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Rebecca Feaster
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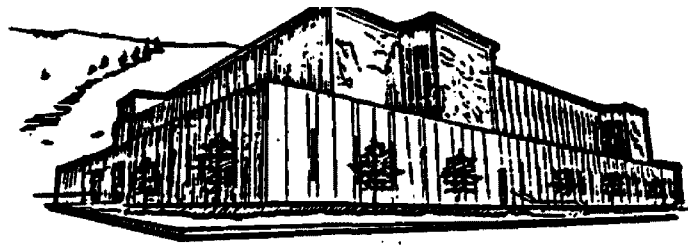
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A PROJECT TO DEVELOP A CURRICULUM ENTITLED:

DEVELOPMENTAL PLAY AND SPORT FOR
NONAMBULATORY, PRESCHOOL- AND ELEMENTARY-AGED STUDENTS
WITH MODERATE AND SEVERE/PROFOUND DISABILITIES

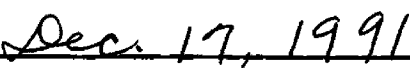
by
Rebecca Feaster

In Partial Fulfillment
of the Requirements for the
Degree of Master of Science
University of Montana
1991

Approved by


Chairperson


Dean, Graduate School


Date

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Chapter 1

Project RISPE Philosophy and Goals

In 1984, Project Rural/Remote Interdisciplinary Special Physical Education (RISPE) was funded at the University of Montana through the U.S. Department of Education's Office of Special Education. The first goal of Project RISPE was to improve the quality and increase the availability of professionally prepared physical and special educators to contribute effectively to the special physical education of handicapped children in rural/remote educational settings. The second goal of the project was to design a curriculum to be used by educators who have been assigned the responsibility of teaching adapted physical education to students with profound/severe disabilities (Powers et al., 1985a, 1985b, 1985c).

The development of this curriculum is founded upon the philosophy that educational methodology can be constructively modified so that educators not trained in adapted physical education can enhance human potential and opportunities. The implementation of Project RISPE is operative under a number of important underlying assumptions (Powers et al., 1985a, 1985b, 1985c).

1. Physical education can effectively contribute to the psychomotor, cognitive, and affective development of handicapped children and adolescents.
2. Children and adolescents with disabilities in rural/remote educational settings are entitled to the same educational opportunities and experiences as their peers in urban educational settings.
3. Early intervention and adapted physical education experiences for children with moderate and severe/profound disabilities is essential and cost effective if they are to maximize their potential.

4. **By developing skills in teaching adapted physical education through in-services, course work, on-site experience and curriculum usage, physical and special educators will become primary interventionists and assume an instructional and resource role in the delivery of adapted physical education to children and adolescents with disabilities.**
5. **An organized and systematic approach is required to meet the critical need for increased quality and availability of trained physical and special educators in educational services for children with disabilities in rural/remote educational settings.**
6. **The basic but essential service skills required for effective interdisciplinary contribution of physical and special educators in the physical education of children and adolescents with disabilities are identifiable, teachable, and replicable in rural/remote educational settings.**
7. **The training methods and materials for professionally preparing physical and special educators can be effectively utilized to support other regional or national models in the delivery of physical education services in rural/remote areas.**
8. **Methods and materials for training personnel are available and can be adapted appropriately and effectively for physical and special educators in diverse populations, service roles, and educational settings.**
9. **Development of a pre-service model integrating in-service training and focusing on early interdisciplinary and developmental intervention is a potentially effective strategy for meeting the organizational and systematic requirements for a successful program to increase the number of quality trained physical and special educators providing physical education services to children and adolescents with disabilities in rural/remote settings.**

Chapter 2

Overview of the RISPE Curriculum

Before the creation of P.L. 94-142 (1975), Rarick (1973) found that 45% of the educable mentally retarded students in 21 states received no physical education. A lack of physical education resulted in a deficiency in psychomotor development. Stein (1978) found that, on the average, retarded children had only 50% of the strength and 30% of the endurance of their nonhandicapped peers (cited in Sherrill, 1986a).

In 1975, P.L. 94-142 mandated that physical education was a direct service to be provided to all special education students (*Federal Register*, 1977). As described in Section 121a4, physical education is an integral part of the definition of special education.

The term special education means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, itinerant services, instruction in physical education, home instruction and instruction in hospitals and institutions (*Federal Register*, 1977).

In Section 121a307 of the final rules and regulations, physical education is again addressed.

Physical education services, specially designed, if necessary, must be available to every handicapped child receiving a free appropriate education (*Federal Register*, 1977).

Schools were required to provide adapted physical education in the least restrictive environment for students with disabilities (*Federal Register*, 1977). The least restrictive environment depends upon several inter-related factors: handicapping conditions, facilities, class size, teacher's training, teacher's attitude, and the physical education curriculum.

P.L. 94-142 defined physical education as follows:

- i. The term means the development of
 - (a) Physical and motor fitness,
 - (b) Fundamental motor skills and patterns; and

- (c) Skills in aquatics, dance and individual and group games and sports (including intramural and lifetime sports).
- ii. The term includes special physical education, adapted physical education, movement education, and motor development (*Federal Register*, 1977).

The major purpose of adapted physical education instruction is to change psychomotor behavior particularly as it relates to understanding and appreciation of the body in motion and at rest (Sherrill, 1986a). However, the benefits of a program of physical development are not limited to the psychomotor domain. Several researchers have found affective gains can be achieved in the form of enhanced self-concept and increased opportunities for social interaction (Moon & Renzaglia, 1982; Odom, 1981; Roswal and Frith, 1980). Successful participation in physical activities can also contribute to increased academic performance and language learning (Moon & Renzaglia, 1982; Roice, 1981) and to a greater degree of self-reliance and risk-taking (Roswal & Frith, 1980), thus leading to increased independence in school tasks. Kolstoe (1976) found that employability and, hence, post-school adjustment were correlated with motor performance. Many researchers feel that motor learning is a prerequisite to developing perceptions and concepts; thus a program should encourage a systematic approach to developing motor skills and, subsequently, to providing cognitive abilities (Moon & Renzaglia, 1982; Roice, 1981).

Without exception, expert opinion indicates that all persons with physical or mental disabilities are capable of benefiting from a program of education (Heward & Orlansky, 1988). The vast majority are capable of achieving self-sufficiency, and the remaining few, with education and training, are capable of achieving some degree of self care. The earlier such education and training begins, the more thoroughly and efficiently a person will benefit from it. In addition, whether begun early or not, a person with physical or mental disabilities can benefit at any point in his life and development from a program of education (Heward & Orlansky, 1988).

Most children develop the ability to play and later occupy themselves constructively and pleasurable during their free time. But children with severe disabilities may not learn appropriate and satisfying recreational skills unless they are specifically taught (Heward & Orlansky, 1988). A survey by Pandesofar and Blackwell (1986) revealed that many persons with severe handicaps do not use their unstructured time appropriately; rather than participating in enjoyable pursuits, they may spend excessive time sitting, wandering or looking at television. Teaching appropriate leisure and recreational skills helps students with moderate and severe/profound disabilities interact socially, maintain their physical skills, and become more involved in community activities (Heward & Orlansky, 1988).

The learning problems of a student with severe disabilities require careful planning and extensive structure; they should be taught skills that are functional and age-appropriate (Heward & Orlansky, 1988). The following is a compilation of recommendations that an instructional program for students with severe disabilities should contain (Heward & Orlansky, 1988; Horner, McDonnell, and Bellamy, 1986; Snell, 1987; Cooper and Johnson, 1979; Sailor and Haring, 1977).

1. The student's current level of performance must be precisely assessed.
2. Skills to be taught must be clearly defined.
3. Skills to be taught must be broken down into small steps.
4. Skills must be taught in an appropriate sequence.
5. The teacher must provide a clear cue or instruction to the child and immediate feedback and reinforcement afterward.
6. It may be necessary for the teacher to demonstrate an activity many times and to guide the child physically through some or all of the tasks required in the activity.
7. The teacher should include strategies to facilitate generalization of learning.

8. Progress should be measured and evaluated regularly to help the teacher plan instruction that will be appropriate to the child's needs and evaluate the program's effectiveness.

Change in performance is shown most clearly when data on the child's efforts are collected on a daily basis. Powers and Edeburn (1989) found that children with disabilities who participated in specially planned physical education programs exhibit significantly greater positive changes in motor, intellectual and emotional behavior than children not offered those opportunities.

Providing quality physical education to all students as mandated by P.L. 94-142 is a dilemma in states such as Montana. This is partially due to the fact that approximately 320 of the 700 schools in the state of Montana are one-, two- or three-teacher schools (Powers, 1987). According to the Montana Office of Public Instruction, during the 1988-89 school year, Montana had 149,094 students ages 3 to 21; of this number, 15,726 received some type of special education services (OPI, 1990). A total of 1766.8 FTE special educators were employed statewide to serve disabled students 3 to 21 years old; this represents a ratio of 1:9 (OPI, 1990). While this figure is much improved over those in prior years, the teacher/student ratio for adapted physical education shows great disparity. No figures were available on the total number of students receiving adapted physical education but the ratio of adapted physical educators (10.52 FTE) to special education students was 1:1495. The small size of the school districts coupled with a paucity of physical educators constitutes an educational predicament in which the physical education needs of handicapped students are being compromised.

The responsibility of teaching special physical education to disabled students as mandated by P.L. 94-142, often falls to physical education and special education teachers. Both groups of professionals lack specialized training in adapted physical education to provide essential physical education experience for students with moderate and

severe/profound disabilities (Dunn, 1986). In 1984, the University of Montana received a federal grant to provide professional preparation training for adapted physical education to help alleviate this problem. Not only was the grant to train teachers in adapted physical education, but also to include the development of a data base curriculum that would provide a methodology and course content to assist teachers who are not trained in APE to teach physical education to special education students.

RISPE data base curricula are predicated upon the assumption that educational technology can be constructively modified so that educators not trained in adapted physical education can effectively implement prescribed teaching strategies to enhance motor behavior. Once the educator has a basic understanding of the curriculum design, the most important goal is to be efficacious in the utilization of the teaching model (Powers, et al., 1985).

Powers and his colleagues, authors of the RISPE data base curriculum adapted strategies from the *I CAN* (Individualize Instruction, Create Social Leisure Competence, Associate All Learnings, Narrow the Gap between Theory and Practice) developed by Wessel (1977) and the Data Base Gymnasium program created by Dunn (1985) so that they could be used in rural/remote school districts. The curricula were designed to include both a teaching process and goals and objectives which could be utilized in the writing of a child's individual education program (IEP).

The initial RISPE data base curriculum (1985) consists of two elements, *Psychomotor for Ambulatory* (Powers et al., 1985a, b, c) and *Psychomotor for Wheelchair Users* (Powers et al., 1986a, 1986b, 1986c). The specific goal areas reflect a broad spectrum of basic psychomotor skills that were found in normal children of various developmental ages. The curricula are designed to be age-appropriate; however, if the data points of some performance objectives for certain children prove unsuitable, the curriculum design enables the educator to move to other data points from a higher or lower component.

Whiddon, Powers, Brewerton, and McCarthy (1989) developed the third element, *The RISPE Data Based Development Play and Sport for Ambulatory (DPSA)*, which expanded the psychomotor aspects into the integrated and more complex play and sport domain.

The purpose of this curriculum is to expand the DPSA curriculum to children and adolescents with moderate and severe/profound disabilities and who are nonambulatory. This project provides a resource for teachers working with this population.

This project also includes a preschool component. This is especially important with the passage of P.L. 99-457 (Education of the Handicapped Act Amendments of 1986). The federal government made a major commitment to the education of all preschoolers with disabilities. This law represents the culmination of twenty to thirty years of effort by scientists and practitioners to demonstrate the effectiveness of early intervention in preventing or reducing the effects of handicapping conditions (Johnson-Martin, Attermeier, & Hacker, 1990). However, as a result of differences in funding priorities, there is currently a more limited selection of materials available to aid educators and other interventionists who work with preschoolers with moderate and severe/profound disabilities than there is for those working with infants (Johnson-Martin, Attermeier, & Hacker, 1990). Thus, there is a definite need for the preschool component developed for this project.

