



EXERCISE CONNECTION

Empowering Excellence with
Ready-Made & Inclusive Solutions

IDEA LAW: Meeting the Needs of Every Student

01 PE AS A DIRECT SERVICE

Physical Education, specially designed, if necessary, must be available to ALL children with disabilities receiving FAPE¹.

02 INCLUSIVE PARTICIPATION IN REGULAR PE

Ensure each child can participate in regular PE¹, promoting equal access and full engagement

03 IEP COMPLIANCE

Fulfill IEP requirements with specialized PE (APE) using EC's multi-sensory approach.

• IDEA Sec. 300.108 Physical education <https://sites.ed.gov/idea/regs/b/b/300.108>



Specially Designed Instruction Using Evidence-Based Practices

The “building blocks” of education programs

(Hume et al., 2021)

Video Modeling

Visual Supports

Social Narratives

Reinforcement

Task Analysis

Prompting


AAC

Exercise & movement

Peer-mediated instr.

Modeling

Technology-aided instr.



What Schools Love Most & Why it Works.

As told by NYC DOE District 75
[\(Click to watch\)](#)

Exercise Connection School Package

Leading the Way for **Inclusive Education**

- ✓ **Specialized Training**
- ✓ **Evidence-Based Practices**
- ✓ **Individualized Learning**

“
The **NEXT STEP** in Adapted
Phys Ed.

“
The Visual Exercise System
is a **GAME-CHANGER!**

“
Supports engagement of **ALL**
students, staying focused
and on-task.



Visual Exercise System

Ready-made systems for Health-Related Components of Physical Fitness, Sport, Yoga & more!



“...The exercises come laminated with Velcro® so everything is **ready to go**. My students love the visuals, they're **engaged and on-task** the entire time thanks to the VES!

