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Inclusive PE

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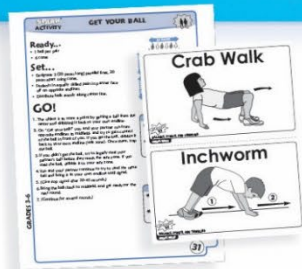
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GOPHER

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Learning Objectives

- Students will roll a ball with accuracy.
- Students will participate in moderate to vigorous activity (MVPA) for sustained periods of time.
- Students will work cooperatively within a group.

Learning Targets

- I can roll a ball at a target with reasonable accuracy.
- I can actively participate in activities that keep my heart rate up.
- I can demonstrate respect for myself and others by working hard and encouraging others.

Teaching Cues

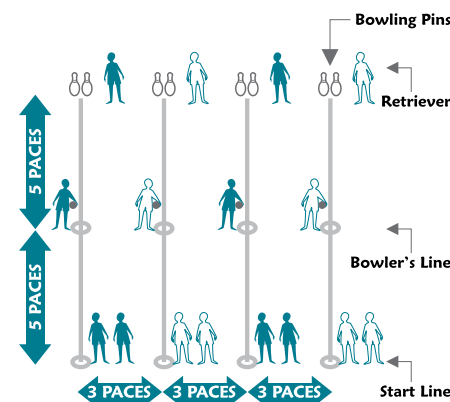
- Bowlers, step forward with opposition and release the ball when pointing at the target.
- Ball Retrievers, move quickly to bring the ball to the next bowler.
- New Bowlers, move to the bowling line quickly.

PREP

- 2 spot markers per group of 4 students
- 2 bowling pins (or substitute 2 lightweight cones) per group of 4 students
- 1 utility ball per group of 4 students

SET

- Create 2 parallel lines of spot markers and a third line of bowling pins.
- Lines are 5 paces apart, and spot markers in each line 3 paces apart.
- The first line of spot markers is the start. Two students start here. The second line of spot markers is the bowlers' line. The third line is for the bowling pins (or 2 cones) and where the ball retriever stands.



TEACH

1. Lesson Objective

- The object of **Aerobic Bowling** is to use underhand rolling skills to score as many points as your group can before the signal.

2. Instructions

- On the signal, the bowler (*at second cone*) rolls the ball toward pins/cones trying to knock them over.
- Bowler runs after the ball and sets up pins/cones for the next bowler (*if needed*) and stands safely off to the side.
- The ball retriever retrieves rolled ball, runs it to second cone for the new bowler, then continues to start line.
- When you reach the front of the start line, run to be the next bowler.
- Continue bowling, setting up pins, retrieving, and running until signal.

3. Scoring

- Strike = knocking down both pins is 10 points.
- Spare = 1 pin knocked down is 5 points.

4. Challenges

- How quickly can your group score 50 points?
- How many points can your group score before the signal?

REFLECTION QUESTIONS

- What can you do to improve your accuracy?
- Did you hit the intensity you needed to improve your aerobic capacity? How do you know?
- How can you help your team members to improve your score?

Aerobic Bowling

Modifications for Students with Emotional Disturbances

Considerations

- Students with emotional disturbances can be disruptive and noncompliant. Stay in close proximity to the student, make rules clear and consistent, and provide plenty of positive feedback for good behavior. Consistent enforcement of limits is a must
- If the student becomes aggressive, give the student a purposeful task to do to turn the disruptive situation into a constructive opportunity
- Students with emotional disturbances can become easily upset and frustrated, so offer plenty of structure to provide adequate opportunities for success

Prep

- Use larger pins or cones to increase chances for success
- Use a bowling ramp to improve accuracy
- Apply a 2-hand push on a larger therapy ball
- Incorporate mats to create lanes or bumpers
- Use smaller size balls for students with smaller hands or who have trouble lifting heavier objects
- Students who may have difficulty holding the ball could use a giant workout ball. Instead of rolling, the focus would be on pushing the large ball to the pins

Set

- Specify a place for the student to go when a “time out” is required to regain self-control. Moderate aerobic activity can decrease anger, and relaxation techniques such as yoga can help the student to focus. Have a designated area prepared for the student to go to participate in these activities as needed
- Decrease the distance from the Bowler’s line to the pin to improve chances of scoring
- Students with emotional disturbances can feel uncomfortable when people are too close, so provide hoops instead of spot markers to enlarge personal space