This data base provides task analysis, repeated opportunities to respond, positive reinforcement, and direct measurability of performance. The performance objectives are precise and can be generalized to the student's daily routine. These qualities of instruction are especially important when working with children with moderate and severe/profound disabilities. The development of *The RISPE Developmental Play and Sport for Nonambulatory* is especially important to professionals without special training.

Initially the curriculum may seem complex and intricate. In reality, once the design is understood the strategies will become automatic after a few practice sessions. The RISPE

data base curriculum has been effectively integrated into the physical education program of students with moderate and severe/profound disabilities by physical educators and special educators with little training in adapted physical education. Previous experience with the RISPE curriculum has proven that children with moderate and severe/profound disabilities can accomplish the performance objectives by advancing through the data points at functional and age-appropriate levels (Whiddon et al., 1989).

The curriculum design remains virtually unchanged. As with the other elements, *The Developmental Play and Sport for Nonambulatory* is subdivided into two basic components — preschool and elementary. Each component has goals and the goals are achieved by accomplishing the fundamental and age-appropriate skill levels. The curriculum construct attempts to provide data points relevant for the age of the student; however, the ability to move between components, if the data points are too simple or difficult, is a major strength of the RISPE curriculum.

The author of this curriculum recognizes that the terms nonambulatory or wheelchair bound describe a range of disabilities. The instructor will need to use discretion in choosing performance objectives based upon each individual's disabilities. It is imperative that the instructor also be aware of any medical problems that contraindicate an activity. Another decision an instructor must make is whether the activity should be performed in or out of a wheelchair. The best choice is to generalize the activity to the setting the client is most likely to encounter in daily living. Also, placement and baseline testing adjustments might need to take place in the form of physical assistance and spotting techniques depending upon the client's abilities.

Chapter 3

Using the RISPE Curriculum

PROGRAMMATIC ELEMENTS

With the completion of the *Developmental Play and Sport for Nonambulatory* (DPSN) curriculum, four elements are available to schools and agencies; the other three elements that have been completed are *Psychomotor*, *Psychomotor for Wheelchair Users*, and *Developmental Play and Sport*. (Powers et al., 1985a, 1985b, 1985c; Powers et al., 1986a, 1986b, 1986c; Whiddon et al., 1989).

A standard format is used in the development of each of the elements. This element consists of two components: preschool and elementary. Each component contains six goal areas. While the goal areas for the components are similar in the DPSN element, there are some variations due to the differences in the complexities of elementary play and sport in contrast to preschool play and sport. The goal areas common to the two components are Rhythmic Movement and Aquatics. Four other goal areas are found in two different components. An example of the curricular framework in *The Developmental Play and Sport Nonambulatory* element with the components and goals areas is illustrated in Figure 1.

Element:	DEVELOPMENTAL PLAY AND SPORT	
Component:	Preschool	Elementary
Goal:	Individual Play	Creative and Dramatic Play
	Toy Manipulation	Stunts and Tumbling
	Playground Skills	Low Organizational Games
	Rhythmic Movement	Rhythmic Movement
	Dual and Group Play	Sports Skills
	Aquatics	Aquatics

Figure 1. A Model of the Developmental Play and Sport for Nonambulatory

The performance objectives (POs) provide the framework for the goal area. The number of POs ranges from 5 to 13 for each goal area. The determining factor for the number of POs is based upon the viable quantity that is needed to provide students with experiences that enable them to exhibit a competence in the goal areas. The fulfillment of a larger number of POs increases the student's breadth and depth of experiences that accredit the goal areas.

The skill levels delineate the POs into specific accomplishments. The skill levels are subdivided into functional skill level and age-appropriate skill level. For all POs, a functional skill level precedes an age-appropriate skill level. The functional skill level and age-appropriate skill level coupled together consist of a range of data points that range from rudimentary motor skills to more difficult motor skills, which are commensurate with the level expected in children without disabilities of a similar age. The attainment of the highest age-appropriate data point implies terminal skill for the PO at that specific age. In many cases more difficult data points for the same PO are found in a higher component (i.e., elementary if working with the preschool component).

Theoretically, the educator who is teaching adapted physical education needs first to ensure that the data points of the functional skill level have been accomplished and then progress to the data points that reflect the obtainment of the age-appropriate skill level. The RISPE data based curriculum is constructed upon the premise that the instructional process begins at a data point above what the assessment process has verified. After successful completion of a particular data point, the instructional process facilitates the progression from a base line data point to a succeeding data point whether that falls within the domain of the functional skill level or the age-appropriate realm. A breakdown of the goal area, Individual Play, inclusive of a PO and the skill levels with data points is depicted in Figure 2.

COMPONENT:	Preschool
GOAL AREA:	Individual Play
PERFORMANCE OBJECTIVE:	Play in the sand
FUNCTIONAL SKILL LEVEL:	(1) Functional ability to move hands in the sand
DATA POINTS:	<ul style="list-style-type: none"> a. Makes no response b. Turns from the sand c. Puts one hand in sand without movement d. Moves one hand tentatively
AGE-APPROPRIATE SKILL LEVEL:	(2) Age-appropriate ability to move hands in the sand
DATA POINTS:	<ul style="list-style-type: none"> a. Places both hands in the sand without movement b. Moves hands in the sand c. Begins to play with sand d. Picks up sand and sifts it e. Creates forms or shapes with sand

Figure 2. Curriculum Design from Component to Data Points

GRADE LEVEL

The components (i.e., preschool and elementary) are indicators of the performance objective (PO) that would be commensurate with students without disabilities. In some situations due to the severity of the handicap and the PO that is being developed, an elementary aged child may be either in a data point at the functional skill level or the age-appropriate skill level in the preschool component. The reason for the flexible design is to accommodate educators who must implement adapted physical education programs in one-, two- or three-teacher school districts in rural/remote Montana. The educator has the option to select the data points in whatever component is most appropriate for the handicapped student of any ability. It may necessitate going to a slightly different goal area but the

ability to move between components is one of the strengths of the RISPE data base curriculum and provides extreme flexibility in the design of an adapted physical education program for children with moderate and severe/profound disabilities and youth with a wide variability in disabilities and capabilities.

The educator who is using the DPSN element in the adapted physical education curriculum has two options available when a terminal data point is obtained during the assessment stage. One option, as in the preceding paragraph, is to move to the next component and select the commensurate goal area. From this goal area a closely related PO is selected. As the curriculum design utilizes reverse chaining (i.e., working backward), the educator would begin at the terminal age-appropriate data point and move to the lower data points to find the instructional starting point. The other alternative is to stay with the goal area of the same component and select another PO. As the goal areas are fulfilled by achieving the terminal age-appropriate data points, this strategy provides the student with a strong foundation. Which approach is selected is dependent upon the goals, objectives, and extent of the student's deficiencies.

PERFORMANCE OBJECTIVES

For each component the first PO is "1" and a continuous numbering system is employed throughout the six goal areas. Thus for the preschool component there are 50 POs, which would be numbered from 1 to 50; for the elementary component there are 57 POs. The larger number of POs in the elementary element reflects the increasing complexity of games and sports at higher maturation levels. The educator has the prerogative to work with a PO from each goal area or several POs within a goal area. At the minimum, there should be one PO from each goal area.

By recording the POs that were accomplished each session on the RISPE data base data sheet (Appendix A), the educator can systematically track the student's progress each year.

Thus, an educator could review the data base sheet at the beginning of the year and know which POs had been accomplished at the terminal data points. This cataloging procedure ensures that the adapted physical education program will focus on improving weaknesses rather than duplicating POs in which the student is at peer status. With this system the adapted physical education program is prescriptive and developmental and, therefore, would more closely parallel the classroom curriculum in which the student progresses with increased ability.

PURPOSE OF LESSON

As the RISPE data base curriculum format is consistent throughout each of the elements, the instructional design is constant for each goal area at whatever component. The educator needs only to understand the process and develop an initial proficiency for implementing the curriculum in an adapted physical education setting. Henceforth, the educator will instinctively use the RISPE instructional techniques when presenting the lesson.

Prior to implementing the instructional process, the educator must first decide whether the element is appropriate for the student involved in the adapted physical education program. The next step is to select the component (i.e., preschool or elementary) that is suitable for the student. The obvious rule to follow is to select the component that is reflective of the grade level of the student. As mentioned earlier, this is not necessary but adhering to this rule will suffice most of the time. After the selection of the component, the educator must choose from the goal areas the POs on which the adapted physical education program will dwell. The number will be reflective of the time available for the program but the recommended guideline is to select at least one PO from each goal area.

The instruction sequence is predicated upon five aspects: Placement, Baseline, Instruction, Post-test, and Maintenance. Built into these stages is an assessment inventory

Component: Preschool Goal: Individual Play

Performance Objective: Play with toys in water

Skill Level: Functional ability to maneuver toys in water

MATERIALS	ENVIRONMENTAL CUE
large container, water, floating water toy, plastic apron (optional), and sponges	on table or floor with container of water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Puts hands in water c. Moves hands in water d. Submerges hands in water e. Picks up toy and drops in water	Play with a toy in the water.
	DIRECTIONS
	1. Have water, container, and float toy available 2. Place float toy beside water 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to maneuver toys in water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Releases toy in water and allows to float independently for 5 seconds b. Pushes a floating toy for 5 seconds c. Pushes a floating toy for 10 seconds	Play with a toy in the water.
	DIRECTIONS
	1. Have water, container, and float toy available 2. Place float toy beside water 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Figure 3. Example of the performance objective sheet

to determine appropriate proficiencies (Placement), starting point for instruction and verification of placement (Baseline), practice of the assessed POs (Instruction), analysis of mastery of POs (Post-test), and continuation of instruction (Maintenance). Thus the RISPE curriculum complies with P.L. 94-142 by assessing POs prior to the delivery to students with disabilities. The next part will specifically delineate the techniques that are recommended for the implementation of the RISPE data based curriculum. For illustration purposes, the goal area from which a PO was selected is Individual Play. The performance objective sheet for the PO, "Play with toys in water," is depicted in Figure 3. The skill level is "...maneuver toys in water." There are three data points (a, b, and c) for the age-appropriate (2) and five data points (a, b, c, d, and e) for the functional skill level (1). The terminal data point is the highest data point (i.e., "c") of the age-appropriate skill level. The use of the skill levels and data points will become more explicit as the stages of the RISPE data based are developed.

PLACEMENT

Placement provides the educator with an assessment inventory to determine the POs related to developmental play and sport skills that the student can perform at an age-appropriate level. For purposes of illustration, one PO from each of the six goal areas, Individual Play, Toy Manipulation, Playground Skills, Rhythmic Movement, Dual and Group Play and Aquatics, in the preschool component will be assumed to be assessed. As mentioned earlier, this is the minimal number of POs to be analyzed by Placement. While there are no rigid guidelines, an educator should not expect successful termination on more than 50% of the POs assessed. Figure 4 is an illustration of the POs that were assessed during the hypothetical placement. The number of POs would be greater than our example in most cases. After completing the placement of one PO, the educator should move to the next sequence number to be assessed. The POs proposed for instruction can easily be assessed and recorded in one session.

Component	Preschool Total Assessment POs = 6
Goal Area Performance Objective	Individual Play Play with toys in water
Goal Area Performance Objective	Toy Manipulation Bounce balloon in the air
Goal Area Performance Objective	Playground Skills Identify various playground equipment
Goal Area Performance Objective	Rhythmic Movement Play a one-handed percussion instrument
Goal Area Performance Objective	Dual and Group Play Seek out a hidden person
Goal Area Performance Objective	Aquatics Familiarization with water

Figure 4. Developmental Play and Sport Nonambulatory Performance Objectives

Placement is predicated upon whether the student is capable of accomplishing the terminal data point. If the student can perform three correct trials at the terminal, the educator chooses another PO, either in the same goal area or another goal area. If the student fails to consummate the motor behavior, the educator moves the student to Baseline.