-Alexis L. Abdo-Davis, Physical Education & APE, M.S.Ed., CAPE



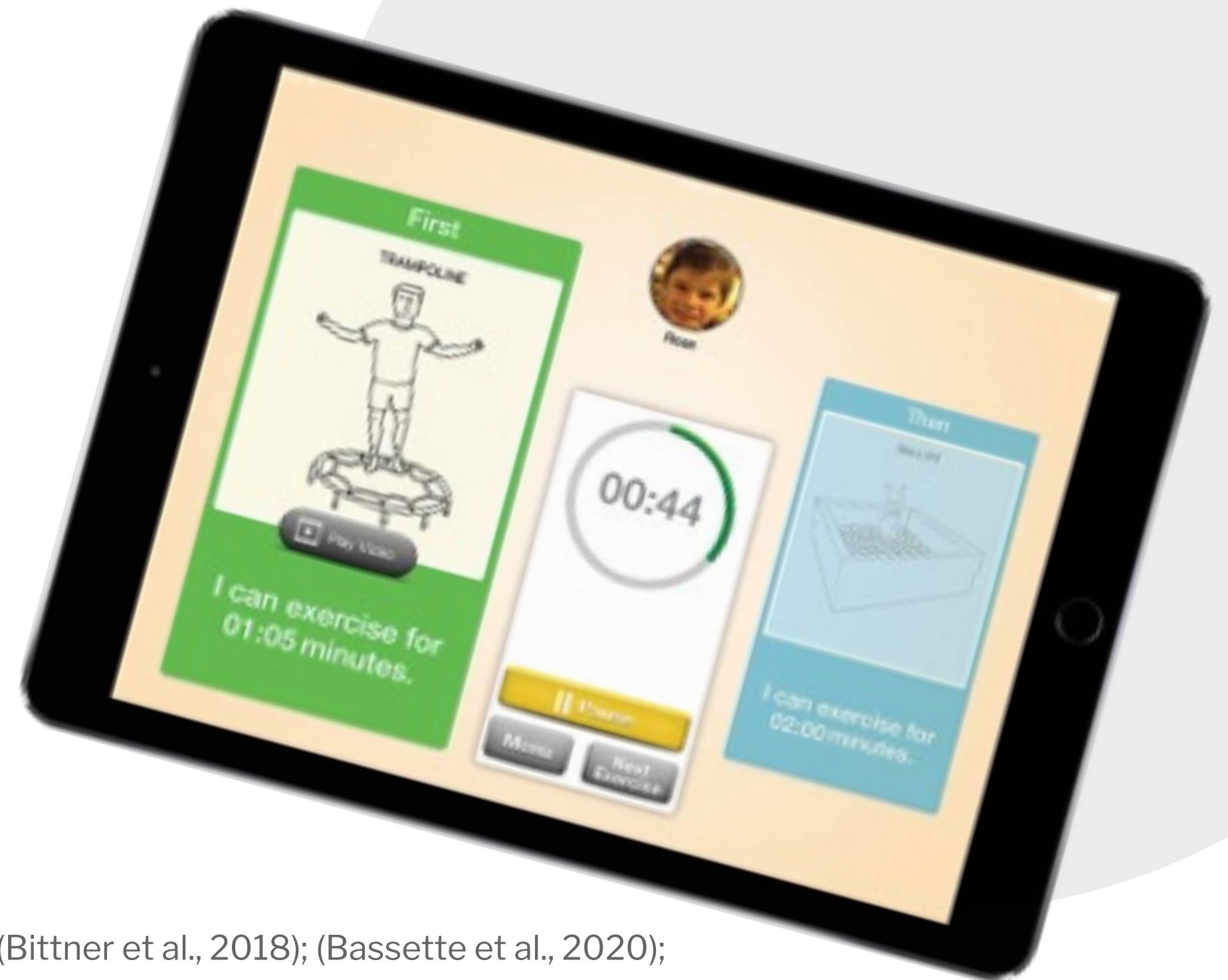
Visual Exercise
SYSTEM

(Schultheis et al., 2000);
(Newton et al., 2013)



Exercise Buddy

Enhance communication and instruction through interactive routines, featuring real-time data.



(MacDonald & Wegis, 2016); (Bittner et al., 2017); (Laughlin et al., 2018); (Bittner et al., 2018); (Bassette et al., 2020); (Bassette & Savage, 2022); & (Bassette et. al., 2023)

exercise buddy



Upload custom
visuals & videos
supports



Save unlimited
activities using
visual schedules



Track & Report
exercise data



Create custom
assessments &
monitor performance



Exercise Buddy

Supported in Nine Independent Research Studies for both PE/APE & Special Education



“Exercise Buddy, in conjunction with a system of least prompts and reinforcement, taught participants to acquire physical activity skills at home and generalize the skills at local community fitness sites.”

Laura A. Bassette, PhD., BCBA-D | Associate Professor of Special Education, Ball State University

(Bassette et al., 2018)



Bassette, L., Kulwicki, J., Dieringer, S. T., Zoder-Martell, K. A., & Heneisen, R. (2018). The use of a multicomponent behavioral intervention to promote physical activity in adolescents with autism spectrum disorders across inclusive community settings. *Behavior analysis in practice*, 11, 358-369.



You Have Questions, We Have Answers!



*I travel from school-to-school
and need help. How do I set up
and inclusive class structure?*

