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Modified Leisure Skills for Students in Middle and High School

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Moderated by:
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Modified Leisure Skills for Students in Middle and High School

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continued[®]

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- Rosemarie Griffin is the creator of ABA SPEECH LLC. She receives a payment for providing this professional development course. She is the creator of the Double Up game.
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Learning Outcomes

After this course, participants will be able to:

- Identify 2 assessment tools to use to identify leisure skill needs.
- Describe a data collection method for leisure activities.
- List 5 modified leisure activities.

continued[®]

Our Agenda

- Why address leisure skills directly?
- Assessment
- Goal Development
- Data Collection
- Evidenced Based Teaching Strategies
- Modified Leisure Activities

Importance of leisure skills

- Teaching age-appropriate leisure skills to individuals with developmental disabilities is important as these skills have been recognized as filling habilitative needs that may increase quality of life. (Jerome, Fratino and Sturmey 2007).



Importance of leisure skills

- Difficulty in leisure skills can cause a decrease in opportunities to engage with peers or to engage in the community
- If this is the case, direct instruction is warranted
- Appropriate leisure skills are important across the life span and can help a person with a disability feel included and a part of the community

Leisure Skills Quote

- For individuals with significant disabilities, engagement in leisure skills continues to be a low priority in many schools, which can adversely affect the level of school and community membership (Cannella-Malone, et-al 2016).



Therapy Snippet

- 10 year old student who had high rates of aggressive behavior, so aggressive he could not be around other peers, started using a device to communicate, we started working on modified leisure skills with a staff member, worked on modified memory with all of the cards facing up and eventually turned over
- Student was able to generalize this to the home environment!

Assessment



The Assessment of Functional Living Skills

- By James Partington PhD, BCBA-D and Michael Mueller PhD, BCBA-D
- Looks at a variety of skills (basic living, community, home skills, academic, etc...)
- Leisure section is detailed and a sound measure of this skill set for older students and adults
- Available at Different Roads To Learning

Sample of Leisure Items

- Looks at books, magazines
- Listens to music
- Plays board games
- Plays electronic games
- Engages in leisure activities with a variety of partners
- Hangs out with peers

continued

Functional Communication Profile-Revised

- Used for ages 3-adult
- Profile to evaluate communication skills in individuals with developmental and acquired delays
- Areas addressed: sensory, motor, behavior, attentiveness, receptive language, expressive language, pragmatic/social, speech, voice, oral, fluency

continued

Functional Communication Profile-Revised

- Example items: plays with others, comments, makes friends, turn-taking, conversation
- Can be a good starting point
- Available at Pro-Ed

Observation

- An observation can give you a wonderful snapshot of the application of social language skills in the more generalized environment
- For older students it may be helpful to observe during a classroom group time, gym, lunch, music, art
- How is the student applying social skills and where are their weaknesses

Goal Setting

- Goals provide a “road map” for the specific skills and strategies that will be included within a treatment program (Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., Williams-Diehm, K., Little, T. D., & Boulton, A. 2012)



Our Process

Assessment

Goal Setting

Intervention

Generalization

Potential Goals

- Taken from the AFLS, Functional Communication Profile, Clinical Experience
- Student will play a structured game with peers
- Student will gather needed items for a group task and participate in the group task
- Student will hang out with peers (spend unstructured time with others)

Potential Goals

- Student will engage in a conversation with peers
- Student will make a comment during a group activity
- Student will participate in a group activity for a set duration of time
- Student will invite others to join an activity

Goal Setting and Data Collection

- Data helps us plan intervention and determine if our intervention has been successful



Goal Setting and Data Collection

- How will you measure the goal?
 - **Prompt level**
 - Joe requires 5 gestural prompts to take his turn during a 10 minute game of modified Uno with 2 other peers present
 - **Criterion**
 - Turner is able to answer a social question asked by a peer within a group setting with 100% accuracy, over 2 consecutive sessions. Questions have varied.