The procedure below is followed during the placement stage:

1. Select the appropriate data base element (i.e., Developmental Play and Sport Nonambulatory)
2. Select the appropriate data based component (i.e., preschool).
3. Select the goal area (i.e., Individual Play) and the PO (i.e., "Play with toys in water") to be assessed in placement.

4. Identify the highest data point of the age-appropriate skill level (i.e., c. “Pushes a floating toy for 10 seconds”).
5. From the performance objective sheet, illustrated in Figure 3, transfer the following information to the data sheet (Appendix A): goal area, PO, skill level, student information, data points, and verbal cue information.
6. At the bottom of the page under the Purpose column write Placement on the first row.
7. Under the Skill level (SL) column, write “2” to represent age-appropriate skill level.
8. The next column is data point (DP). In Placement, the trials are conducted at the terminal data point; therefore, place a “c” on the first row under the DP column.
9. This process is followed for each PO that will be assessed through Placement. Thus if 10 POs are to be assessed, 10 data sheets will be needed to record the data for each PO.
10. Look at the verbal cue section and mentally note it. For the PO “Play with toys in water,” the verbal cue is “Play with a toy in the water.” This verbal cue should be used whenever data is being collected related to the PO “Play with toys in water.” If the verbal cue needs to be adjusted, a written record should be kept of the change.
11. With the client present, assess for Placement using the following steps:
 - a. Give only the verbal cue to the student.
 - b. If the student performs the PO at the terminal SL/DP (i.e., 2/c), mark an X in the first (i.e., 1) Trials column.
 - c. If the student fails to demonstrate the PO at the appropriate SL/DP (i.e., 2/c), mark a 0 in the first Trials column.
 - d. The placement cycle is to give the verbal cue and record whether the student performs the PO at the appropriate SL/DP (i.e., 2/c). If the student achieves the SL/DP, an X is marked in the column that coincides to the trial and if the student

fails to perform the SL/DP, an 0 is marked in the proper column. During Placement, DO NOT ASSIST THE CHILD IN ANY WAY.

- e. During the placement phase, no positive reinforcement is given relevant to performance as assessment is being conducted. However, it is acceptable to do so for appropriate behaviors non-contingent to the specific motor performance (e.g., waiting, attending, etc.).
12. In the Correct column record the ratio of correct to attempts (i.e., 1/3). During the placement stage, the ratio will always be based on three trials.
13. Put 0 in the Reinforcer column since reinforcement is not permitted during Placement.
14. Select a number (i.e., 32) that represents a comment from the Reinforcement and Comment menu (Appendix B) and record it under the Comment column.
15. Under the Date column record the date.
16. The PO "Play with toys in water," has been assessed for Placement. Select another PO to be analyzed by the placement process.

An example of the data collected during the placement process is depicted in Figure 5. As is illustrated for Placement, the student performed the first trial correctly and failed to execute the SL/DP (i.e., 2/c) properly on the second and third trials. The Correct column has a 1/3, which indicates that the student performed one correct trial in three tries. The Reinforcer column has 0 as no reinforcements are to be used during the placement process. The comment selected from the Reinforcer and Comment Menu was 32. The date of the trials was 8/5.

Purpose	SL	DP	Trials										Correct	Reinforcer	Comment	Date
			1	2	3	4	5	6	7	8	9	10				
Placement	2	c	X	0	0								1/3	0	32	8/5

Figure 5. Example of Placement Data Process

Placement is to determine whether the educator should select the particular PO or choose another PO. The placement process delves into a PO to determine if the baseline process should be implemented. Since a true level of psychomotor performance should be derived from the student, no reinforcement is given to the student for a correct motor response. To ensure an effective placement process, the teacher must: (1) garner the appropriate information from the curriculum and record it on the data sheet; (2) secure the appropriate assessment materials and provide the necessary environment; (3) utilize stated verbal cues and deliver them appropriately; (4) respond to the child's response appropriately; and, (5) record data in accordance with the student's response.

BASELINE

Baseline is the portion of the assessment process which links Placement to Instruction. Baseline continues with the POs that were assessed during Placement. The primary purpose of Baseline is to determine the appropriate place to begin Instruction, as well as verify the results of the placement process.

Baseline uses the reverse chaining instructional approach. Assessment for Baseline begins where the placement process ended, which was the terminal SL/DP (i.e., 2/c). The baseline process requires that the educator works backward to identify the SL/DP befitting the student's individualized abilities. To complete the baseline process the educator implements the following steps:

1. In the Purpose column underneath Placement, write Baseline.
2. As Baseline begins at the terminal data point, on the Baseline row in the SL column, record the skill level (i.e., "2" for age-appropriate). On the same row but under the DP column, log the terminal point (i.e., "c"). Remember that Baseline begins where Placement terminated.

3. Prepare the area as the Environmental Cue specifies and lay out the equipment that is listed under the Materials.
4. The baseline cycle consists of a model/verbal phase followed by a verbal cue. Recite the verbal cue as the behavior is modeled (i.e., “This is playing with a toy in water.”) and then direct the student to perform the behavior (i.e., “Joe, play with a toy in the water.”).
5. If the student performs the behavior, mark an X under the 2 column, If the student fails to execute the behavior, record a 0. Give no corrections or assistance.
6. In Baseline two trials are executed for each SL/DP; therefore, Step 4 is repeated a second time. This time the data is recorded in the second (i.e., 2) column.
7. If the student performs one or zero trials incorrectly, Baseline continues for the particular PO that is being assessed.
8. As the baseline process uses reverse chaining, the next assessment is done at the next lower SL/DP (i.e., 2/b).
9. At the new SL/DP (i.e., 2/b), the baseline cycle (Steps 4, 5, 6, 7, and 8) is repeated. Again if the student fails to execute two correct behavior responses, the new baseline cycle for the particular PO is reversed chain to the next lower SL/DP (i.e., 2/a).
10. If the student performs each trial correctly for the SL/DP (i.e., 2/a), Baseline is terminated for the particular PO being tested.
11. Complete the baseline row by recording the data in the Correct column, Reinforcer column, Comment column, and Date column. A number will be placed in the Comment column which will be selected from the Reinforcer and Comment Menu (Appendix B).
12. After completing Baseline on one PO, the next stage is Instruction.

The recording of the information cited above is depicted in Figure 6. As is noted, the SL/DP involved in Placement is 2/c. The SL/DP was where Baseline commenced. As the

student being tested had no correct performance at 2/c, the reverse chaining process resulted in the new SL/DP being 2/b. On 9/7, another assessment session resulted in the student not being able to perform 2/b SL/DP correctly for both trials and the reverse chaining continued to the 2/a SL/DP. The student on 9/8 performed the 2/a SL/DP correctly for both of the trials. Now Baseline is terminated and Instruction commences.

Purpose	SL	DP	Trials										Correct	Reinforcer	Comment	Date
			1	2	3	4	5	6	7	8	9	10				
Placement	2	c	X	0	0								1/3	0	32	8/5
Baseline	2	c	0	0									0/2	0	12	9/6
Baseline	2	b	0	X									1/2	0	11	9/7
Baseline	2	a	X	X									2/2	0	44	9/8

Figure 6. Example of Baseline Data Process Data

Baseline is a process in which the educator pinpoints the specific skill level (SL) and data point (DP) of the PO that the student can complete after the use of modeling and a verbal cue. As with Placement, no reinforcement is given to the child for a correct motor response. The primary role of the baseline process is the link between Placement and Instruction as it identifies the SL/DP at which the instructional stage will commence. To be competent in the baseline process, the educator should: (1) arrange the environment as described in the guide and furnish the necessary equipment; (2) utilize modeling and the verbal cue to provide the student with the prerequisite information; (3) respond to the student's performance by reinforcing social not motor behaviors; and (4) record baseline data in accordance with student's response.

INSTRUCTION

The previous two stages of the Developmental Play and Sport Nonambulatory element have been executed to assess the motor skill capabilities of the student. Without assessment the POs for the student with moderate/severe disabilities are arbitrarily selected.

Not only does failure to assess deny the student an effective adapted physical education program, it also violates federal law (*Federal Register*, 1977; 1986).

Instruction is coupled to the assessment and is predicated upon the data collected during Baseline. Instruction commences at the SL/DP (i.e., 2/b) juxtaposed to the SL/DP (i.e., 2/a) at which Baseline terminated. The rationale behind beginning the instructional process above Baseline is that the student exhibited the ability to perform the motor skill during the baseline process. As Instruction establishes conditions that will enhance the student's acquisition of new psychomotor skills, the instructional process should begin at a level higher than what the student is able to perform. Thus, Placement and Baseline determine the acquired abilities of the student; Instruction is to establish new learning settings that will promote the development of motor skills.

Instruction includes the following:

1. Complete the placement and baseline processes.
2. On the data sheet, under the Purpose column, write Instruction.
3. On the Placement row, under the SL column, note either "1" or "2" determined by whether the skill level is functional (1) or age-appropriate (2) and under the DP column specify the letter that corresponds to the data point. Instruction always begins at the SL/DP (i.e., 2/b) above the terminal SL/DP (i.e., 2/a) of Baseline.
4. Prepare the area as the environmental cue specifies and lay out the equipment that is listed under the materials.
5. During Instruction always use the same verbal cue that was used during Placement and Baseline.
6. The instruction cycle consists of three interdependent processes: (a) verbal cue, (b) modeling, and (c) physical assistance.
7. The cuing for the three phases of the instruction cycle is as follows:
 - a. Verbal Cue: "Jim, play with a toy in the water."

- b. **Modeling:** “Jim, this is playing with a toy in the water.” Accompany the verbal cue with a demonstration by the educator.
 - c. **Physical Assist:** “Jim, this is playing with a toy in the water.” Assist the student to play with a toy in the water.
8. **The following steps are followed during the instructional process:**
- a. **If the student completes the behavior after the verbal cue, an X is recorded on the data sheet under the first Trials column or the column that relates to the trial just concluded.**
 - b. **If the student fails to perform the behavior, modeling is utilized. If the student performs the behavior after the modeling, an “M” is recorded in the column which corresponds to the trial just completed.**
 - c. **If the student still does not demonstrate the behavior in which instruction is given, the next stage in the cycle is to assist the student physically. If physical assistance is employed, a “P” is recorded under the appropriate trial.**
 - d. **The stages cited in a, b, and c constitute one trial. If the educator is on the first trial in the instructional process and goes through the verbal cue, modeling, and physical assistance, under the first column (i.e., 1) of Trials, a “P” would be recorded.**
9. **The educator determines the number of trials (cycles) that the student will attempt to perform at the particular SL/DP (i.e., 2/b). There should be a minimum of three and a maximum of ten.**
10. **Instruction of the particular SL/DP (i.e., 2/b) is continued until criterion is reached. Criterion is met when the student performs three consecutive correct behaviors after the verbal cue is given. A good practice is to circle the three consecutive, correct trials (i.e., X X X)**
11. **Reinforcement for the correct motor response is permitted during Instruction and recorded under the Reinforcement column (i.e., 31).**

12. Complete the Correct column, Reinforcer column, Comment column, and the Date column. The Reinforcer column and the Comment column are completed by selecting numbers from the Reinforcer and Comment Menu (Appendix B).
13. After criterion is obtained the educator then proceeds to the next higher SL/DP (i.e., 2/c). Upon completion of three successful trials, as indicated by three Xs at the terminal SL/DP (i.e., 2/c), the educator transfers the student to Post-test.

