

## Lesson Plan

**Objective:** To assess the leisure-activity preferences of persons with profound mental retardation.

### Setting and Materials

- Training unit with tables and chairs
- Video camera for recording
- Training unit with living room
- Each music cassette tape contained about 15 songs or tunes.
- A notebook, which had been used for communication between the teacher and the living unit staff for 10 months, was used as an option for expressing refusal of all activity choices.

### Content Taught

- Four choice objectives were introduced: two kinds of music cassette tapes (children's songs and big-band jazz), a pack of oolong tea, and a notebook. The colors of the cassette cases were yellow and white, respectively, to signal the kind of music.

### Teaching Procedure

#### Phase I

- At the beginning of every session, the student received the notebook from the staff and took it to the teacher; when a session was over, she returned the notebook. Thus, if the student chose the notebook, the session was terminated, and she returned to the living unit. Prior to receiving instruction, the student learned the behavior sequence of walking toward the entrance after choosing the notebook.
- After the instruction was given, the student went to the choice table and picked up one of the objects and brought it to the activity table. When the student chose a cassette tape, the teacher played only one song or tune for the student. Then, the teacher returned the cassette tape to the choice table and went on to the next trial.
- The position of the objects varied to control for position performance. When the student chose the oolong tea pack, the teacher poured about 40 mm of the tea into a cup for her. After she drank the tea, the oolong tea pack was returned. If the student failed to react immediately to the teacher's instruction, he repeated it until she rose from her chair.
- In sessions 2 and 3, the notebook was introduced as one of the choice objects in the trial when the teacher intended a session to end after 50 minutes, and the teacher said "That's all for today. Please bring the notebook from that table".
- After session 3, the notebook was present from the start of each session, and when the student chose the notebook spontaneously, the session was stopped

immediately regardless of when it occurred. If she did not spontaneously choose the notebook with 50 minutes, the teacher would say “Shall we finish it?” When she chose an object other than the notebook in spite of this prompt, the session was continued until she chose the notebook.

### Phase 2

- Choice-making procedures themselves were the same as in Phase 1.
- In the living room, the student and an activity partner sat on straw mats and the choice objects were placed on a shelf. When the cooking journal was chosen, an activity partner said, “Let’s look at it together,” and they did so for about 5 minutes.
- In this experiment, three of the staff members and a volunteer assistant from the local community participated with the teachers. Experimental conditions consisted of the following combinations of activity partners and settings:
  - (a) the activity partner was the teacher, and the setting was the training unit
  - (b) a volunteer assistant and the training unit
  - (c) the teacher and the living room
  - (d) three staff members (one per session) and the living room.
- Finally, vary combination of activity partners and settings to assess their influence on choice making.

### **Method of Evaluation**

- Observe and note choices
- Note relationships between choices made and the activity partners and/or the locale in which the choice was made.

**Lesson plan based on:** Nozaki, K., & Mochizuki, A. (1995). Assessing choice making of a person with profound disabilities: A preliminary analysis. The Journal of the Association for Persons with Severe Handicaps, 20, 196-201.