Teach

- Students with emotional disturbances do better when activities are noncompetitive. Focus on team members getting as many turns as possible rather than scoring points
- Students with emotional disturbances can have a short attention span. Play for a shorter period of time, and then allow the student to participate in a preferred, alternative activity

Autism Spectrum Disorder Fact Sheet

Definition- The Diagnostic and Statistical Manual-5 indicates autism spectrum disorders (ASD) are characterized by severe and pervasive impairment in several areas of development: (a) persistent social communication and social interaction and (b) restricted and repetitive patterns of behavior. (American Psychological Association, 2013).

Severity Levels

Level 3: Requiring very substantial support

Level 2: Requiring substantial support

Level 1: Requiring support

Characteristics of Learners with Autism Spectrum Disorder

Social/Communication
Difficulties in expressive language (unable to express thoughts) and receptive language (understand what others are saying)
Echolalia: repeats noises/phrases (when asked a question repeats last word)
Very little or no eye contact
Seems unable to understand another's feelings; difficulties forming and sustaining friendships
Prefers to play alone; does not pretend in play (e.g., does not pretend to "feed" a doll)
Lack of fear or more fear than expected

Behavior/Physical
Self-stimulation: repetitive movements of body or objects (e.g., flapping arms, spinning, rocking)
Sensory processing difficulty: hypo-sensitivity (seeks stimuli) or hyper-sensitivity (avoids stimuli) to sounds, textures, tastes, smells, light, and/ or movement; avoid excessive stimuli (excess of equipment, loud noises, and lighting issues)
Resists change in the environment (people, places, objects)
Difficulty regulating emotions (laugh, cry, throw a tantrum for no apparent reason); Difficult to calm down
Splinter skill: may possess exceptionally high skill in some areas
Walks on toes; delayed gross motor skills

Effective Teaching Strategies

Selected Evidence Based Practices Specific to Teaching Students with ASD

Exercise: Use moderate to vigorous aerobic exercise to reduce self-stimulatory and off task behaviors.

Visual Support: Embed visual schedules, first-then boards, choice boards, behavior rewards, and task cards to break down skills.

Video Modeling/Modeling: Use visual cues such as video imaging and video feedback.

Social Narratives: Utilize social stories© to teach appropriate social skills and behavior, utilize power cards that have motivational characters that are of high interest for an individual student.

Technology-aided instruction and intervention: Use a variety of behavioral and instructional applications to engage students.

Antecedent-based interventions: Additional cueing and prompting; Utilize the Premack principle (pairing something disliked linked with something liked), Establish routines and smooth transitions throughout lesson.

Characteristics of Learners with Autism Spectrum Disorder

Social Skills	Behavior	Communication
Break social skills into small component parts; teach these skills through supported interactions; use visuals as needed	Provide the lowest level of prompting needed (i.e., lowest=independent, highest=physical)	Perform demonstrations several times and use consistent verbal cues to direct attention
Peer Buddy System (typically developing peer pair)	Set goals that are realistic and attainable	Limit the number of words used for instruction
Provide immediate and frequent reinforcement/feedback for appropriate social interaction	Create a reward system to increase positive behavior	Encourage speech and speech sounds; use sign language and gestures, and picture communication as needed
Pre-prompt in predictable situations (e.g., transitions, enter/exit gymnasium)	Improve skill acquisition by using task analysis	Give appropriate wait time for responding

Standardized Assessment

- Brockport Physical Fitness Test (10 to 17 years)
- Bruininks-Oseretsky Test of Motor Proficiency-2 (4 to 21 years)
- Test of Gross Motor Development-3 (3 to 10 years)
- Everyone CAN! (5 to 21 years)

Alternative Assessment: Motor Activities Training Programs: Special Olympics

Characteristics of Learners with Autism Spectrum Disorder

Recommended Activities	Equipment
Determine what physical activities child likes and work with their strengths	Promote tactile sensory integration through use of texture equipment, such as bumpy balls and rubber band balls
Walking/Running program: include pedometer	Integrate tactile and proprioceptive systems with deep pressure equipment such as weighted backpacks/vests and body socks
Bike riding (type of biking will depend on ability/balance levels)	Promote vestibular sensory integration with equipment such as Spooner boards, swings, and rocker boards
Swimming: low impact activity that can benefit in a variety of health-related ways	Poly spots to ground students to a desired location
Avoid activities with excessive physical contact (e.g., contact football)	Picture Exchange Communication System book to allow students with limited language choices

“I can have trouble distinguishing one sound (like your instructions) from another (background noise or people talking around me).”