The points that have been discussed will be further illuminated by turning to a completed data sheet. The data sheet depicted in Figure 7 is a continuation of the one utilized in Placement and Baseline. On 9/11, the educator did five trials for the PO (i.e., Play with toys in water) at the 2/b SL/DP. For the first trial, the educator gave the verbal cue and the student failed to perform the behavior. The educator went to modeling and again the correct behavior was not performed. The educator physically assisted the student. To indicate that physical assistance was utilized to help the student perform the motor behavior correctly on the first instruction row under the 1 column, a "P" is recorded. The second trial resulted in the educator going through the three phases of the instruction cycle again, thus "P" was recorded under the second column. During the third trial, the student performed the correct behavior after modeling a "M" was recorded under Column

Purpose	SL	DP	Trials										Correct	Reinforcer	Comment	Date
			1	2	3	4	5	6	7	8	9	10				
Placement	2	c	X	0	0								1/3	0	32	8/5
Baseline	2	c	0	0									0/2	0	12	9/6
Baseline	2	b	0	X									1/2	0	11	9/7
Baseline	2	a	X	X									2/2	0	44	9/8
Instruction	2	b	P	P	M	X	P						1/5	31	22	9/11
Instruction	2	c	P	P	M	X	X	X					3/6	31	33	9/12

Figure 7. Example of Recorded Data for Instruction

3. In the fourth trial, the student correctly demonstrated the behavior after the verbal cue was given, an X was recorded under Column 4. During Trial 5, the educator had to physically assist the child and a "P" is so recorded in Column 5. The ellipse around the three Xs indicate that criterion was met and in this example the student completed the PO by meeting criterion on the terminal SL/DP.

Instruction provides three approaches, verbal cue, modeling, physical assist, for the student to grasp the behavior. These three interdependent processes reinforce each other and increase the likelihood that the skill will be assimilated and later recalled. Furthermore, Instruction is methodical and reduces the dissonance that is produced during extemporaneous teaching styles.

The instructional process used in this curriculum is non-categorical; instruction can be implemented for various ages and handicapping conditions. The ability to deal with diverse problems enables the educator to instruct effectively up to five students from a diverse age or handicapping range. The interaction of the students provides the educator with the opportunity to work on appropriate social behavior in the gymnasium, in addition to actual POs. To effectuate the instructional process, the social behavior in the adapted physical education class must be appropriate. The RISPE curriculum is founded upon the concept that appropriate social behavior must be demonstrated by students prior to the session of motor learning. Thus, when a student performs correct motor behavior, there is intrinsic reinforcement; that is, success in a motor skill is reinforcing in itself. Therefore, the model ensures that the reinforcement of motor learning to social reinforcement is 1:1 at all steps within the teaching model.

With the completion of the PO, the educator moves to the fourth stage, Post-test.

POST-TEST

The purpose of Post-test is to ensure that the student has mastered the PO before Maintenance is implemented. Post-test replicates Placement and Baseline and does not provide for reinforcement for the correct motor response. Furthermore, the Post-test model utilizes cuing and excludes physical assistance and modeling. The Post-test stage is predicated upon the assumption that the student has conceptualized the motor response and will respond correctly after the verbal cue is given. The same verbal cue is used that has been used in the Placement, Baseline, and Instruction stages.

As with Baseline, the student is given two trials to perform the motor behavior during Post-test. If the child fails to demonstrate two correct responses, reverse chaining is implemented (i.e., 2/c, 2/d, 2/a, 1/e, 1/d, etc.) until the student performs two correct responses. This construct is predicated upon the theory that the student has maintained the ability to perform some particular SL/DP, thus the post-test process is delving into the cognition to determine what SL/DP the student has retained. The post-test process is as follows:

1. Post-testing continues where Instruction ended, which is at the highest SL/DP of the PO. Post-testing is implemented after the student has met instructional criterion for the PO.
2. Post-test is performed one week after the completion of Instruction.
3. The student is permitted two trials during the post-testing process. Only verbal cues are permitted. An example of the verbal cue would be, "John, play with a toy in the water."
4. Continue Post-test at the same PO until the child successfully performs two successive trials.
5. If the student fails to perform two successive trials at the terminal SL/DP (i.e., 2/c), begin the reverse chaining process for the SL/DP (i.e., 2/b, 2/a, 1/e, 1/d, etc.).

6. Based upon the student's accomplishments, the educator will select one of two routes. The selection will depend upon the SL/DP the student completes (i.e., X X)

Post-test. The two situations are as follows:

- a. If the student completes Post-test at the terminal SL/DP (i.e., 2/c), the educator will implement Maintenance.
- b. If during the Post-test, the student ends up reverse chaining at a non-terminal SL/DP (i.e., 2/b, 2/a, 1/e, 1/d, 1/c, 1/b or 1/a), the educator returns the student to Instruction and continues the instructional process.

7. Complete the Post-test row of the data sheet by recording the necessary data for the Correct column, Reinforcer column, Comment column, and Date column.

Purpose	SL	DP	Trials										Correct	Reinforcer	Comment	Date
			1	2	3	4	5	6	7	8	9	10				
Placement	2	c	X	0	0								1/3	0	32	8/5
Baseline	2	c	0	0									0/2	0	12	9/6
Baseline	2	b	0	X									1/2	0	11	9/7
Baseline	2	a	X	X									2/2	0	44	9/8
Instruction	2	b	P	P	M	X	P						1/5	31	22	9/11
Instruction	2	c	P	P	M	X	X	X					3/6	31	33	9/12
Post-test	2	c	0	X									1/2			9/15
Post-test	2	b	X	0									1/2			9/15
Post-test	2	a	X	X									2/2			9/15

Figure 8. Example of Post-test Data Process that returns student to Instruction.

In the Post-test example that is depicted in Figure 8, the student on 9/15 was post-tested at the terminal SL/DP (i.e., 2/c) and successfully completed only one of two trials. Based upon the post-test construct, the reverse chain process is implemented. The student demonstrated two correct responses at the 2/a SL/DP. Thus for this example, the educator

would return to Instruction on this PO (i.e., Play with toys in water) and begin the instruction process at the 2/b SL/DP.

In Figure 9 a different testing result occurred. On 9/15, the student performed correctly the two trials (i.e., X X) at the terminal SL/DP (i.e., 2/c). Therefore, no reverse chaining was necessary. The curriculum process designates that the educator moves the student to Maintenance.

Purpose	SL	DP	Trials										Correct	Reinforcer	Comment	Date
			1	2	3	4	5	6	7	8	9	10				
Placement	2	c	X	0	0								1/3	0	32	8/5
Baseline	2	c	0	0									0/2	0	12	9/6
Baseline	2	b	0	X									1/2	0	11	9/7
Baseline	2	a	X	X									2/2	0	44	9/8
Instruction	2	b	P	P	M	X	P						1/5	31	22	9/11
Instruction	2	c	P	P	M	X	X	X					3/6	31	33	9/12
Post-test	2	c	X	X									2/2			9/15

Figure 9. Example of Post-test Data Process that Leads to Maintenance

MAINTENANCE

Maintenance is activated if the student completes two successful trials (i.e., X X) during Post-test at the PO's terminal SL/DP (i.e., 2/c), after one week has elapsed. Thus the student must have retained the ability to perform two correct trials one week later at the highest SL/DP for the particular motor ability begin Maintenance. In Maintenance no reinforcement or physical assistance is given when the student incorrectly executes the psychomotor skills.

Maintenance testing resumes where Post-test ended which is at the terminal SL/DP (i.e., 2/c). The differences between the two processes is that Maintenance (1) has an assigned time interval between tests (i.e., 2 weeks - 1 month - 3 months - 6 months - 1

year), (2) has three trials during each session, and (3) does not involve reverse chaining to lower SL/DP for the PO. Maintenance involves the following steps:

1. Write Maintenance under the Purpose column.
2. Begin maintaining the PO [i.e., “Play with toys in water” at the terminal SL/DP (i.e., 2/c)].
3. Use only the verbal cue (i.e., “John, play with a toy in the water.”) during Maintenance.
4. Three trials are given during each maintenance testing session.
5. Continue maintenance testing only at the terminal SL/DP (i.e., 2/c) of the PO (i.e., Play with toys in water) at the interval periods of 2 weeks - 1 month - 3 months - 6 months - 1 year.
6. Never go below the terminal SL/DP (i.e., 2/c) during Maintenance.
7. Complete the Maintenance row by filling in the Trials, Correct, Reinforcer, Comment, and Date columns.

If during maintenance testing, the student fails to perform three correct terminal SL/DP (i.e., 2/c) record the trials with an X for correct and an 0 for incorrect and continue with the maintenance schedule of 2 weeks - 1 month - 3 months - 6 months - 1 year. Once Maintenance has commenced no reverse chaining will be implemented. If at the end of the maintenance duration of one year, the educator believes that the child lacks sufficient retention of the terminal SL/DP (i.e., 2/c) then the PO should be baselined again so that the instructional process can be re-established. After Instruction, the educator would again initiate Post-test to analyze whether Instruction or Maintenance should be implement.

Figure 10 illustrates a situation in which Post-testing was successful at the terminal SL/DP (i.e., 2/c) and the student was moved to Maintenance. The maintenance schedule of 2 weeks - 1 month - 3 months - 6 months - 1 year was followed. As is revealed on four of the five maintenance sections, the student failed to perform three correct trials at the

terminal SL/DP (i.e., 2/c). Yet Maintenance continued for one year irrespective of the number of correct trials.

Purpose	SL	DP	Trials										Correct	Reinforcer	Comment	Date	
			1	2	3	4	5	6	7	8	9	10					
Placement	2	d	X	0	0									1/3	0	32	8/5
Baseline	2	d	0	0										0/2	0	12	9/6
Baseline	2	c	0	X										1/2	0	11	9/7
Baseline	2	b	X	X										2/2	0	44	9/8
Instruction	2	c	P	P	M	X	P							1/5	31	22	9/11
Instruction	2	d	P	P	M	X	X	X						3/6	31	33	9/12
Post-test	2	e	X	X										2/2			9/15
Maintenance	2	e	X	X	0									2/3			9/26
Maintenance	2	e	0	X	X									2/3			10/15
Maintenance	2	e	X	0	X									2/3			12/15
Maintenance	2	e	X	X	0									2/3			3/15
Maintenance	2	e	X	X	X									3/3			9/15

Figure 10. Example of Recorded Data for Maintenance

At the completion of the year, the educator has the option of either initiating again the assessment of the particular PO at the baseline stage, selecting new POs that augment the goal area at the same component level or, moving to the adjoining component, select a companion PO. The educator's decision is predicated upon the student's adapted physical education needs.

PERFORMANCE OBJECTIVE SHEET

The Performance Objective Sheet contains all the curriculum information that the educator will need to implement each PO of the RISPE data based curriculum. Besides the SL/DPs that have been alluded to during the discussion of the five curriculum stages, Placement, Baseline, Instruction, Post-test, and Maintenance, the Performance Objective

Sheet contains the verbal cue, necessary materials, environmental setting, and directions. Each of these factors contributes to a smooth transition between data points.

The verbal cue is succinctly cited and if used consistently provides the student with a constant signal as to what motor behavior is being requested. The RISPE cue that is specified for the PO is particular to it. Thus, consistency is ensured if the educator will comply with instructional strategies. Initially, the verbal cue may appear to be inadequate, but strict adherence to the format will promote efficiency in the acquisition of psychomotor skills when the student recognizes the cue.

Appropriate cuing is paramount to the successful use of the RISPE curriculum. While the cue on the Performance Objective Sheet is indicated as a verbal cue, that is merely for convenience. The cue is not necessarily verbal; P.L. 94-142 specifies that communications must be of a nature which the student is able to receive (*Federal Register*, 1977). If the student is incapable of receiving verbal cues, the educator must modify the mode from a verbal cue. Thus the verbal cue would be either a sign or a signal for a hearing- or sight-impaired student.

Some of the guidelines that the educator should follow when cuing are as follows:

1. Each behavior (i.e., motor or social) is preceded by a cue which uses the child's first name.
2. All cues should be consistent and sensitive to the student's receptive language.
3. All cues should be given in a firm voice and command oriented.
4. The educator should be consistent in citing the cues.
5. The educator should provide a brief time for the cue to be consequenced.
6. Cues should be given when the educator has eye contact with the student.
7. Cues should be at the child's acquisition level.
8. Cues should be specific to the task.

