

Lesson Plan

- 1) community leisure/recreational activities using a sequenced picture calendar book.

Setting and materials

by Attainment Corporation.

Students were taught the following self-scheduling task analysis.

1. Turns to first day in book
3. Schedules cards by placing in appropriate slot in book
5. Selects activity cards for that day
7.
..... Steps 7-21 repeat steps 2-6 to schedule the third through seventh days
.....
.....
21.
22. Discusses cards coded for support
23. Schedules cards coded for support
24. Closes book.

Teaching procedure

1. Self-scheduling

- a) Weekly self-scheduling consisted of the participants selecting cards for activities they wanted to engage in, choosing a day to participate in the activity, and placing the card in a slot for that day following the 24-step task analysis
- b) The participants were also taught to seek staff assistance for activities on cards so coded by prompting them to ask for “help”.
- c) Staff then assisted in planning the necessary supports for the activity, such as making transportation, arrangements or phone calls.
- d) Training consisted of modeling and corrective feedback on each step of the task analysis. Training sessions consisted of a no-feedback probe plus an opportunity to practice the scheduling task with prompts and corrective feedback.

- e) Initially, self-scheduling training sessions were massed, occurring twice each day either for a period of 7 days or until 50% of the steps on the task analysis were performed correctly, whichever came first. These massed sessions were used to quickly establish initial acquisition of the scheduling sequence, prior to introducing the implementation training component. Then, to build an association between scheduling and the actual opportunities to engage in these activities (training for implementation was not added), the participants were taught to schedule activities for an increasing number of days while the number of training sessions was progressively decreased. Thus, the training for self-scheduling was conducted once a day until two days were successfully scheduled, at which time training went to once every other day until 8 weeks were successfully scheduled. Finally, training was conducted weekly until the participant successfully scheduled 2 weeks in succession. All told, these procedures resulted in at least 6 weeks of training for each participant.
- f) Once self-scheduling training was completed, the responsibility for weekly self-scheduling was shifted to the house staff. Staff provided the materials and an established time for each participant to self-schedule. In addition, staff would discuss options with the participants at the participants' request. Three follow-up probes, conducted between 2 and 6 months after training were taken to assess maintenance effects.

2. Training for implementation

- a) Training for implementation was scheduled to begin when the criterion for self-scheduling was met during the massed sessions.
- b) Training for implementation consisted of two components: training to independently look at the scheduling book and prompting to make a nightly review. To train independent looking at the book, established weekday and weekend routines were identified for each participant. These routines occurred approximately 30 min after work on weekdays and immediately after lunch on weekends. Teaching trials to first "get the book" and then "look at the scheduled activities" were inserted among other responses within the routines. A natural cue and a response latency were identified specifically for each target response (i.e., "get the book" and "look at the activities"). If the target response did not occur within the response latency period following the natural cue, the participant was promoted with either verbal or gestural assistance.
- c) The second component, a nightly review, was conducted after 8.00 P.M each evening. One staff reviewed all scheduled activities of the day with the participant by asking the individual what he or she had done that day. Engagement in leisure activity was praised. Scheduled activities not implemented were discussed, but no social disapproval was shown. No prompts to engage in leisure activities were presented between the initial prompt to look at the scheduling book and the nightly review. Training for implementation continued until the participants looked at their book independently for 80% of the opportunities over a 2-week period.

Method of evaluation

- 1) Percentage of steps performed correctly on the 24-item task analysis
- 2) Frequency of self-directed and self-scheduled leisure activities engaged in per week.

Lesson plan based on: Bambara, L. M., & Ager, C. (1992). Using self-scheduling to promote self-directed leisure activity in the home and community settings. Journal of the Association for Persons with Severe Handicaps, 17, 67-76.