1.Solutions:

- Place me where I can easily see what’s going on. Make sure I can see you during instruction. Position yourself so you are facing me
- I will not be able to hear conversations around me unless they are directed toward me
- Ask me if I can hear the instructions, and check if I understood. I may need to have directions repeated
- Avoid loud noises. If you use music, keep it at a reasonable level for everybody
- Consider using an auditory device. Check with my teacher to see where you can get one

“Not all individuals with hearing impairments have balance problems. I will have balance problems if I have damage in my inner ear (vestibular damage).”

2.Solutions:

- If I have vestibular damage, I will need to avoid balance activities involving heights and spinning

“Check to see if I have a cochlear implant.”

3.Solutions:

- There are only a few activities a person with a cochlear implant can’t do. Those are: wrestling, kickboxing, hockey, and scuba diving.
- With any activity where there’s a chance of falling or hitting my head, I should probably wear protective gear such as a helmet.
- I can swim as long as I take off the outer part of my implant.
- Be careful around playgrounds, trampolines, rubber, and dry mats. The plastic in playground equipment (like slides) can create an electrostatic discharge that will interfere with the mapping of my speech processor. The static electricity from balloons causes the same problem.
- If I sweat a lot, my implant makes annoying “motor boat” noises from the moisture getting inside the device. Either let me remove the device before vigorous activity or have me wear a headband to keep it dry.

“Effective communication is important to me!”

4.Solutions:

- Demonstrate skills, use visual cues, and keep talking to a minimum
- Too much stimuli or physical assistance can be distracting for me
- Learn a few basic signs, and use hand signals to get my attention
- Make sure I can see your lips when you talk
- If I have an interpreter, face me, not the interpreter when you are talking to me
- Give me a buddy that will help me understand instructions, but don't pair me with my interpreter

“I am a visual learner.”

5.Solutions:

- Use visual aids that are easy for me to follow. These include charts, pictures, task cards, and labeled equipment
- Give me some time to watch others before I begin the activity

“Sometimes I feel lonely and left out.”

6.Solutions:

- Lack of communications skills can cause me to withdraw from others. Encourage me to interact with others through games and activities, both in the classroom and on the playground

“My low fitness scores might be due to my difficulty in understanding direction, not because I have motor delays”

7.Solutions:

- Be patient, and make sure that I understand your directions. Give me the opportunity to practice and improve.

Peer tutoring is a method where students work in pairs or with small groups to master skills or concepts. Peer tutoring programs are all designed to increase practice time and feedback for students and often result in increased achievement and motivation. Peer tutors provide support for the PE teacher as well as encourage more independence for students with disabilities.

Components of a Peer Tutor Program

- A student is paired with a peer tutor who will provide support during an activity.
- The student might receive physical assistance, feedback, and/or encouragement from the peer tutor.
- There should be reciprocal assistance between the student and peer tutor. In cases where the student is not able to physically assist their peer tutor, there are still opportunities for the student to give feedback and encouragement as the peer tutor practices an activity.

Types of Peer Tutoring

- **Uni-directional peer tutoring**
 - A trained peer tutor teaches the entire time, and the student with the disability remains the student in the pair. Both the tutor and student know their roles and the peer tutor carries the responsibility. This works best when the student has a more severe disability.
- **Reciprocal peer tutoring**
 - A pair of students take turns being tutor and student. This is most effective with students that have mild disabilities because each student is given the opportunity to experience a leadership role.
- **Class-wide peer tutoring**
 - This begins by breaking the entire class into pairs. Each child participates in reciprocal peer tutoring by giving prompts and cues, correcting errors, and helping a partner. All students are given task cards to keep them focused on the lesson objectives. The tutor takes the task card and fills in the skills that have been mastered by the student. This is most effective with students with mild disabilities because the entire class is involved in the tutoring activity and no one is singled out.
- **Cross-aged tutoring**
 - This model is used when an older student is selected to tutor a younger student. This works best when the student with the disability is very young (below 1st or 2nd grade) or the disability is more severe. The benefit is that the student receives individualized instruction, while the tutor receives valuable teaching and leadership experience.