The environmental setting refers to the physical education surroundings or facilities that should be provided during the adapted physical education sessions for the student to perform the SL/DP. The environmental setting was designed with minimal facilities and space since limited room exists for adapted physical education in rural/remote schools; the most common environs are classrooms, hallways, etc. The focus is on practical and efficient usage of rather restrictive learning environments. Where appropriate, hazards that may threaten the safety of the student have been indicated.

The materials that have been specified be used during the session have been kept to a minimum and are typically inexpensive items. Again the reasoning is that rural/remote schools do not have the luxury to provide specialized equipment for adapted physical education. If the materials are not available, they can be easily made or improvised from other items.

The directions that are provided are to enhance the implementation of the RISPE data base curriculum. They provide insights into the protocol that the educator will use to implement the adapted physical education program. They are particular for the PO and should be read preceding the meeting with the student and followed during the session. Once the educator becomes acquainted with the process of the POs, there should be less reliance upon the directions, as a similar pattern is followed for all POs.

In summary, five processes, Placement, Baseline, Instruction, Post-test, Maintenance, interlock to constitute the RISPE data base teaching model. While the educator's role is similar for each of these stages, the strategies may vary slightly. Figure 11 provides an overview of the number of trials, educator's role, type of reinforcement, and starting point for each of the processes. The educator commences Placement at the terminal SL/DP and provides a cue only prior to the trial and the student has three opportunities to perform the motor ability. If the behavior is performed correctly, another PO is selected or the same PO is selected at a higher element. If the behavior is performed incorrectly, the educator uses

the reverse chaining process to analyze what SL/DP of the PO the child can do correctly. In Baseline, the educator uses modeling followed by cuing to assess the student's capability to illustrate the motor behavior. After two trials, the educator probes backward to determine the SL/DP that the student can perform. Instruction is the actual teaching phase of the process and the beginning point is one SL/DP above Baseline. The educator selects the number of trials from three to ten. An instructional cycle of cue, model, and physical assistance is used, if needed, to aid in the learning process of the SL/DP. The student is moved to higher SL/DP when the student has completed three trials successfully. Instruction continues until the student accomplishes three successful trials at terminal SL/DP.

PROCESS	CHILD TRIALS	TEACHER ROLE	REINFORCEMENT	STARTING SL/DP
Placement	3	• cue only	none	terminal (highest) for that PO
Baseline	2	• model • cue	none	• terminal • probe backward
Instruction	Teacher determined (max 10)	• cue • model • physical assistance	1:1 social group	DP above baseline where child has 2 correct
Post-test	2	• cue only	none	terminal
Maintenance	3	• cue only	none	terminal

Figure 11. Overview of RISPE data based process

Post-test is the first stage of analyzing whether the student retained the ability to perform the terminal SL/DP. The student is given two trials after giving a cue only. If performed correctly, the student is put in the maintenance process. If performed incorrectly, reverse probing is done until the student is able to do two SL/DP correctly. Thus, instruction process is implemented again at the SL/DP above that tested correctly at the Post-test SL/DP. Maintenance is a periodic assessment process (i.e., 2 weeks - 1

month - 3 months - 6 months - 1 year) to determine if the student has retained the ability to perform the terminal SL/DP.

The next two sections contain the Performance Objective Sheets for the preschool and elementary elements. While the elements coincide with the grades of the students in general, students who perform either much above or below a particular element can be shifted to a concomitant element. The educator, after assessment, will be cognizant of the student's general abilities and which element is best for the student based upon the PO being implemented.

Chapter 4

RISPE: Developmental Play and Sport for Nonambulatory Preschool Component

A. Individual Play

PERFORMANCE OBJECTIVE	PAGE #
Play in the sand.....	38
Able to pour sand.....	39
Manipulate toys in sand.....	40
Play with toys in water	41
Engage in climbing exercise.....	42
Move under a play object without a wheelchair.....	43
Move under a play object in a wheelchair	44
Seek new play environment.....	45
Hang from a play object	46

Component: Preschool **Goal:** Individual Play

Performance Objective: Play in the sand

Skill Level: Functional ability to move hands in the sand

MATERIALS	ENVIRONMENTAL CUE
sand box/large container of sand	on table or floor with containers of sand

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no response b. Turns from sand c. Puts one hand in sand without movement d. Moves one hand tentatively	Move hands in the sand.
	DIRECTIONS 1. Have large container and sand available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to move hands in the sand

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Places both hands in sand without movement b. Moves hands in sand c. Begins to play with sand d. Picks up sand and sifts it e. Creates forms or shapes with sand	Move hands in the sand.
	DIRECTIONS 1. Have large container and sand available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Individual Play

Performance Objective: Able to pour sand

Skill Level: Functional ability to use container to pick up and pour sand

MATERIALS	ENVIRONMENTAL CUE
cup, 2 containers (one that fits into the other), and sand	on table or floor with empty containers

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE	
a. Fails to respond to cue b. Responds by playing in sand c. Responds by picking up cup d. Buries empty cup in sand e. Fills cup with sand	Fill the container with sand.	
	<table border="1"> <thead> <tr> <th data-bbox="930 895 1528 928">DIRECTIONS</th> </tr> </thead> <tbody> <tr> <td data-bbox="930 928 1528 1164"> 1. Have sand box, cup, and container available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data </td> </tr> </tbody> </table>	DIRECTIONS
DIRECTIONS		
1. Have sand box, cup, and container available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data		

Skill Level: Age-appropriate ability to use container to pick up and pour sand

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE	
a. Lifts filled cup and pours sand into box b. Lifts filled cup and places it outside of sandbox c. Pours sand into container and spills a lot d. Pours sand into container with little spillage	Fill the container with sand.	
	<table border="1"> <thead> <tr> <th data-bbox="930 1603 1538 1635">DIRECTIONS</th> </tr> </thead> <tbody> <tr> <td data-bbox="930 1635 1538 1880"> 1. Have sand box, cup, and container available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data </td> </tr> </tbody> </table>	DIRECTIONS
DIRECTIONS		
1. Have sand box, cup, and container available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data		

Component: Preschool **Goal:** Individual Play

Performance Objective: Manipulate toys in sand

Skill Level: Functional ability to dig holes in the sand

MATERIALS	ENVIRONMENTAL CUE
large container, sand, and shovel	on table or floor with containers of sand

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no response b. Puts hands in sand c. Moves hands in sand d. Cups hands and digs with hands e. Picks up shovel and drops it	Dig a hole in the sand.
	DIRECTIONS
	1. Have sand box or large container, sand, and shovel available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to dig holes in sand

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Places shovel in sand b. Moves sand with shovel c. Digs hole to a depth half the length of the shovel d. Digs and fills hole a depth half the length of the shovel	Dig a hole in the sand.
	DIRECTIONS
	1. Have sand box or large container, sand, and shovel available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Individual Play

Performance Objective: Play with toys in water

Skill Level: Functional ability to maneuver toys in water

MATERIALS	ENVIRONMENTAL CUE
large container, water, floating water toy, plastic apron (optional), and sponges	on table or floor with container of water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Puts hands in water c. Moves hands in water d. Submerges hands in water e. Picks up toy and drops in water	Play with a toy in the water.
	DIRECTIONS 1. Have water, container, and float toy available 2. Place float toy beside water 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to maneuver toys in water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Releases toy in water and allows to float independently for 5 seconds b. Pushes a floating toy for 5 seconds c. Pushes a floating toy for 10 seconds	Play with a toy in the water.
	DIRECTIONS 1. Have water, container, and float toy available 2. Place float toy beside water 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool **Goal:** Individual Play

Performance Objective: Engage in climbing exercise

Skill Level: Functional ability to climb over a large object

MATERIALS	ENVIRONMENTAL CUE
object big enough to require hand support (e.g., bolster or folded mat) and mat	open area with bolster or mat placed upon mat

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Faces the object c. Pulls self as if to climb but does not d. Uses hands for support and pulls one leg onto object e. Uses hands for support and brings legs onto object	Climb over the _____.
	DIRECTIONS
	1. Place table, chair or sawhorse as desired 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to climb over a large object

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Pulls body onto object b. Moves across the object c. Eases off other side of object, one leg at a time d. Maintains balance on other side without stationary support	Climb over the _____.
	DIRECTIONS
	1. Place table, chair or sawhorse as desired 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Individual Play

Performance Objective: Move under a play object without a wheelchair

Skill Level: Functional ability to go under a play object

MATERIALS	ENVIRONMENTAL CUE
play object (e.g., strong and sturdy table, chair or sawhorse) and mat	open area with mat under table

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Faces object c. Lowers body to ground d. Partially crawls under the object	Go under the object.
	DIRECTIONS 1. Place table, chair or sawhorse as desired 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to go under a play object

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Crawls under the object and backs out b. Crawls under the object and remains c. Crawls under object and comes out on other side	Go under the object.
	DIRECTIONS 1. Place table, chair or sawhorse as desired 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Individual Play

Performance Objective: Move under a play object while in a wheelchair

Skill Level: Functional ability to move a wheelchair under a play object

MATERIALS	ENVIRONMENTAL CUE
play object (e.g., monkey bars, horizontal ladder, large play house) and mat	open area with smooth surface

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Faces wheelchair toward object c. Moves wheelchair toward object d. Partially moves wheelchair under the object	Go under the object.
	DIRECTIONS
	1. Place child by play object 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to move wheelchair under a play object

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves wheelchair under the object and backs out b. Moves under the object and remains c. Moves under object and reaches for bars or ceiling d. Moves under object and comes out other side	Go under the object.
	DIRECTIONS
	1. Place child by play object 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Individual Play

Performance Objective: Seek new play environment

Skill Level: Functional ability to play inside a large, enclosed space

MATERIALS	ENVIRONMENTAL CUE
large play object accessible to wheelchair (e.g., box, tub, crate) and toys	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no response b. Looks inside but does not go in c. Goes inside but comes out immediately	Go inside the _____ and play with the toys.
	DIRECTIONS 1. Set up large box or object 2. Place various toys around 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to play inside a large, enclosed object

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Goes into large play object and stays but does not play with toys b. Goes inside object and sits and plays with toys for one minute or less c. Goes inside object and plays with toys for 5 minutes or less d. Goes inside object and plays with toys for more than 5 minutes	Go inside the _____ and play with the toys.
	DIRECTIONS 1. Set up large box or object 2. Place various toys around 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool **Goal:** Individual Play

Performance Objective: Hang from a play object

Skill Level: Functional ability to hang from a horizontal bar

LS	ENVIRONMENTAL CUE
ded-arm height and	open area with mat under bar; provide proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Fails to respond to cue b. Moves to a position beneath bar c. Reaches up and grasps bar with full-arm extension d. Supports upper body by hanging 	Hang from the bar.
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Have horizontal bar set at arm-height with mat underneath 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to hang from a horizontal bar

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Supports body by hanging b. Hangs for 3 seconds c. Hangs for 5 seconds d. Hangs for 10 seconds 	Hang from the bar.
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Have horizontal bar set at arm-height with mat underneath 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

B. Toy Manipulation

PERFORMANCE OBJECTIVE	PAGE #
Able to reach for toys	48
Rattle toys to make noise	49
Remove toys from a stacked structure	50
Create various shapes from clay	51
Makes effective hammering motions	52
Build structures with toys	53
Detach toys joined together	54
Connect attachable toys	55
Bounce a balloon in the air	56
Sail a floppy disc	57

Component: Preschool Goal: Toy Manipulation

Performance Objective: Able to reach for toys

Skill Level: Functional ability to reach for a toy

MATERIALS	ENVIRONMENTAL CUE
toys of appropriate size and shape that are attractive to child	toys slightly out of reach of child; choose between two toys when appropriate

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No visible response b. Eyes focus on toy c. Points at toy d. Moves toward toy e. Reaches out and touches toy	Reach for the toy.
	DIRECTIONS
	1. Place toy slightly away from child 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to reach for a toy

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Reaches and picks up toy b. Reaches and picks up larger toy c. Reaches and picks up smaller toy d. Reaches and picks up round toy	Reach for the _____ toy.
	DIRECTIONS
	1. Place toys as needed slightly away from child 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Toy Manipulation

