be mainstreamed into a regular Physical Education class.
- Collaboration with special education supervisor case manager, special education staff, classroom teachers, physical therapist, and paraprofessionals is essential to the development of a high quality program. Develop good working relationships with staff, it is a must.
- Schedule general education students (peer buddies) who are in the ASD students class to work with the ASD student; be sure to request parental permission for general education students to participate as peer buddies. 
- Develop realistic, attainable, and challenging goals that are aligned with the students IEP goals. For example, if the student is non-verbal, create a goal that promotes not only activity, but one that will promote communication with peers.
- The goal is to ultimately design lessons that will challenge and engage students. If it is a good lesson, the student will not only want to return to your class (because it was fun), but will learn skills to develop physical, intellectual, emotional and social skills.
- Other considerations with regards to social and physical development are:
  - The child with ASD may have many basic loco-motor skills but lack postural control/static balance and this can be taught in physical education.
  - The use of disc's and or hoops to help improve spatial orientation.
  - Often the other benefits of the physical education program can be spontaneous communication and peer socialization.

Lesson and Instruction

- Start building the lesson with a small idea and gradually over time add new vocabulary or increase the challenge of skill development as tolerated; be sure to design the lesson that becomes a routine for the student, e.g. a pre-lesson preparation, warm up, skill development and assessment.

The photo illustrates two general education students with one ASD student. After a standard warm up (bike, planks and curl ups), the activity was to travel from one end of the room to the teacher located at the other end of the room. The students selected a card with a sight word. Before they returned to the other end of the room to place their word/card in a bucket, they needed to say the word out loud. To differentiate instruction, challenge the general education student to use the word in a sentence. When this activity was introduced, the peers modeled the activity and then each student took a turn. Eventually they were all moving at the same time while working together toward the same goal without any instruction.
Use visual cues as instructional tools; in this case, sight words were written on cards. Students were familiar with the sight words and this activity supports what they are learning in their classroom.

As the students complete the task, be sure to provide them with positive and specific feedback about doing the task (good job putting the card in the bucket).

End the lesson with a closure activity that becomes routine. For example, end each class by asking all students to give high fives to their friends and say “goodbye, thanks for working with me today.”

**Assessment & Data Collection**

Collect meaningful data that is specific to the student’s IEP goals, for example, if the student is nonverbal and needs to learn to work with peers.

Monitor student progress every class. Use video on an iPad or iPhone to record student performance. Another assessment tool is a checklist or chart. This table is an example of what is recorded each month for the student in the photo above. This data is used to monitor progress and report to parents.


---

**Winter Wellness: Recess Style**

Lisa Galske  
Physical Education Teacher  
South Side Elementary, Bristol  
CTAHPERD Past President

When winter settles in and elementary students are forced to stay inside for recess, it is not impossible to keep them active in their classroom. I have created many simple activities to actively engage students without using a lot of equipment and space.

Below are some examples of simple winter wellness activities any student can utilize during indoor recess. This is a great way to advocate for our profession by sharing with classroom teachers. They are also appreciative for the constructive recess activities we as physical educators can provide.

Click on link(s) below and log into your Google account for a free printable of the above exercises.

[https://docs.google.com/a/bristolk12.org/document/d/1badV4MxmLMg7SUvz15ZqlP-tzoyoFUnJHsU8MCKkovko/edit?usp=sharing](https://docs.google.com/a/bristolk12.org/document/d/1badV4MxmLMg7SUvz15ZqlP-tzoyoFUnJHsU8MCKkovko/edit?usp=sharing)

[https://docs.google.com/a/bristolk12.org/document/d/1Sg2gtRD_GrYaTZx8yc3qYba2edw2w8aWdpNsyi8nk/edit?usp=sharing](https://docs.google.com/a/bristolk12.org/document/d/1Sg2gtRD_GrYaTZx8yc3qYba2edw2w8aWdpNsyi8nk/edit?usp=sharing)

If you have access to a smart board or internet in the classroom, I recommend the following websites which have many activities for indoor recess time.

Search just dance videos on YouTube or browse these other websites:

[www.gonoodle.com](http://www.gonoodle.com)  
[http://adventuretofitness.com/content-library/search/](http://adventuretofitness.com/content-library/search/)  
Printable Resources

Mike Ginicola
Physical Education Teacher
Nichols Elementary School, Stratford
2016 CTPTA Teacher of the Year

I'd like to share 4 printable resources I created for folks:

Fitness Dice activity: https://drive.google.com/open?id=0B8rpXwUwOVHoWS1IU3FWT1qwcG8

Alphabet Word Wall: https://drive.google.com/open?id=0B8rpXwUwOVHoQVRkOUVpR24wZmM

Accountable Talk Poster: https://drive.google.com/open?id=0B8rpXwUwOVHobDJoSS1GaVJlbzq

Student Self-Assessment Exit Ticket: https://drive.google.com/drive/folders/0B8rpXwUwOVHoazlQRkg2VTaUUU?usp=sharing

All were created with an amazing app/program called Comic Life.

They've been a big hit on PE Central and Twitter, so I hope my CT colleagues find them useful!

The 2017 “SPEAK Out! Day” is SHAPE America's annual member advocacy event in Washington, DC. Represent your state, meet with your members of Congress and network with fellow SHAPE America members in order to “speak out” in support of school health and physical education.

SPEAK Out! Day
FOR HEALTH & PE
April 25-26, 2017
LEARN MORE
Taking Advantage of Social Media for “Professional Development”

David Gusitsch
CTAHPERD Vice President Physical Education
K-12 Coordinator, Health & Physical Education
Westport Public Schools
Twitter: @WstprtWellness
Voxer: dgusitsch

To begin with an understatement, technology is ever changing. It is, at times, overwhelming. Some of the questions that have run through my mind (and most likely, some of yours) as I considered next steps in continuing my professional development:

“Why should I hop onto this ‘new’ tech bandwagon when there will be something new next year, or month, or week?” While there are many components of technology that come and go, there are also some consistent mediums that have been around for a while and include some of the best minds in our field who regularly participate (please see resource list below).