During Instruction

- Students with disabilities need smaller ratios for learning than children without disabilities.
- The motor performance of students with disabilities are often more “normal” than not, and students may perform better in a physical activity setting than an academic setting.
- The one-to-one instruction increases learning time, allows for more practice, and provides the students with disabilities continuous feedback on progress.
- Participation together as partners and equals encourages positive relationships.
- It is an inexpensive way to help students succeed in a general PE class.

Peer Tutor Programs

Advantages to using a Peer Tutoring Program

- General education peers can be role models by demonstrating appropriate behaviors.
- Students get one-to-one assistance and spend much more time on task than if they were dependent on help from the teacher alone.
- Peers learn to accept and respect individuals with disabilities.
- The student with a disability learns to interact with peers in real life settings.
- Students with disabilities may be motivated to perform better with non-disabled peers.
- Students without disabilities learn to accept leadership roles by helping others, and many times will learn the skill better while teaching others.
- Both student and peer tutor learn through the process of instructing/helping their partner.

Best Practices for Peer Tutoring Programs

Building a Successful Program

- Differentiating materials and allow a progression of learning that moves from easy to difficult. Allow students time to master a skill before moving on to the next skill.
- Use a collaborative approach. Get support from the APE teacher, OT, PT, and/or a special education classroom teacher.
- Make preparations to accommodate special needs. Identify barriers that could prohibit successful inclusion such as facilities, equipment, staff, class size, and scheduling.
- Get as much information about the students as you can ahead of time.
- Be aware of any medical conditions your students may have and how they affect their participation in activities.
- Include cooperative games and activities that foster social skills.

Preparing Peer Tutors

- Purposefully assign partners that will ensure the greatest success.
- Encourage peer tutors to allow students to work at their own skill level.
- Provide clear instructions to students on how to be effective tutors.
- Have highly structured procedures for tutors that include how to provide feedback as well as how tutors can determine if a skill is being performed correctly.
- Remind peer tutors to focus on the student's abilities and not the disabilities.
- The peer buddy should never over-assist or be condescending toward the student with a disability. The peer tutor should treat the student as a member of the class.

Physical Education Peer Tutor Application

The Physical Education Peer Tutor Program provides the opportunity to work with students with disabilities in pairs or small groups to master skills or concepts. Peer tutoring in physical education is designed to increase practice time and feedback for students and often results in increased achievement and motivation among students. Peer tutors provide support for the PE teacher as well as encourage more independence for students with disabilities. To apply for the Peer Tutor Program, please complete the application below.

Student Name: _____ Grade: _____

Do you have any previous experience working with students with disabilities? Yes _____ No _____

Write a brief paragraph about why you wish to be a peer tutor.

To be a successful peer tutor, a student should demonstrate the following characteristics. Rate yourself on each one, with 1 being weak and 5 being strong:

	WEAK				STRONG
Enjoys PE	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Outgoing	1	2	3	4	5
Caring for Others	1	2	3	4	5
Sense of Humor	1	2	3	4	5
Good Attendance	1	2	3	4	5
Good Leader	1	2	3	4	5
Creative	1	2	3	4	5
Patient	1	2	3	4	5
Cooperative	1	2	3	4	5

Yes, I would like my child to participate in the Peer Tutor Program.

Parent Name: (printed) _____

Parent Signature: _____

PE Peer Tutor Program: Teacher Recommendation Form

Student Name: _____ Grade: _____

This student is applying to participate in the Physical Education Peer Tutor Program. The Peer Tutor Program provides the opportunity to work with students with disabilities in pairs or small groups to help master skills or concepts. Peer tutor programs are designed to increase practice time and feedback for students and often result in increased achievement and motivation. Peer tutors provide support for the PE teacher as well as encourage more independence for students with disabilities. Please complete this form to help us in considering this student for the program.