Performance Objective: Rattle toys to make noise

Skill Level: Functional ability to make noise with toys

ALS	ENVIRONMENTAL CUE
excessively heavy	toys within reach

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Makes no response b. Reaches for toy and then drops it c. Picks up toy with both hands and looks at it d. Picks up toy and manipulates it 	Make noise with the toy.
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Place non-rattle toys closer to child 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to make noise with toys

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Picks up toy and shakes it b. Continues to shake it even without noise c. Puts toy down and reaches for another and shakes it once d. Shakes the toy several times 	Make noise with the toy.
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Place non-rattle toys closer to child 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Toy Manipulation

Performance Objective: Remove toys from a stacked structure

Skill Level: Functional ability to unstack a series of toys

MATERIALS	ENVIRONMENTAL CUE
10 stacked toys, e.g., blocks, duplos, etc., on table	place toys on floor or tabletop

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Looks at toys but makes no motor response c. Reaches and destroys stack d. Reaches and partially destroys stack e. Grasps a toy but destroys structure	Remove one toy at a time from the stack.
	DIRECTIONS
	1. Have stacking toys available 2. Make a stack 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to unstack a series of toys

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Removes one toy from stack b. Removes one toy from top of stack c. Removes at least 2 toys from top down d. Removes at least 3 toys from top down e. Removes all toys from top down individually	Remove one toy at a time from the stack.
	DIRECTIONS
	1. Have stacking toys available 2. Make a stack 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool Goal: Toy Manipulation

Performance Objective: Create various shapes from clay

Skill Level: Functional ability to shape clay into various shapes

MATERIALS	ENVIRONMENTAL CUE
clay or playdough, soft enough to be worked	tabletop, chairs with child in proximity of clay

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Looks at clay but makes no motor response c. Places hands on clay d. Kneads clay	Shape the clay into a _____ (i.e., pancake, ball, etc.).
	DIRECTIONS
	1. Have soft clay or playdough available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to shape clay into various shapes

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Shapes clay into rough form b. Rolls and shapes clay into appropriate form c. Makes various forms from clay	Shape the clay into a _____ (i.e., pancake, ball, etc.).
	DIRECTIONS
	1. Have soft clay or playdough available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

DATA POINTS FOR PRECISION TEACHING		<ol style="list-style-type: none"> Strikes pegs and hits pegs occasionally Strikes pegs hitting squarely Strikes pegs and pounds two of them partly into the board Strikes pegs and pounds all partly in the board
DIRECTIONS		
VERBAL CUE	<ol style="list-style-type: none"> Have hammer and pegs available in proximity of client Give verbal cue Provide reinforcement when required Record data 	Pound the pegs.

Skill Level: Age-appropriate pounding skills

DATA POINTS FOR PRECISION TEACHING		<ol style="list-style-type: none"> Makes no functional response Looks at hammer Picks up hammer Throws hammer Strikes hammer incorrectly
DIRECTIONS		
VERBAL CUE	<ol style="list-style-type: none"> Have hammer and pegs available in proximity of client Give verbal cue Provide reinforcement when required Record data 	Pound the _____.

TS	3, plastic hammer and tabletop or floor with toys in proximity of client
ENVIRONMENTAL CUE	

Skill Level: Functional pounding skills

Performance Objective: Makes effective hammering motions

Component: Preschool Goal: Toy Manipulation

Component: Preschool **Goal:** Toy Manipulation

Performance Objective: Build structures with toys

Skill Level: Functional ability to stack toys

MATERIALS	ENVIRONMENTAL CUE
10 stackable toys (i.e., blocks, duplos, etc.)	tabletop or floor; start with toys spread out

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Shuffles toys around without stacking c. Moves two together (touching each other) d. Moves cluster of toys together e. Moves cluster together and has at least one stacked	Stack the toys.
	DIRECTIONS
	1. Have blocks or stackable toys available on floor with client in testing area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to stack toys

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Stacks one toy on top of another b. Stacks 3 toys c. Stacks 5 toys d. Stacks 6 toys	Stack the toys.
	DIRECTIONS
	1. Have blocks or stackable toys available on floor with client in testing area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Toy Manipulation

Performance Objective: Detach toys joined together

Skill Level: Functional ability to pull apart attachable toys

MATERIALS	ENVIRONMENTAL CUE
10 attachable toys (e.g., legos, duplos, plastic chains, etc.)	tabletop or floor; toys should be attached to begin

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Touches toys to be pulled apart c. Picks toys up and then drops them d. Grasps toys and shakes apart e. Grasps toys and yanks some apart	Pull the toys apart.
	DIRECTIONS
	1. Have toys joined, with client in testing area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to pull apart attachable toys

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Separates completely 2 attached toys b. Separates completely 4 attached toys c. Separates completely 6 attached toys d. Separates completely all attached toys	Pull the toys apart.
	DIRECTIONS
	1. Have toys joined, with client in testing area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Toy Manipulation

Performance Objective: Connect attachable toys

Skill Level: Functional ability to join attachable toys

MATERIALS	ENVIRONMENTAL CUE
10 attachable toys (e.g., legos, duplos, plastic chains, etc.)	tabletop or floor; toys should be spread out and not be attached to begin

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Picks up toys and tosses them down c. Picks up 2 attachable toys and attempts to attach d. Moves interlocking ends together but fails to lock e. Attaches two pieces together	Join the toys together.
	DIRECTIONS
	1. Have attachable toys, with client in testing area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to join attachable toys

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Attaches a series of 3 pieces b. Attaches a series of 5 pieces c. Attaches a series of 6 pieces d. Attaches all of the pieces together	Join the toys together.
	DIRECTIONS
	1. Have attachable toys, with client in testing area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Toy Manipulation

Performance Objective: Bounce a balloon in the air

Skill Level: Functional ability to keep a balloon up in the air

MATERIALS	ENVIRONMENTAL CUE
large air-filled balloon (not helium)	open space

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Watches balloon but fails to hit it c. Attempts to hit balloon but misses d. Hits the balloon downward or errantly e. Hits balloon upward but out of control	Keep the balloon up in the air.
	DIRECTIONS
	1. Fill balloon with air 2. Give verbal cue 3. Toss balloon up in front of client 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to keep a balloon up in the air

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Hits balloon up one time with control b. Keeps bounced balloon suspended for 3 seconds c. Keeps bounced balloon suspended for 5 seconds	Keep the balloon up in the air.
	DIRECTIONS
	1. Fill balloon with air 2. Give verbal cue 3. Toss balloon up in front of client 4. Provide reinforcement when required 5. Record data

Component: Preschool **Goal:** Toy Manipulation

Performance Objective: Sail a floppy disc

Skill Level: Functional ability to toss a floppy disc

MATERIALS	ENVIRONMENTAL CUE
floppy disc	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Looks at floppy disc but does not pick it up c. Picks up floppy disc d. Tosses floppy disc with two hands e. Tosses floppy disc underhand f. Tosses floppy disc like a baseball	Toss the floppy disc.
	DIRECTIONS
	1. Place floppy disc near client 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to toss a floppy disc

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Throws floppy disc with backward wrist action; disc turns over b. Throws floppy disc and disc sails 5 feet c. Throws floppy disc and disc sails 10 feet d. Throws floppy disc and disc sails 20 feet	Toss the floppy disc.
	DIRECTIONS
	1. Place floppy disc near client 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

C. Playground Skills

PERFORMANCE OBJECTIVE	PAGE #
Identify various playground equipment.....	59
Maneuver a rocking horse.....	60
Manipulate a scooter board out of wheelchair.....	61
Swing on a swing set with or without wheelchair.....	62
Ride a tricycle.....	63

Component: Preschool **Goal:** Playground Skills

Performance Objective: Identify various playground equipment

Skill Level: Functional ability to go to various play equipment

MATERIALS	ENVIRONMENTAL CUE
variety of playground equipment: swing set, slide, teeter-totter, rocking horse, scooter, etc.	playground with smooth surface

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Responds by looking around c. Points at the incorrect piece of equipment d. Points to correct piece of equipment e. Goes to incorrect piece of equipment	Go touch the _____ .
	DIRECTIONS
	1. Place play equipment around playground area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to go to various play equipment

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Goes to swing set b. Goes to the climbing ladder c. Goes to the scooter d. Goes to the rocking horse e. Goes to the tricycle	Go touch the _____ .
	DIRECTIONS
	1. Place play equipment around playground area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Playground Skills

Performance Objective: Maneuver a rocking horse

Skill Level: Functional ability to play on a rocking horse

MATERIALS	ENVIRONMENTAL CUE
rocking horse bolted to ground	backyard or playground; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Sits facing rocking horse and grasps it c. Grasps handles with hands d. Attempts to get on horse but is unable e. Pulls self onto rocking horse f. Sits on rocking horse	Rock on the horse.
	DIRECTIONS
	1. Have rocking horse available near client in testing area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to play on a rocking horse

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes body movements on rocking horse that are non-functional b. Rocks forward with forward body lean while maintaining firm grasp on handles c. Rocks forward with forward body lean then backward with backward body lean while maintaining firm grasp on handles d. Smooth integration of above at least 3 times e. Smooth integration of above for at least 1 minute	Rock on the horse.
	DIRECTIONS
	1. Have rocking horse available near client in testing area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Playground Skills

Performance Objective: Manipulate a scooter board out of wheelchair

Skill Level: Functional ability to ride a scooter

MATERIALS	ENVIRONMENTAL CUE
large scooter	open area with smooth floor free of barriers and proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Touches scooter but does not attempt to ride c. Pushes scooter but not on scooter d. Lies on scooter NOTE: Instructor may need to assist client onto scooter	Ride the scooter.
	DIRECTIONS 1. Assist client to sitting position near scooter 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to ride a scooter

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Propels self while lying on scooter using hands b. Sits on scooter and uses hands to propel self c. Smooth integration for 2 feet d. Smooth integration for 5 feet	Ride the scooter.
	DIRECTIONS 1. Assist client to sitting position near scooter 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Playground Skills

Performance Objective: Swing on a swing set with or without wheelchair

Skill Level: Functional ability to swing on a swing

MATERIALS	ENVIRONMENTAL CUE
swing set/swing set for wheelchairs	playground/backyard; provide spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Briefly grasps rope/chain in both hands c. Firmly grasps rope/chain in both hands d. Moves body forward	Swing on the swing.
	DIRECTIONS
	1. Place client in swing 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to swing on a swing

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Leans body back b. Leans body forward c. Smooth integration for at least 2 swings	Swing on the swing.
	DIRECTIONS
	1. Place client in swing 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Playground Skills

Performance Objective: Ride a tricycle

Skill Level: Functional ability to pedal a tricycle using hands

MATERIALS	ENVIRONMENTAL CUE
tricycle designed for clients who are nonambulatory (may need safety straps)	playground/open area with smooth surface

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Briefly grasps pedals with both hands c. Firmly grasps pedals with both hands d. Briefly moves pedals with both hands	Pedal the tricycle with your hands.
	DIRECTIONS 1. Assist client onto tricycle. 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to pedal a tricycle using hands

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Propels tricycle backward b. Pedals tricycle forward for at least 2 revolutions of the wheel c. Pedals tricycle forward but fails to steer d. Pedals tricycle forward and steers tricycle	Pedal the tricycle with your hands.
	DIRECTIONS 1. Assist client onto tricycle. 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

D. Rhythmic Movement

PERFORMANCE OBJECTIVE	PAGE #
Demonstrate hand-to-hand rhythmic coordination.....	65
Play a one-handed percussion instrument	66
Play a two-handed percussion instrument.....	67
Maintain rhythm with the feet.....	68
Perform drills to different cadences	69
Perform a simple dance pattern	70

