



Sample IEP Goal:

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

Possible Settings:

- Soccer field
- Gym
- Open field

Items Needed:

- Soccer ball
- Task analysis
- Visual supports

How to Play Soccer



Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to dribble, pass and shoot a soccer ball. Have the student attempt to play soccer, 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 soccer field (natural environment), set-up a scenario for dribbling, passing and shooting a soccer ball outside with a portable soccer goal or using two cones 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 soccer.
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 dribble, pass and shoot a soccer ball. 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 Soccer." As the student completes each step to dribble, shoot and pass a soccer ball, 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 Soccer

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 Soccer," 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 soccer ball, etc.). If they still do not respond, offer the verbal prompt, "Kick the soccer ball." If they still do not dribble the soccer ball, have them watch the segment of the video that models dribbling the soccer ball. If they still do not respond, use physical prompts to assist them in moving their foot to kick the ball.

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 soccer ball in a variety of settings (e.g., outside, indoors, gym, soccer field, etc.).
- Have the student practice with a variety of players (e.g., known peers, unknown peers, adults, etc.).
- Have the students play soccer in a group (an actual game).
- Have the student practice safety when playing outside (e.g., don't run into the road, wear sunscreen, etc.).
- Have the student practice asking someone to play soccer.
- Have the student practice good sportsmanship (e.g., saying "Good game", shaking hands, etc.).
- If you are unable to practice in a natural environment (soccer field, etc.), make sure you vary the contrived situation (e.g., change locations, change setup, etc.).

How to Play Soccer - 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 soccer ball.										
2. Dribble the ball by kicking it gently with your feet while you walk.										
3. Look at the other player.										
4. Kick the ball with one foot to pass it to them.										
5. Watch for the other player to look at you.										
6. Trap the ball with one foot to stop it.										
7. Dribble the ball towards the goal.										
8. Kick the ball with one foot to shoot it in the goal.										
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 Soccer		Done?
	1. Get a soccer ball.	<input type="checkbox"/>
	2. Dribble the ball by kicking it gently with my feet while I walk.	<input type="checkbox"/>
	3. Look at the other player.	<input type="checkbox"/>
	4. Kick the ball with one foot to pass it to them.	<input type="checkbox"/>
	5. Watch for the other player to look at me.	<input type="checkbox"/>
	6. Trap the ball with one foot to stop it when they pass it to me.	<input type="checkbox"/>
	7. Dribble the ball towards the goal.	<input type="checkbox"/>
	8. Kick the ball with one foot to shoot it in the goal.	<input type="checkbox"/>



Get a soccer ball.



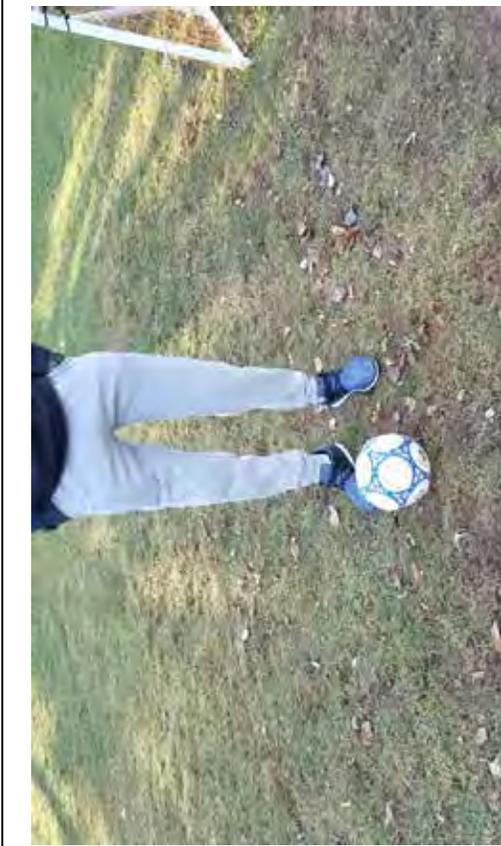
Dribble the ball by kicking it gently with my feet while I walk.



Look at the other player.



Kick the ball with one foot to pass it to them.



Watch for the other player to look at me.



Trap the ball with one foot to stop it when they pass it to me.



Dribble the ball towards the goal.



Kick the ball with one foot to shoot it in the goal.

How to Play Soccer - Troubleshooting Card



If	Then
<p>I want to ask someone to play soccer with me.</p> 	<p>Walk up to them and say: “Would you like to play soccer with me?”</p>
<p>I don't have anyone to play soccer with.</p> 	<p>Practice kicking the ball into the goal by myself.</p> 
<p>I accidentally hit someone with the ball.</p>	<p>Say, “I’m sorry,” and ask if they are ok.</p>
<p>I get hurt.</p>	<p>Get a first aid kit and/or get help.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>