Goal Setting and Data Collection

- **Data Collection Method** (Cummings and Carr, 2009)
- Continuous data collection
 - We may refer to this as trial by trial data
- Discontinuous data collection
 - We may refer to this as cold probe data
 - Data are recorded for a subset of learning opportunities
 - Our focus today - the first trial

continued

Group Data Sheet

Group Probe Data Sheet

Activities: _____

Date: _____

Student	Skill	Data	Skill	Data
		+ -		+ -
		+ -		+ -

continued

Group Data Sheet In Action

Group Probe Data Sheet

Activities: would you rather, vacation, leisure

Date: 2/15

Student	Skill	Data	Skill	Data
Kate	Answering social?	⊕ -		+ -
MJ	Passing item	+ ⊖		+ -
Kerry	1 step direction (binder)	⊕ -		+ -
		+ -		+ -

continued

What group might look like

- Group conversation
- Peer to peer interaction
- Learn new skill or new leisure activity
- Watch a video model
- Engage in the activity
- Feedback and coaching with engagement

Evidenced Based Strategies

- Video Modeling
- Is a mode of teaching that uses video recording that uses a visual model of the targeted skill or behavior
- Can take many forms
- Show learner video and then they perform the skill in the moment or at a later time
- We will see many examples in a couple of slides!

continued

Modified Leisure In Action: Intervention



continued

Modified Scrabble

- Many ways to modify
- I allow students to make a word anywhere they want on the board, the words do not have to touch
- After they make a word, they use it in a grammatically correct sentence
- If the student has difficulty spelling – write a word out on a dry erase board and have them find the matching tiles to make a word

continued

continued

Modified Scrabble

Modified Scrabble by ABA SPEECH

continued

Modified Uno

- Start play at a level that the student will be successful
- I have some students with whom we put out 4 stacks of cards and the requirements are to pick a card and match it with the correct color
- I have other students with whom we take out all of the special cards (i.e. reverse, skip, draw 2 etc..)
- Great for turn taking, matching, group work

continued

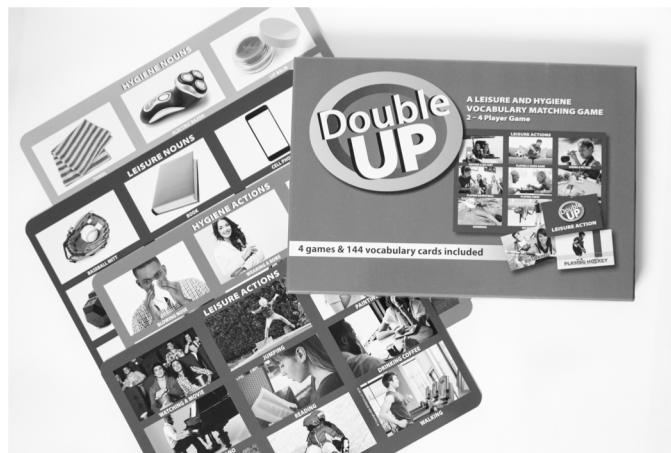
continued

Video of Uno in action

**Modified Uno
by ABA SPEECH**

continued

Double Up Making Leisure Fun For All



continued

continued

Double Up

- This game is great for students who are able to match picture to picture or picture to associated picture
- Age appropriate choice for students with limited skill sets
- Turn taking, functional vocabulary, group work, matching, matching by association
- Available on Amazon, www.abaspeech.org

continued

Video Double Up



continued

continued

Grocery Store Game

- This game can be great when working with just 2 students or a group. I write down each letter of the alphabet and at the top of the page write: I went to the store and I bought _____.
- The students fill in the blank for each letter of the alphabet. Great for turn taking, word recall, working in a group.

continued

Therapy In Action

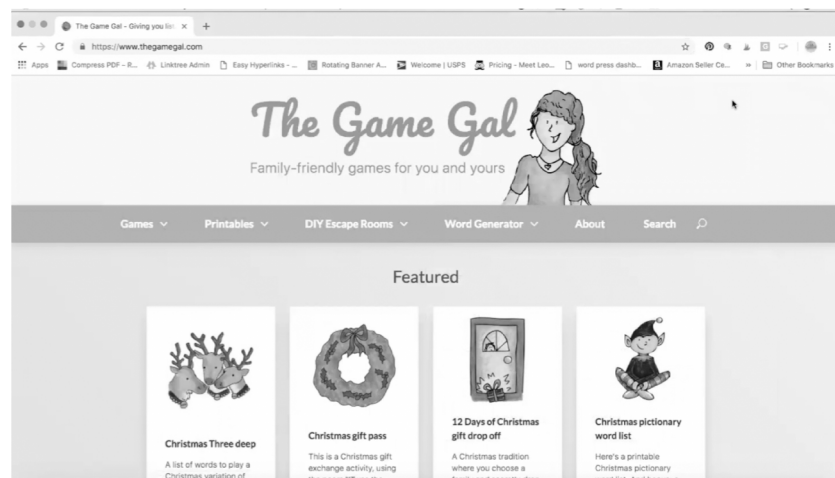
THE STORE GAME

MAKING LEISURE FUN FOR ALL BY ABA SPEECH
ROSE GRIFFIN

continued

Charades/ Guess That Word

- This game can be played by creating words or actions to imitate or you can get on the website
- <https://www.thegamegal.com/word-generator/>
- Take turns acting out each word that comes up - my students loved this!
- Word generator for describing and guessing words!