Component: Preschool Goal: Rhythmic Movement

Performance Objective: Demonstrate hand-to-hand rhythmic coordination

Skill Level: Functional ability to clap one's hands to music

MATERIALS	ENVIRONMENTAL CUE
sound system with music of different beats and drums	quiet area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves hands together c. Claps hands together 3 times d. Claps hands without music	Clap your hands to the music.
	DIRECTIONS
	1. Music or drums for beat 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to clap one's hands to music

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Claps hands but not to the beat of the music b. Claps hands not to the beat of the music but stops with music c. Claps hands to music and stops with music d. Claps hands to various types of music	Clap your hands to the music.
	DIRECTIONS
	1. Music or drum for beat 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Rhythmic Movement

Performance Objective: Play a one-handed percussion instrument

Skill Level: Functional ability to play a one-handed instrument

MATERIALS	ENVIRONMENTAL CUE
tambourine or maraca	quiet area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Looks at instrument but makes no response c. Picks up instrument and looks at it d. Maintains control of instrument e. Shakes instrument to produce noise	Play the _____ to the beat.
	DIRECTIONS
	1. Place instruments near client 2. Begin musical beat 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to play a one-handed instrument

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Plays instrument to own beat b. Plays instrument 3 times with the beat c. Plays instrument 7 times with the beat d. Plays instrument for 1 minute with the beat e. Plays different instrument for 1 minute with the beat	Play to the beat.
	DIRECTIONS
	1. Place instruments near client 2. Begin musical beat 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool **Goal:** Rhythmic Movement

Performance Objective: Play a two-handed percussion instrument

Skill Level: Functional ability to play various two-handed instruments

MATERIALS	ENVIRONMENTAL CUE
triangle, cymbals, two rhythm sticks	quiet area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE	
a. No functional response b. Looks at instruments but makes no response c. Picks up one piece of instrument d. Shakes piece to make sound e. Picks up both pieces of instrument f. Hits pieces of instrument together	Play the _____ to the beat.	
	<table border="1"> <thead> <tr> <th data-bbox="931 986 1523 1019">DIRECTIONS</th> </tr> </thead> <tbody> <tr> <td data-bbox="931 1019 1523 1265"> 1. Place instruments near client 2. Begin musical beat 3. Give verbal cue 4. Provide reinforcement when required 5. Record data </td> </tr> </tbody> </table>	DIRECTIONS
DIRECTIONS		
1. Place instruments near client 2. Begin musical beat 3. Give verbal cue 4. Provide reinforcement when required 5. Record data		

Skill Level: Age-appropriate ability to play various two-handed instruments

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE	
a. Hits instruments together to produce sound b. Plays 3 steady beats with music c. Plays 7 steady beats with music d. Plays for 1 minute to beat e. Plays different instruments for 1 minute to beat	Play the _____ to the beat.	
	<table border="1"> <thead> <tr> <th data-bbox="931 1723 1534 1756">DIRECTIONS</th> </tr> </thead> <tbody> <tr> <td data-bbox="931 1756 1534 2004"> 1. Place instruments near client 2. Begin musical beat 3. Give verbal cue 4. Provide reinforcement when required 5. Record data </td> </tr> </tbody> </table>	DIRECTIONS
DIRECTIONS		
1. Place instruments near client 2. Begin musical beat 3. Give verbal cue 4. Provide reinforcement when required 5. Record data		

Component: Preschool **Goal:** Rhythmic Movement

Performance Objective: Maintain rhythm with body movement

Skill Level: Functional ability to move body to rhythm of music

MATERIALS	ENVIRONMENTAL CUE
music	quiet area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Sits up and listens to music c. Moves hands to the rhythm of the music d. Moves body while listening to music	Move your body to the rhythm of the music.
	DIRECTIONS 1. Place client near music source. 2. Begin music 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to move body to rhythm of music

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves body occasionally to rhythm of the music b. Moves body rhythmically 25% of the time c. Moves body rhythmically 50% of the time d. Moves body rhythmically while listening to music	Move your body to the rhythm of the music.
	DIRECTIONS 1. Direct client to suitable chair 2. Begin music 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool Goal: Rhythmic Movement

Performance Objective: Perform drills to different cadences

Skill Level: Functional ability to march to different cadences

MATERIALS	ENVIRONMENTAL CUE
music with cassette player or drum	quiet area; instructor chooses appropriate music

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves without regard to beat or music c. Moves only when music plays but not to beat d. Makes effort to move chair with cadence of the music	Move your chair to the music (beat).
	DIRECTIONS
	1. Have cassette player or drum sticks available 2. Give verbal cue 3. Start music 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to march to different cadences

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves only when music plays b. Moves to music and cadence for six beats c. Moves to music and cadence for twelve beats d. Moves to music with different cadence	March your chair to the music (beat).
	DIRECTIONS
	1. Have cassette player or drum sticks available 2. Give verbal cue 3. Start music 4. Provide reinforcement when required 5. Record data

Component: Preschool **Goal:** Rhythmic Movement

Performance Objective: Perform a simple dance pattern

Skill Level: Functional ability to coordinate movement and clapping

MATERIALS	ENVIRONMENTAL CUE
none	quiet, open area with smooth surface

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves wheelchair forward but fails to clap c. Moves wheelchair forward 1 foot and claps d. Moves wheelchair forward 2 foot and claps once	Move ____ and clap ____.
	DIRECTIONS
	1. Direct client to area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to coordinate movement and clapping

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves wheelchair forward one foot and claps 2 times b. Moves wheelchair forward 2 feet and claps 2 times c. Moves wheelchair forward 2 feet and claps 3 times d. Moves wheelchair forward 3 feet and claps 3 times	Move ____ and clap ____.
	DIRECTIONS
	1. Direct client to area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

E. Dual and Group Play

PERFORMANCE OBJECTIVE	PAGE #
Recognize how to hide.....	72
Seek out a hidden person.....	73
Trail a person leading	74
Guide a person around a room.....	75
Comprehend one's space in a circle.....	76
Ability to circle with a partner.....	77
Understand one's space in a line	78
Recognize defined boundaries	79
Follow directions when requested.....	80
Demonstrate ability to take turns.....	81
Coordinate motor movement with a group	82

Component: Preschool **Goal:** Dual and Group Play

Performance Objective: Recognize how to hide

Skill Level: Functional ability to hide

MATERIALS	ENVIRONMENTAL CUE
large boxes, sheet, and pole	area with hiding places

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no movement b. Covers eyes and remains stationary c. Goes by object d. Goes behind pole e. Goes behind large object for brief moment	Go hide from me.
	DIRECTIONS
	1. Set up area with various items 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to hide

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Identifies appropriate hiding place and hides for 10 seconds b. Hides from sight for 30 seconds after finding own hiding spot c. Remains hidden for 60 seconds after finding own hiding spot	Go hide from me.
	DIRECTIONS
	1. Set up area with various items 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

DATA POINTS FOR PRECISION TEACHING		a. Finds completely hidden person within 2 min. b. Finds completely hidden person within 1 min. c. Finds completely hidden person within 30 seconds
VERBAL CUE	Go find _____.	
DIRECTIONS		
1. Set up room with places to hide	2. Turn client away from hiding areas	
3. Tell other person to hide	4. Give verbal cue	
5. Provide reinforcement when required	6. Record data	

Skill Level: Age-appropriate ability to find a hidden person

DATA POINTS FOR PRECISION TEACHING		a. No functional response b. Moves aimlessly around room c. Faces general direction of partially hidden person d. Moves in general direction of partially hidden person e. Moves toward and makes contact with partially hidden person
VERBAL CUE	Go find _____.	
DIRECTIONS		
1. Set up room with places to hide	2. Turn client away from hiding areas	
3. Tell other person to hide partially	4. Give verbal cue	
5. Provide reinforcement when required	6. Record data	

MATERIALS	large boxes or partitions
ENVIRONMENTAL CUE	places to hide with one person partially hidden/completely hidden from view

Skill Level: Functional ability to find a hidden person

Performance Objective: Seek out a hidden person

Component: Preschool Goal: Dual and Group Play

Component: Preschool Goal: Dual and Group Play

Performance Objective: Trail a person leading

Skill Level: Functional ability to follow another person

MATERIALS	ENVIRONMENTAL CUE
6 cones, other objects	open area with one or more clients

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Grasps hand but resists movement c. Grasp hand and begins moving away from person d. Grasps hand and begins following person and then stops or lets go of hand e. Grasps hand and follows individual for 10 steps	Hold _____'s hand and follow him/her around the room.
	DIRECTIONS
	1. Set up cones around room 2. Mark trail 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

 Skill Level: Age-appropriate ability to follow another person

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Follows around 2 of 6 cones in 20' zig-zag pattern b. Follows around 4 of 6 cones in 20' zig-zag pattern c. Follows around 6 of 6 cones in 20' zig-zag pattern d. Follows to designated objects	Hold _____'s hand and follow him/her around the room.
	DIRECTIONS
	1. Set up cones around room 2. Mark trail 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool Goal: Dual and Group Play

Performance Objective: Guide a person around a room

Skill Level: Functional ability to lead another person

MATERIALS	ENVIRONMENTAL CUE
6 cones, other objects	open area with one or more clients

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Grasps hand but does not move c. Begins moving wheelchair without other person d. Grasps second person's hand and begins moving wheelchair e. Grasps second person's hand, moves wheelchair a short distance, and stops then drops hand f. Grasps second person's hand and moves wheelchair to object	Hold _____'s hand and lead him/her around the room.
	DIRECTIONS
	1. Set up cones around room 2. Mark trail 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

 Skill Level: Age-appropriate ability to lead another person

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Leads around 2 of 6 cones in 20' zig-zag pattern b. Leads around 4 of 6 cones in 20' zig-zag pattern c. Leads around 6 of 6 cones in 20' zig-zag pattern d. Leads to designated objects	Hold _____'s hand and lead him/her around the room.
	DIRECTIONS
	1. Set up cones around room 2. Mark trail 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool Goal: Dual and Group Play

Performance Objective: Comprehend one's space in a circle

Skill Level (1): Functional ability to position oneself in a circle

MATERIALS	ENVIRONMENTAL CUE
Mark out circle on the floor	gym or open area with four or more clients

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves wheelchair behind another client c. Moves wheelchair within circle of clients d. Performs incorrect motor response but proper position	Move wheelchair in the circle.
	DIRECTIONS 1. Mark circle on floor 2. Test is done with client moving to circle and having formed circle 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level (2): Age-appropriate ability to position oneself in a circle

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves wheelchair to circle and performs behavior correctly for 5 seconds b. Moves wheelchair to circle and behaves correctly for 30 seconds c. Moves wheelchair to circle and performs another command behavior d. Moves wheelchair to circle while other clients are forming circle	Move wheelchair in the circle.
	DIRECTIONS 1. Mark circle on floor 2. Test is done with client moving to circle and having formed circle 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool **Goal:** Dual and Group Play

Performance Objective: Able to circle with a partner

Skill Level: Functional ability to circle with a partner

MATERIALS	ENVIRONMENTAL CUE
circle marked on floor, 4' diameter	open space free of obstacles and one other person

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Looks at partner but makes no motor response c. Grabs hand but does not move d. Begins to move around in a circular path	Grab _____'s hand and circle wheelchair around.
	DIRECTIONS
	1. Direct client to center of 4' circle with partner at outer edge 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to circle with a partner

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Holds partner's hand and moves wheelchair around half of the circle b. Holds partner's hand and moves wheelchair around a circle once c. Holds partner's hand and moves wheelchair around circle to the right 3 times d. Holds partner's hand and moves wheelchair in a circle to the right and then to the left	Grab _____'s hand and circle wheelchair around.
	DIRECTIONS
	1. Direct client to center of 4' circle with partner at outer edge 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Dual and Group Play

Performance Objective: Understand one's space in a line

Skill Level (1): Functional ability to form a line

MATERIALS	ENVIRONMENTAL CUE
line marked on floor	gym or open area with four or more clients

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves away from formed line c. Faces formed line d. Moves toward formed line e. Joins formed line not according to command	Get in the _____ (rear, front, middle) of the line.
	DIRECTIONS
	1. Mark line on floor 2. As appropriate direct clients in or not in line 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level (2): Age-appropriate ability to form a line