How can I possibly keep up with the constant stream of 24/7 information? The short answer is you do not have to. The river of information will always be flowing from around the globe. When you may feel thirsty for some quality PD, ideas, or collaboration you can stop by the river for a drink. Stay as short or as long as you like, but always consider being a critical consumer (credit: @schleiderjustin) of all information by vetting sources and having purpose for implementing any new ideas.

“How are the rewards worth the time and effort of investing in exploring the never ending list of resources?” You are the only one who can determine this. However the list of rewards is valid. The opportunity to “learn always” reinforcing beliefs that you may not have support for in your district. Networking and connecting with people as close as in your district and as far away as the other side of the world. Many connected professionals who are in a one-person department share that they are “no longer on an island of their own”. Being connected helps hold professionals accountable and collectively pushes the discipline forward. Finally, there is always a need to advocate for your quality program. You are able to learn from your network and share with all of your stakeholders simultaneously.

Below are a few quality social media mediums (with live links). There are many more, but this is a good start:
Twitter hashtags/chats: #physed; #healthed; #QPE; #PEchat; PE Geek 14 day twitter challenge (to get started)
Podcasts: SHAPE America; Global PhysEd Voxcast; The PE Umbrella; The PE Geek; The Fundamental Movement Blogs: drowninginthehallow; #slowchathealth; #slowchatPE; The PE Specialist
Websites: CTAHPERD; SHAPE America; PHYSEDagogy, ThePhysicalEducator.com; PECentral; The PhysEd Depot; TeachPhysEd; PhysEdReview; SupportRealTeachers.org
Voxer: voxerpe.com
Facebook: Because Physical Education Matters; National PE and School Sport Institute

Remember to start at a slow, steady pace, enjoy your journey, and I hope to see you online.

CTAHPERD REGIONAL WORKSHOP

Co-Sponsored by CTAHPERD & Exercise Science Department at Southern CT State University

Drums Alive for Physical Education and Adapted Physical Education Programs

Hosted by SCSU in October 2016
Wellness Posters

Jenn Mitteness
Physical Education Teacher
Staples High School, Westport
CTAHPERD VP Elect Health

Health Educators are taking a positive spin on Midterms and Finals week. Here are some examples of “Wellness Posters”, posters that support wellness during a typically stressful time. Wellness components addressed include sleep, hydration, nutrition, stress and exercise. These posters will be hung around the school building during Midterms and Finals to remind students about the importance of wellness.
Jump Rope for Heart Promotional Event

Eric Uthgenannt
Physical Education Teacher
Skinner Road School, Vernon
CTAHPERD Community Service Coordinator, JRFH

As the Physical Education teacher at Skinner Road School in Vernon, I provide monthly Fun Family Fitness Events to promote physical fitness through fun activities whereby students and parents can exercise together. In the month of January I host the Jamin’ Jumping Jamboree which consists of numerous jumping activities. It also serves as another way to promote my Jump Rope for Heart event in February. The following description outlines my Jamin’ Jumping Jamboree program:

I begin with a number of jumping stations that include the following: 1) hoop jumpers, 2) twirl “n” jumps, 3) ankle twists, 4) hurdles, 5) hula hoops-to jump in/out of in different directions, 6) the river-two jump ropes on the floor spread apart to form a river; you can vary the width as well, 7) ball bounce and jump-a partner bounces the ball. As the ball ascends, the other partner jumps up. The ball bouncing partner can vary the speed of the bounces thus the frequency of jumps by the other partner and 8) hopscotch set up with hula hoops.

After doing the stations for twenty minutes, we clean up the equipment. Then I get out long ropes and students and parents take turns jumping and twirling the rope. We jump with long ropes for another twenty minutes before getting out the individual ropes. With the individual ropes, I offer many challenges including the following: students compete against each other to see who can jump continuously the longest, parents against parents to see who can jump the longest without stopping and then students against parents (the students love this one!) to see who can jump nonstop the longest without a mistake. The individual rope competitions take twenty minutes.

I end with “jump -the-bean” which is a bean bag tied to the end of a rope. Students/parents form a circle around me. As I twirl the rope, students/parents need to jump as the bean bag goes around. If tagged students/parents have to do a lap around the gym and then rejoin the circle.

Since this activity is the last event, I might do an elimination round to determine the last person standing. I never would do elimination round during a PE class. But this event is different and the kids love it especially when they out last their parents!

This event is all about having fun as parents and students exercise together. It also serves as good advertisement for your JRFH event! An underlying goal as well is to get students exercising more. With parent involvement, the hope is that it will foster more student physical activity. If you would like to learn more about my Jamin’ Jumping Jamboree or other Fun Family Fitness Events, you can email me at eric.uthgenannt@vernonct.org
It Takes Heart to be a Hero

HEART HERO
Jhett, age 7

“At 10 months old, I received a heart transplant. In 2012 I was diagnosed with transplant coronary artery disease and have been waiting for my second heart transplant. I am taking seven medicines, eating healthier and staying as active as my doctors will allow. I wish for a cure and more awareness.”

Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association’s work:

• Ongoing discovery of new treatments through research
• Advocating at federal and state levels for physical education and nutrition wellness in schools
• CPR training courses for middle and high school students

Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of these great events and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

Call 1-800-AHA-USA1 or visit heart.org/jump or heart.org/hoops to get your school involved.