*How can I effectively
engage support staff?*

*How do I include students
with high support needs
in PE?*



Specialized Training that Empowers Educators



HEALTH
SERVICES

SPECIAL
EDUCATION

SPORTS
MEDICINE

EARLY
CHILDHOOD

PHYSICAL
EDUCATION

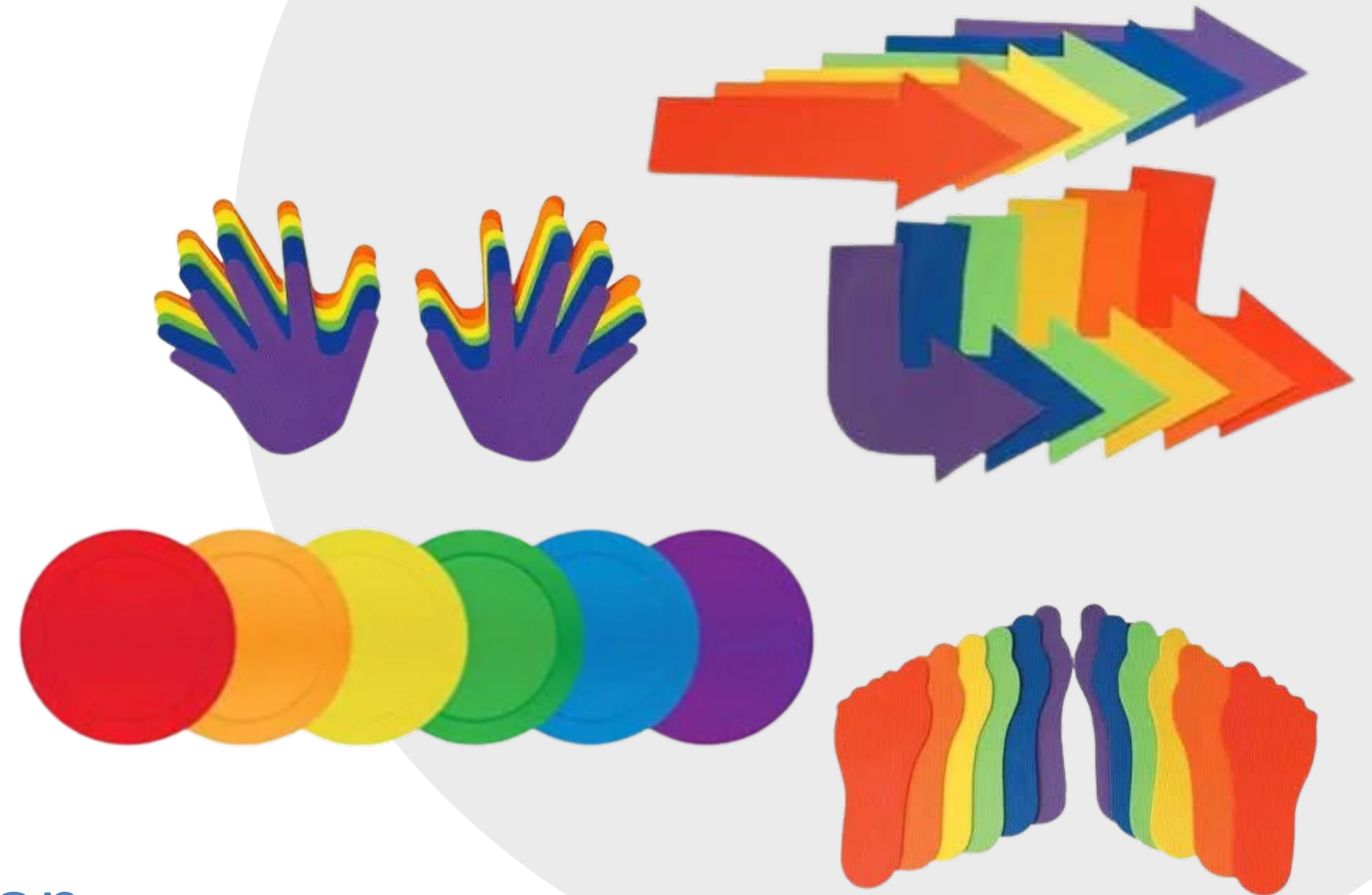
Optional **Add-On**

Environmental Visual Supports

*Inclusive, color-coded, supports to
improve communication between
staff & students*

(Schultheis et al., 2000)

[SchoolHealth.com/exerciseconnection](https://www.schoolhealth.com/exerciseconnection)



Exercise Buddy Supporting Research



- MacDonald, M., & Wegis, H. (2016). Exercise Buddy: A Visual Exercise System. *Adapted Physical Activity Quarterly*, 33(2), 205-206. <https://doi.org/10.1123/APAQ.2015-0133>
- Bittner, M. D., Rigby, B. R., Silliman-French, L., Nichols, D. L., & Dillon, S. R. (2017). Use of technology to facilitate physical activity in children with autism spectrum disorders: A pilot study. *Physiology & behavior*, 177, 242-246, doi: 10.1016/j.physbeh.2017.05.012
- Michael K. Laughlin, Nathan M. Murata, Michele Gonnelli & John Larranaga (2018) Assistive Technology: What Physical Educators Need to Know, *Journal of Physical Education, Recreation & Dance*, 89:3, 38-45, DOI: 10.1080/07303084.2017.1417930
- Bittner, M., Goudy, L., Dillon, S. R., McNamara, S., & Adams, D. (2018). Exercise Identified as an Evidence-Based Practice for Students with Autism Spectrum Disorder. *Palaestra*, 32(1).

Exercise Buddy Supporting Research



- Bassette, L., Kulwicki, J., Dieringer, S. T., Zoder-Martell, K. A., & Heneisen, R. (2018). The use of a multicomponent behavioral intervention to promote physical activity in adolescents with autism spectrum disorders across inclusive community settings. *Behavior analysis in practice*, 11, 358-369. <https://doi.org/10.1007/s40617-018-00285-7>
- Bassette, L., Titus-Dieringer, S., Zoder-Martell, K., & Cremeans, M. (2020). The use of video-based instruction to promote independent performance of physical activity skills in students with developmental disabilities in a school and community setting. *Psychology in the Schools*, 57(9), 1439-1456. <https://doi.org/10.1002/pits.22414>
- Bassette, L., Dieringer, S., Donges, E., Glass, M., & Scheible, C. (2021). Choice of Exercises: The Impact of Preference and Selection of Exercises when Teaching Physical Activity Skills to People with Autism in the Community. *Education and Training in Autism and Developmental Disabilities*, 56(1), 83-100.

Exercise Buddy Supporting Research



- Bassette, L. A., & Savage, M. N. (2022). Assistive Technology to Promote Physical Activity in Students With Disabilities. In Technology-Supported Interventions for Students With Special Needs in the 21st Century (pp. 1-25). IGI Global. <https://doi.org/10.4018/978-1-7998-8874-1.ch001>
- Bassette, L., Sundberg, S., Magnusen, A., Ramirez, A., & Badger, E. (2023). An exploration of a physical activity intervention in a community fitness setting for adolescents with autism. Behavioral Interventions, 38(4), 1-19. <https://doi.org/10.1002/bin.1970>



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