



Sample IEP Goal:

With 2 or fewer prompts, the student will complete the steps required to dribble, pass and shoot a basketball with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- School gym
- Park
- Rec center
- Driveway (or other area) with basketball hoop

Items Needed:

- Basketball
- Another person/ player
- Task analysis
- Visual supports

How to Play Basketball



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to play basketball. Have the student attempt to dribble, pass and shoot a basketball, but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available).
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 basketball court (natural environment), set-up a scenario for playing basketball outside with a portable basketball hoop 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 dribble the ball independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for how to play basketball.
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 in 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 basketball. 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 basketball." As the student completes each step to dribble, shoot and pass a basketball, 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.



How to Play Basketball

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 basketball," 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 basketball, etc.). If they still do not respond, offer the verbal prompt, "Dribble the basketball." If they still do not dribble the basketball, have them watch the segment of the video that models dribbling the basketball. 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 do not 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 dribble, pass and shoot a basketball in a variety of settings (e.g., outside basketball court, indoor gym, driveway with basketball hoop, etc.).
- Have the student practice with a variety of partners (e.g., known peers, unknown peers, adults, etc.).
- Have the student practice filling the basketball with air if it is flat.
- Have the student practice safety when playing outside (e.g., don't run into the road, wear tennis shoes, etc.).
- Have the student practice asking someone to play basketball.
- Have the student practice good sportsmanship (e.g., saying "Good game," shaking hands, etc.).
- If you are unable to practice in a natural environment (basketball court, etc.), make sure you vary the contrived situation (e.g., change locations, change set-up, etc.).

How to Play Basketball - 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. Get a basketball.										
2. Dribble the ball by bouncing it up and down with one hand.										
3. Look at the other player.										
4. Hold the ball with both hands.										
5. Pass the ball to the other player.										
6. Watch for the other player to look at you.										
7. Catch the ball when they pass it to you.										
8. Dribble the ball towards the basketball hoop.										
9. Stop in front of the hoop.										
10. Toss the ball up towards the basketball hoop to shoot it.										
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

How to Play Basketball		Done?
	1. Get a basketball.	<input type="checkbox"/>
	2. Dribble the ball by bouncing it up and down with one hand.	<input type="checkbox"/>
	3. Look at the other player.	<input type="checkbox"/>
	4. Hold the ball with both hands.	<input type="checkbox"/>
	5. Pass the ball to the other player.	<input type="checkbox"/>
	6. Watch for the other player to look at me.	<input type="checkbox"/>
	7. Catch the ball when they pass it to me.	<input type="checkbox"/>
	8. Dribble the ball towards the basketball hoop.	<input type="checkbox"/>
	9. Stop in front of the hoop.	<input type="checkbox"/>
	10. Toss the ball up towards the basketball hoop to shoot it.	<input type="checkbox"/>



Dribble the ball by bouncing it up and down with one hand.



Hold the ball with both hands.



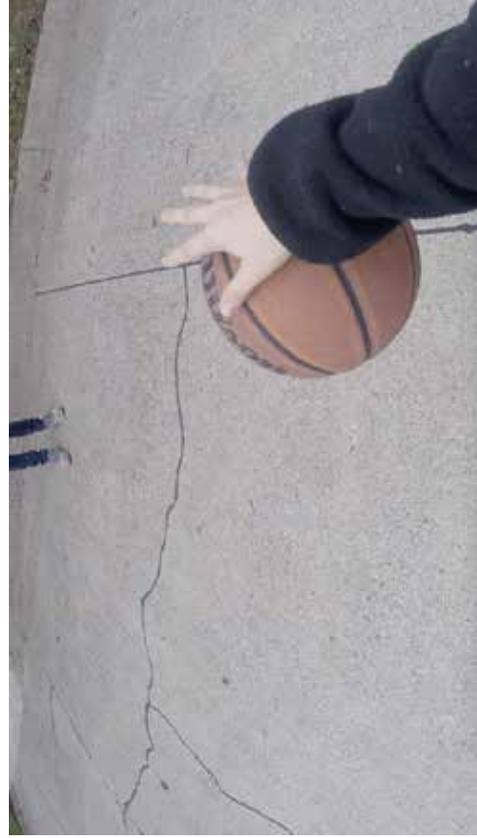
Get a basketball.



Look at the other player.



Watch for the other player to look at me.



Dribble the ball towards the basketball hoop.



Pass the ball to the other player.



Catch the ball when they pass it to me.



Toss the ball up towards the basketball hoop to shoot it.



Stop in front of the hoop.

How to Play Basketball - Troubleshooting Card



If	Then
<p>I want to ask someone to play basketball with me.</p> 	<p>Walk up to them and say: “Would you like to play basketball with me?”</p>
<p>I don't have anyone to play basketball with.</p> 	<p>Practice shooting the ball in the hoop by myself.</p> 
<p>The ball is won't bounce.</p> 	<p>Add air to the ball (blow it up with a pump).</p>
<p>I get hurt.</p>	<p>Get a first aid kit and/or ask for help.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>