CONTINUED

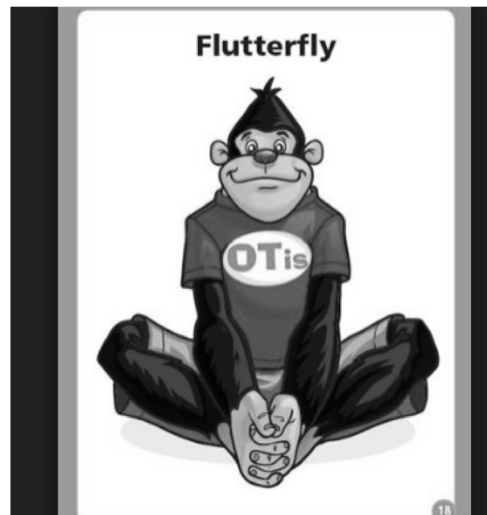
Yoga/ Yogarilla/ Super Duper



CONTINUED

Yoga/ Yogarilla

Life long leisure skill
Good for imitation,
Following simple
directions
Cooperative group
activity



CONTINUED

Lifting Weights



Life of a leisure skill

- Student has a deficit in leisure/ group skills
 - Functional skill identified (lifting weights)
 - Skill taught individually or in a small group
 - Skill is practiced over a duration of time (2-3 months)
 - Skill is discussed with the team so all are on board
 - Skill is generalized to other environments (home, community gym)
 - Learner has life long leisure skill - hooray!

continued

Category Game

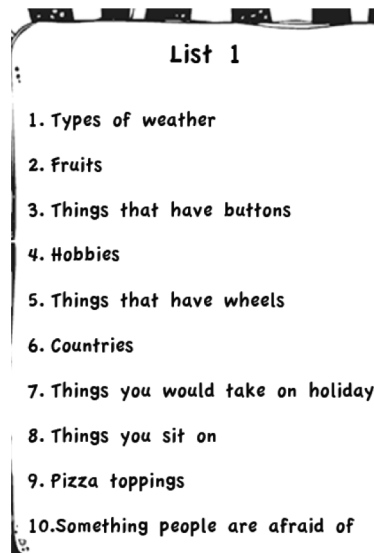
Language skills,
describing and guessing
words

Group activity, turn
taking

Students can work with
a partner, write answers
on a dry erase board



continued



continued

School Opportunities For Leisure

- Council For Exceptional Children
 - Does your school have this group? Great for reverse inclusion
- In school restaurant
 - Great way to work on group behavior, eating out, ordering, etc.
- In school store
 - Work on waiting, money skills, being with a group, etc..
- **Parallel real life – this helps with generalization**

Community Based Leisure

- **Trip to the library**
 - Picking a book, checking out a book, looking at a book with peers nearby
- **Trip to get ice cream**
 - Ordering ice cream, sitting with a group to eat ice cream
- **Trip to a gym or rec center**
 - Generalizing leisure skills to the community

Generalization

- The occurrence of a target behavior in a non-training situation after training (Barbera and Rasmussen 2007)
- Have other team members present for group – allows you to model how to work on these skills - greater chance they will implement when you are not around!
- Send specific information to parents - feel free to use videos from the ABA SPEECH YouTube channel if you can't make yourself- helps parents understand how you are modifying the skill

The life of a leisure skill

- Student has a deficit in leisure
- Student and SLP work on leisure skill in individual sessions, choose preferred and functional skill (Yoga)
- Student masters the skill in the individual setting
- SLP and student work on this skill in a cooperative group setting (Yoga)
- SLP shares specific strategies with team (teacher, parents)
- Student generalizes to the community and home if applicable (Yoga studio)

SOME FINAL THOUGHTS

- Direct instruction regarding social and leisure skills is important for students who are older
- Write goals that are measurable
- Plan for the generalization of these skills
- Work on these skills can help students learn life long skills that will help with communication skills and overall quality of life!

THANKS FOR LISTENING

- Visit me at www.abaspeech.org for more free resources ☺
- Questions

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