Playing a Card Game

Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to play a card game with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Home
- Classroom
- Recreation Center

Items Needed:

- Box
- Card
- Players
- Task analysis
- Visual supports

Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to play a card game. Have the student attempt to play a card game, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available). Monitor students and intervene as necessary to ensure student safety.

2. Determine the setting where the lesson will take place (consider how the video model will be used in the natural setting, during routines, etc.) and what materials will be used (see Planning for Generalization). *If you can't access a home (natural environment), set up a scenario for playing a card game in the classroom or in other available and appropriate locations (contrived situation).*

3. Identify how the video model will be shown (e.g., on an iPad or tablet, etc.). If technology is not available to view the video model, the student may also use the visual supports provided (i.e., the visual task analysis or the photo cards).

Implementing the Video Model

1. Use the baseline data to determine how much of the video the student views (e.g., if they can already shuffle the cards independently and consistently, start the video at a point that shows the remaining steps).

2. Show the student the video model for playing a card game.

3. When presenting the video model, prompt the student to attend to the video (as needed). Some students may need to see the video several times before being asked to perform the target skill. Determine the appropriate number of times for each student to watch the video model.

4. After the student has viewed the video, have the student attempt to perform the target skill. Use the task analysis (see below) to monitor their progress toward completing the task independently.

Collecting Data Using the Task Analysis

1. After collecting baseline data and having the student view the video, have them attempt to play a card game. Have **Transition to Adulthood** (on www. teachtown.com) open to the Assessment, or use the task analysis provided, to collect data (intervention phase).

2. Give the instructional directive, "Play the game." As the student completes each step to play a card game, note whether they completed the step independently, or what level of prompting they required to complete each step.

3. Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completely correctly.

Playing a Card Game

Prompting/Fading Procedures

As the student begins to acquire the skill, you may:

1. Delay the start of the video or stop it before it is over (so the student sees less of the video model). Gradually decrease the amount of the video shown.

2. If there is only one step in the task analysis that they are consistently performing incorrectly, show them only that section of the video. Have them re-watch and practice the step as needed.

3. Use a time delay when prompting the student. If the student does not complete the step (doesn't even begin the step in the task analysis) within 4 seconds of the prompt, "Play the game," provide them with least-to-most prompting (gestural, then verbal, then model, then physical prompting) as needed for the student to complete the steps accurately.

EXAMPLE

If the student doesn't respond within 4 seconds, give them the gesture prompt (i.e., point to the cards, etc.). If they still do not respond, offer the verbal prompt, "Shuffle the cards." If they still do not shuffle the cards, have them watch the segment of the video that models shuffling the cards. If they still do not respond, use hand-over-hand prompting to complete the step.

4. Fade prompting until the student is performing the skill independently. Some students may continue to need some support; however, the goal should be that they <u>do not</u> require another person to be present to perform the target skill. Teach the student to manage their own behavior using the visual supports.

Planning for Generalization

❑ Have the student play a card game in a variety of settings (e.g., house, recreation center, classroom, at a table, on the floor, etc.).

❑ Have the student play a variety of games (e.g., various card games with different rules, different number of players, different decks of cards, etc.).

❑ Have the student practice good sportsmanship (e.g., congratulating the winner, handling losing, etc.).

❑ Have the student practice asking others if they want to play a game.

❑ If you are unable to practice in a natural environment (home, etc.), make sure you vary the contrived situation (e.g., change locations, change materials, etc.).

Playing a Card Game - Task Analysis for Data Collection

Student Name: _____

Data Collection Phase (circle one): *Use a different data sheet for each phase.*

Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE										
1. Take the cards out of the box.										
2. Shuffle the cards.										
3. Pass out the appropriate number of cards to each player.										
4. Decide who will go first.										
5. The first player goes.										
6. Each player continues to have a turn.										
7. Continue playing the game until someone wins.										
TOTALS*										

Total number of steps completed independently and accurately (could note percentage).

KEY	I	G	V	M	P
	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Playing a Card Game		Done?
	1. Take the cards out of the box.	☐
	2. Shuffle the cards.	☐
	3. Pass out the appropriate number of cards to each player.	☐
	4. Decide who will go first.	☐
	5. The first player goes.	☐
	6. Each player continues to have a turn.	☐
	7. Continue playing the game until someone wins.	☐

Take the cards out of the box.
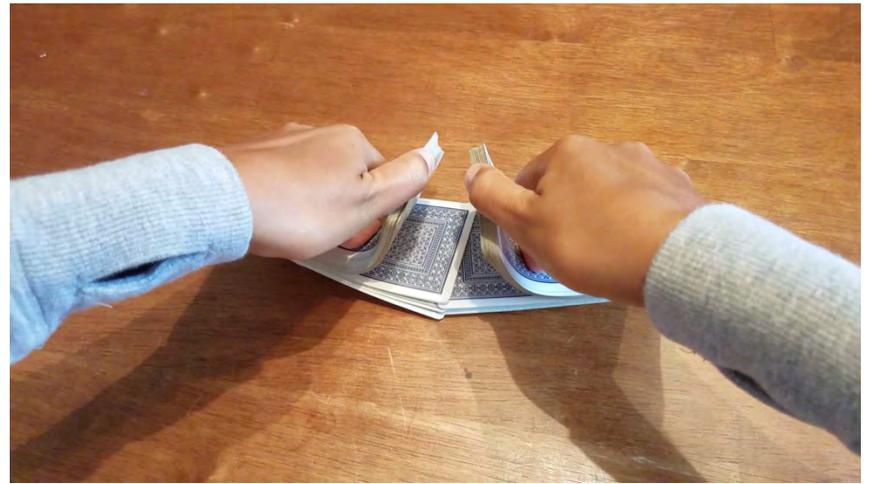
Shuffle the cards.

Pass out the appropriate number of cards to each player.

Decide who will go first.

The first player goes.

Each player continues to have a turn.

Continue playing the game until someone wins.

If	Then
The cards have not been shuffled.	Shuffle the cards.
I am upset that I lost.	Take a deep breath, count to 10, and briefly walk away if needed.
There are too many players.	Take turns or choose a different card game.
There are not enough players.	Ask someone else to play.
I need help.	I will ask someone.