

## Lesson Plan

**Objective:** To teach student with severe mental retardation how to use a community recreation center (**choice-making**).

### Setting and materials

Instruction takes place in a community recreation center that offers a variety of age-appropriate lifelong leisure skills, accessibility to recreational equipment, opportunities for peer interactions, and functional use of academic and motor skills. Equipment normally available in the center is used in this lesson.

### Content taught

Based on an environmental analysis, three activities were selected: fooseball, choosing a leisure activity and walking to-from recreation center.

#### 1. Name of activity: *Foosball*

Performance objective: Given a recreation center, fooseball table, ball, opponent, an attendant to loan out the equipment, and something to exchange (e.g., hat), the student will check out the equipment, appropriately play a game of fooseball (until one player has scored 10 goals), and return the ball to the front desk 100% of the time.

Verbal cue: “*Charles/Lawrence*, play foosball.”

#### Task analysis:

1. Proceed to front desk.
2. Get attendant’s attention (e.g., wave, ring bell).
3. Request to check out a fooseball game ball.
4. Hand attendant item of exchange (e.g., hat).
5. Receive game ball.
6. Walk to fooseball table.
7. Stand on one long side of the fooseball table.
8. Grasp ball with dominant hand.
9. Grasp playing handle using palmar grasp with nondominant hand.
10. Release ball onto table.
11. Grasp second handle with dominant hand.
12. Position fooseball men in front of or behind ball by pulling or pushing handles.
13. Turn handles to the right or left.
14. Hit ball toward goal.
15. Continue hitting ball until goal is scored.
16. Game is played until first player scores 10 goals.
17. When finished, return ball to front desk.
18. Get attendant’s attention.
19. Hand fooseball to attendant.
20. Identify item of exchange.
21. Take item of exchange from attendant.

2. Name of Activity: *Leisure choice*

Performance objective: Given a recreation center, choice of leisure activity, a designated area to engage in the activity, an attendant to loan out the equipment, and something to exchange, the student will choose an activity, check it out, appropriately engage in the activity in the designated area for a minimum of 10 minutes, and return the item to the front desk 100% of the time.

Verbal cue: “*Charles/Lawrence*, choose an activity.”

Task analysis:

1. Enter community recreation center.
2. Proceed to front desk.
3. Get attendant’s attention.
4. Request a leisure activity of choice (by pointing to a list or verbally asking for item).
5. Hand attendant item of exchange.
6. Take item of exchange from attendant.
7. Proceed to an appropriate area to engage in activity.
8. Appropriately engage in activity for a minimum of 10 minutes.
9. Return item to desk.
10. Get attendant’s attention.
11. Hand item to an attendant.
12. Identify item of exchange.
13. Take item of exchange from attendant.

3. Name of activity: *Walk to and from recreation center*

Performance objective: Given a recreation center, six blocks from the student’s home, the student will walk with a peer to and from the center, stopping at each intersection, looking both ways for oncoming traffic, and crossing the intersection when there is no oncoming traffic, the traffic light is green, and the “walk” sign is illuminated 100% of the time.

Verbal cue: “*Charles/Lawrence*, go to /go home from the recreation center.”

Task analysis:

1. Exit front door of house and proceed to sidewalk.
2. Proceed south to the end of the block.
3. Stop and stand on corner.
4. Look in both directions for oncoming traffic.
5. Cross street when there is no oncoming traffic.
6. Proceed south one block.
7. Stop and stand on corner facing east.
8. When traffic light is green and “walk” sign is illuminated, check for traffic to stop and cross.
9. Proceed east one block.
10. Stop and stand on corner.
11. When traffic light is green and “walk” sign is illuminated, check for traffic to stop and cross.
12. Continue east three blocks, stopping at each intersection to check for oncoming traffic.
13. Enter community recreation center.

### Teaching procedure

- The program is implemented during 3-hour sessions, once a week for 20 weeks.
- Each session consisted of two training periods followed by a nonreinforced data probe.
- During the nonreinforced probe, the general verbal cue was given to the participant and the number of steps of the task analysis performed independently was recorded.
- Each session began at the step of the task analysis that had not been performed correctly or independently for two previous consecutive sessions.
- An instructional cue hierarchy/error correction procedure is employed to facilitate learning of the three leisure skills.
- These consist of giving the verbal cue for the step being taught (i.e., “Charles, release the ball onto the table.”).
- Socially reinforcing (e.g., verbal praise, pat on the back) the correct response.
- If the verbal prompt did not result in an independent response, the verbal cue is repeated along with a demonstration of the appropriate behavior followed by a verbal prompt to try again.
- If the desired behavior is exhibited, the student is socially reinforced.
- If not, the teacher again repeats the verbal cue and physically prompts the student through the correct response followed by social reinforcement for the prompted response.
- To facilitate student selection of recreation equipment, an illustrated booklet of available recreation equipment is compiled and left at the check-out desk of the recreation center.
- By pointing to the desired item in this book, the students could select equipment without gesturing the motions of a particular activity, as they are accustomed to doing.
- Instruction continued until the student was able to perform each step of the activity task analysis for three consecutive sessions with only the general verbal cue.

### Method of evaluation

- Record number of task analysis steps performed correctly.
- Conduct generalization probes in three other community recreation centers in the area during a 3-month period after instruction ends.

**Lesson plan based on:** Schleien, S.J., & Larson, A. (1986). Adult leisure education for the independent use of a community recreation center. Journal of the Association for Persons with Severe Handicaps, 11, 39-44.