

Leisure Skill Participation Using Choice Training

Objective: To teach students to self-initiate and sustain leisure skill participation using a **choice training** procedure.

Setting and Materials:

Setting:

1. Recreation area of classroom or area in which recreational activity was conducted
2. Off-site domestic living training site

Materials: Use age appropriate recreation/leisure materials

Content Taught

1. Uses Wuerch and Voeltz's (1982) choice training.
2. Involves providing students with opportunities to choose between two or more previously acquired leisure activities at the start of a free time session.
3. Students are either reinforced for making a selection or prompted to do so.
4. Thereafter, free time sessions are arranged in which practitioners intervene on a scheduled basis, either reinforcing students for maintaining activity involvement or prompting them to return to the activity.
5. Initially, free time sessions are short (e.g., 5 minutes) and the schedule of teacher contacts quite high (e.g., fixed interval, 30 seconds).
6. As students exhibit increased sustaining, either session length gradually is increased or the schedule of teacher contacts is thinned such that students gradually are required to sustain play for increasingly longer time periods under less intense teacher supervision.

Teaching Procedure

1. Students are provided with their choice chart and given the general verbal cue ("It's free time. What do you want to do?").
2. When students made a selection, they were reinforced with verbal praise for so doing.
3. During instructional phases, at scheduled points in time for a teacher contact, the teacher verbally praised the student if s/he was participating appropriately in the activity.
4. If not, the teacher verbally prompted the student ("No Travis, keep playing Connect Four"), modeled participation if verbal prompting was not effective and physically prompted the student to participate in the activity if modeling failed.

Method of Evaluation

1. Collect data on leisure activity sustaining. Each free play session is divided into 30-second intervals. At the end of each interval, the teacher observes the student and records whether he/she is engaged in appropriate play (actions with play materials considered typical for those materials) or inappropriate play (no activity or actions not typical for those materials).

Lesson plan based on:

Nietupski, J., Hamre-Nietupski, S., Green K., Varnum-Teeter, K., Twedt, B., LePera, D., Scebold, K., & Hanrahan, M. (1986). Self-initiated and sustained leisure activity participation by students with moderate/severe handicaps. *Education and Training of the Mentally Retarded*, 21, 259-264.