	Always	Most of the Time	Sometimes	Rarely	Strong
Demonstrates self-discipline					
Manages time effectively					
Responsible & independent					
Trustworthy					
Follows the rules					
Positive attitude					
Good peer relationships					
Shows initiative					
Respectful					
Compassionate					
Demonstrates leadership					

Do you recommend this student for the Peer Tutor Program? Yes _____ No _____

Write a brief paragraph about why you wish to be a peer tutor.

Name: _____ Date: _____

Email: _____ Phone: _____

Role of Paraprofessionals in Inclusive PE

Paraprofessionals (also called instructional aides or instructional assistants) can be invaluable when it comes to mainstreaming students with disabilities. Many students with disabilities work with paraprofessionals who move with them from class to class to provide one-on-one instructional assistance or to support several students within the same class in order to help them be successful.

Paraprofessionals enhance the level of instruction in PE by:

- Supporting the PE teacher by:
 - Helping implement a student's IEP
 - Monitoring student behavior
- Assisting students by providing:
 - Extra verbal and visual cues
 - Simplified instructions
 - Encouragement to increase successful involvement in PE
 - Classmates or peer tutors during activity
- Sharing valuable information regarding a student's behaviors at certain times during the day, communication skills, likes and dislikes, medical issues, and appropriate adaptations/modifications.

The paraprofessional works with students who require more individualized attention during the physical education lesson as well as with individuals or groups of students in the class under the direct supervision of the PE teacher. Some examples of a paraprofessional's responsibilities include:

Transition to PE

- Assist students through hallways as needed
- Wear appropriate clothing (both student and staff)
- Monitor locker room, as needed, or assist students with problems getting ready
- Talk about upcoming PE activities to help students prepare for class
- Assist students in locating starting points to begin PE when entering the gym

During Instruction

- Ensure students maintain good position to see/hear directions
- Provide prompts and redirection as needed
- Utilize adapted equipment and modifications when appropriate
- Encourage positive, age-appropriate interaction with peers
- Assist with transitions between stations
- Ask students to identify modifications (E.g., "How can you catch the ball?")
- Use positive reinforcements
- Identify replacement behaviors rather than saying "don't do that." For example, if a student is running around the gym, one might say, "Please sit on your spot." This is the behavior or skill you are asking the student to perform.
- Stay in close proximity to the student(s) as needed
- Assist with assessment upon request

Role of Paraprofessionals in Inclusive PE

End of Class:

- Help return or pick up equipment used during the lessons
- Assist students in the locker room as needed
- Assist students with transition from PE back to class
- Take the opportunity to talk about the activities

Working together, the PE teacher and the paraprofessional can help students be as active and independent as possible. It is important that the PE teacher and paraprofessional collaborate to develop a positive and supportive relationship. While the PE teacher knows the curriculum, the paraprofessional knows the student. Training and ongoing communication are essential so paraprofessionals fully understand their specific role in assisting the PE teacher and supporting the PE program.

Keys to a Successful Relationship with Paraprofessionals

- Communicate expectations clearly.
 - Articulate what you would like them to do during your PE class to help their student be successful and safe
 - Go over these expectations and provide an in-service, if necessary, to train them
 - Give specific instructions at the beginning of every class
- Foster a collaborative relationship and be ready to discuss any issues that arise.
 - Let them know they are appreciated and a vital part of the team
 - Explain that they are responsible for attending to and assisting the student in the least restrictive or invasive manner possible
 - Reiterate that they need to allow their students to do as much as they can independently and rely on their assistance only when needed
- Encourage them to anticipate the student's needs.
 - These needs can change at any time, so they should expect to be on their feet, following the teacher's instructions, and assist the student appropriately for the entire class
 - They should be prepared for activity in clothing, footwear, and attitude
 - They should stay focused on the task at hand and keep side conversations to a minimum
 - They should do their best to keep their students from interfering with others' learning.

Inclusive PE Referral Form

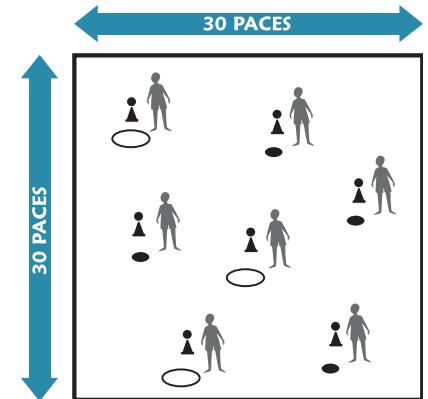
On the next page, a sample of an Inclusive PE Referral has been provided to help general PE teachers learn more about students with disabilities who enroll in their classes. Use the referral as is or as a template to create your own. Go over the referral in advance so the paraprofessional is fully prepared to be a contributing member of the PE team. A PDF version can be found on SPARKfamily.org.

VOLLEYING (STRIKE USING HANDS)

The object is to keep a ball in the air and under control.

Ready:

- 1 object to volley per student (Use lightweight such as beach balls, balloons, and punch balls of various sizes and colors. Be mindful of latex allergies when using balloons especially for students with spina bifida.)
- Hoops and spot markers (as place markers)
- Hoops or other visuals to use as targets
- Methods of holding objects still or suspended (e.g., batting tees, tall cones, rope suspended from basket, etc.)
- Pictures, videos, or other visuals to see the skill
- Stopwatch or interval music for start/stop signals



Set

- Create large (30X30 paces) activity area
- Scatter students inside area

GO!

1. OBJECTIVE

- The object is to volley an object using your hands. You do that by pushing the object up in the air and not letting it touch the ground.

2. CHALLENGES

- How many times can you volley without losing control?
- How many times can you volley without before the signal?

3. GENERAL INCLUSIVE STRATEGIES:

- Have one object per student when practicing
- Make sure objects are inflated correctly
- Practice in a stationary position first
- When working with partners, have a student with limited skill work with two partners (group of 3). This allows for everyone to practice and be challenged at their own level
- **Added challenges (complexities) with Volleying**
 - Combining locomotor movement with an object control skill
 - Maintaining personal space while in an open space
 - Need to adjust quickly to other students who are moving and balls that may be getting away
 - Overly stimulating environment

VOLLEYING (STRIKE USING HANDS)

4. SPECIFIC CHALLENGES and INCLUSIVE STRATEGIES

◆ Difficulty focusing on task or staying in assigned area

- Use place markers in the area for students to have as “home base” (spot markers, hoop, etc.)
- Use a stopwatch or interval music to count down and signal when practice begins and ends
- Use challenges such as: “How many dribbles can you make before the signal?” or “How quickly can you make X# dribbles?”
- Be sure start and stop signals are clear as far as when to throw and when to retrieve. Possible cue words: “strike the ball”, “hit it”, “again”
- Use peer buddies to help count, keep them focused, retrieve, etc
- Count the number of hits in a row
- When caused by overstimulation or oversensitivity, use headphones to limit the noise, have student practice away from the group (with a peer buddy or adult), or have student turn their back to the group or face a corner to limit visual distraction
- Make it interesting: have faces drawn on the balloons, strike with different body-parts, and change it up frequently
- Position student close to the front and the teacher
- Start with striking a balloon in self-space before working with a partner
- Put the balloon on a string and loop the string around the wrist
- Invite the student to strike a suspended ball repeatedly

◆ Lack of technique/limited eye-hand coordination:

- Use a picture, photo, peer demo, or video to help them visualize the skill
- Suspend a balloon to make starting the activity easier. This helps with eye-hand coordination
- Use peer buddies to encourage student and demonstrate skill
- Allow multiple ways to keep the object off the floor (which is the intent) such as using various body parts and catching

◆ Objects all over the place

- Have the balloon or beach ball on a string with the other end looped around the student’s wrist to practice self-toss and volley
- Place student at the end of a line, near a wall or corner
- Provide a direction such as volleying the balloon over a line, through a suspended hula-hoop, in a goal (up high), or to a partner (who stands on the other side of the line or suspended hula-hoop)

◆ Limited vision

- Have the balloon or beach ball on a string for easy retrieval when lost
- Ask the student what they can see. Orange and yellow are often good colors. Check background and lighting
- Ask permission before moving the student’s arms through the motion
- Keep music off during instructions and demonstrations so they can clearly hear important instructions / cues



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