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Joins formed line at rear, based upon command, and remains for 10 seconds b. Joins formed line at front or middle, based upon command, and remains for 10 seconds c. Joins forming line at rear with cue given as line is forming d. Joins forming line at front or middle with cue given while line is forming	Get in the _____ (rear, front, middle) of the line.
	DIRECTIONS
	1. Mark line on floor 2. As appropriate direct clients in or not in line 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool **Goal:** Dual and Group Play

Performance Objective: Recognize defined boundaries

Skill Level (1): Functional ability to play within a circle

MATERIALS	ENVIRONMENTAL CUE
toys and 12-15' diameter circle	gym or open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Moves wheelchair into circle but leaves area c. Moves wheelchair in and out of circle d. Moves wheelchair around occasionally touching line of circle	Play within the circle.
	DIRECTIONS
	1. Mark 12-15' circle 2. Place toys within circle 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level (2): Age-appropriate ability to play within a circle

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Plays within circle without touching boundary for 30 seconds b. Plays within circle without touching boundary for 1 minute c. Plays within the circle without touching boundary for 2 minutes	Play within the circle.
	DIRECTIONS
	1. Mark 12-15' circle 2. Place toys within circle 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool Goal: Dual and Group Play

Performance Objective: Follow directions when requested

Skill Level (1): Functional ability to get an object and bring it back

MATERIALS	ENVIRONMENTAL CUE
variety of toys	gym or open area with table

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Moves wheelchair counter to direction c. Begins correct movement but discontinues d. Moves wheelchair to table and begins playing with a toy	Get the _____ (specify toy) and bring it to me.
	DIRECTIONS
	1. Place various toys on table 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level (2): Age-appropriate ability to get an object and bring it back

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves wheelchair to table and begins playing with appropriate toy b. Moves wheelchair to table and picks up a toy and returns c. Moves wheelchair to table, picks up the appropriate toy, and returns but drops it d. Picks up appropriate toy, returns with it, and hands it to the instructor	Get the _____ (specify toy) and bring it to me.
	DIRECTIONS
	1. Place various toys on table 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

DATA POINTS FOR PRECISION TEACHING		a. Plays instrument on 2nd or 3rd cue but fails to stop b. Plays instrument on last cue but fails to stop c. Plays instrument first and stops on cue d. Plays instrument on any cue and stops appropriately
VERBAL CUE		Play the tambourine after _____ .
DIRECTIONS		
1. Provide seating arrangements 2. Provide each client with instrument 3. Give verbal cue 4. Provide reinforcement when required 5. Record data		

Skill Level (2): Age-appropriate ability to go when one's turn arrives

DATA POINTS FOR PRECISION TEACHING		a. Makes no functional response b. Plays instrument when first client plays instrument c. Plays instrument sporadically d. Plays instrument when first cued but fails to stop
VERBAL CUE		Play the tambourine after _____ .
DIRECTIONS		
1. Provide seating arrangements 2. Provide each client with instrument 3. Give verbal cue 4. Provide reinforcement when required 5. Record data		

MATERIALS	tambourine or musical instrument and chairs or poly spots
ENVIRONMENTAL CUE	open area with 3 to 4 clients each with chair/poly spot and instrument

Skill Level (1): Functional ability to go when one's turn arrives

Performance Objective: Demonstrate ability to take turns

Component: Preschool **Goal:** Dual and Group Play

Component: Preschool Goal: Dual and Group Play

Performance Objective: Coordinate motor movement with a group

Skill Level (1): Functional ability to wave a parachute

MATERIALS	ENVIRONMENTAL CUE
12' parachute	gym or open area with 6 or more clients

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Looks at parachute and moves toward it c. Moves to parachute and watches other clients d. Grasps and holds the parachute e. Waves parachute disregarding other clients	Help wave the parachute slowly/quickly.
	DIRECTIONS
	1. Lay parachute on floor 2. Position clients around it 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level (2): Age-appropriate ability to wave a parachute

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Raises parachute in unison with clients b. Raises arms raising parachute and brings parachute down in unison with other clients c. Raises and lowers parachute at slow speed d. Raises and lowers parachute at faster speed e. Raises parachute quickly holding it while a designated client runs under, then lowers it	Move the parachute slowly/quickly.
	DIRECTIONS
	1. Lay parachute on floor 2. Position clients around it 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

F. Aquatics

PERFORMANCE OBJECTIVE	PAGE #
Familiarization with water.....	84
Adjustment to water in small pool.....	85
Adjustment to lying prone in water.....	86
Adjustment to water while sitting on steps of pool.....	87
Blow bubbles in the water using a straw.....	88
Blow bubbles with mouth in the water.....	89
Bobs under water.....	90

Component: Preschool **Goal:** Aquatics

Performance Objective: Familiarization with water

Skill Level: Functional ability to play in water

MATERIALS	ENVIRONMENTAL CUE
water, basin, sink, bucket or small plastic tub	Container of water set on wheelchair tray or next to child

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Turns from container of water c. Puts one hand in container without movement d. Moves one hand tentatively	Move your hands in the water.
	DIRECTIONS 1. Have container of water 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to play in water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Places both hands in water without movement b. Moves hands in water c. Begins to cup hands and lift water d. Splashes water out of the tub	Move your hands in the water.
	DIRECTIONS 1. Have container of water available 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Aquatics

Performance Objective: Adjustment to water in small pool

Skill Level: Functional ability to move about in water

MATERIALS	ENVIRONMENTAL CUE
plastic children's pool, floatation device	shallow (6-8") warm water, client wears floatation device

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Moves one hand through the water c. Cups hands and lifts water d. Splashes water with hands	Move around the pool.
	DIRECTIONS 1. Place client in pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to move about in water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves body around edge of pool b. Moves body toward center of pool c. Moves body to center and back to side d. Moves body around pool for one minute	Move around the pool.
	DIRECTIONS 1. Place client inside edge of pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool Goal: Aquatics

Performance Objective: Adjustment to lying prone in water

Skill Level: Functional ability to lie on stomach in shallow water

MATERIALS	ENVIRONMENTAL CUE
shallow, plastic children's pool	shallow (6-8") warm water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves hands through water c. Splashes water d. Plays with toy in the water	Lie on your stomach in the pool.
	DIRECTIONS
	1. Place client in sitting position in shallow pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to lie on stomach in shallow water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves around pool b. Leans to one side c. Leans on side using elbow for support d. Rolls over to stomach using elbows for support	Lie on your stomach in the pool.
	DIRECTIONS
	1. Place client in sitting position in shallow pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Aquatics

Performance Objective: Adjustment to water while sitting on steps of pool

Skill Level: Functional ability to play with toy in water

MATERIALS	ENVIRONMENTAL CUE
pool and water toys - boat	steps at shallow end of pool; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves hands in water c. Splashes water d. Looks at boat	Play in the water with the boat.
	DIRECTIONS 1. Sit child waist deep on steps of pool 2. Have boat available to child 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to play with toy in water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Reaches for the boat b. Plays with the boat c. Places boat in the water d. Moves boat back and forth in the water	Play in the water with the boat.
	DIRECTIONS 1. Sit child waist deep on steps of pool 2. Have boat available to child 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool Goal: Aquatics

Performance Objective: Blow bubbles in the water using a straw

Skill Level: Functional ability to blow bubbles with a straw in water

MATERIALS	ENVIRONMENTAL CUE
shallow pool with warm water, floatation device, straws	shallow pool with platform steps; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Reaches for straw c. Takes the straw and plays with it d. Places straw in mouth	Blow bubbles in the water with the straw.
	DIRECTIONS
	1. Place client on step waist deep 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to blow bubbles with a straw in the water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Blows into straw b. Places straw into the water while holding it in mouth c. Moves straw around in the water while holding it in mouth d. Blows bubbles in the water with the straw	Blow bubbles in the water with the straw.
	DIRECTIONS
	1. Place client on step waist deep 2. Fasten buoyancy belt and goggles 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Preschool **Goal:** Aquatics

Performance Objective: Blows bubbles with mouth in the water

Skill Level: Functional ability to put mouth in water and blow bubbles

MATERIALS	ENVIRONMENTAL CUE
swimming pool with warm water	place child in pool on lower step; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves hands through the water c. Splashes water on self d. Blows at water	Place mouth in water and blow bubbles.
	DIRECTIONS
	1. Place client in shallow water 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to put mouth in water and blow bubbles

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Place mouth in the water b. Blows one bubble with the mouth in the water c. Places mouth in the water and blows two bubbles d. Blows bubbles with mouth in the water for 5 consecutive seconds	Place mouth in water and blow bubbles.
	DIRECTIONS
	1. Place child in shallow pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Preschool **Goal:** Aquatics

Performance Objective: Bobs under water

Skill Level: Functional ability to bob in the water

MATERIALS	ENVIRONMENTAL CUE
shallow pool with warm water, floatation device	2-3' of water in pool; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Looks around the pool c. Blows at water d. Places chin in water	Bob in the water
	DIRECTIONS
	1. Place child by side of pool with hands on wall of the pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to bob under water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Places chin and mouth in water and blows bubbles b. Bobs up and down until nose is in water c. Bobs up and down until eyes are in water d. Bobs up and down until head is under water e. Bobs up and down 3 consecutive times placing head under water	Bob in the water.
	DIRECTIONS
	1. Place client by side of pool with hands on the wall of the pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Chapter 5

RISPE: Developmental Play and Sport for Nonambulatory Elementary Component

A. Creative and Dramatic Play

PERFORMANCE OBJECTIVE	PAGE#
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<p>MATERIALS</p> <p>gym floor tape, cones</p>	<p>ENVIRONMENTAL CUE</p> <p>various shapes made from tape randomly placed around floor</p>
--	---

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Know one's personal play space

Skill Level: Functional knowledge to define one's own play space

<p>DATA POINTS FOR PRECISION TEACHING</p> <p>a. Focuses attention on teacher; does not respond to verbal cue b. Stays outside of circle c. Moves to circle</p>	<p>VERBAL CUE</p> <p>Move to your own space and play.</p> <p>DIRECTIONS</p> <p>1. Make various shapes on the floor using gym floor tape 2. Give verbal cue 3. Provide reinforcement when required 4. Record data</p>
---	---

***** Skill Level: Age-appropriate knowledge to define one's own play space *****

<p>DATA POINTS FOR PRECISION TEACHING</p> <p>a. Moves to circle taped on floor b. Performs various movements in own space c. Able to change own space upon command d. Able to find personal spaces that vary in shape and/or color</p>	<p>VERBAL CUE</p> <p>Move to your own space. Move to a space that is a circle.</p> <p>DIRECTIONS</p> <p>1. Make various shapes on the floor using gym floor tape 2. Give verbal cue 3. Change play area to include various geometric shape 4. Provide reinforcement when required 5. Record data</p>
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Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Know one's general play space

Skill Level: Functional knowledge to identify one's play space

MATERIALS	ENVIRONMENTAL CUE
poly spots and colored tape	gym with poly spots scattered

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Focuses attention on teacher and begins but does not continue movement b. Moves in general space but does not stop on command c. Moves in general space but is unable to find own space appropriately	Move around the gym.
	Go to your own space.
	DIRECTIONS
	1. Scatter poly spots around gym 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate knowledge to identify one's play space

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves in general space upon command and appropriately stops and finds own space upon command b. Performs various movements in general space c. Can move slowly or quickly in general space upon command	Move _____ around the gym. (backwards, in circles, sideways, etc.)
	Stop. Find your own space.
	DIRECTIONS
	1. Scatter poly spots around area 2. Give verbal cue 3. Change cue as needed 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: React appropriately on cue to music

Skill Level: Functional reaction to music when cued

MATERIALS	ENVIRONMENTAL CUE
cassette (record) player and music, cones	gym: stress safety and awareness of other clients; scatter cones around room

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds to music by smiling or moving body in some manner that is appropriate to task (verbal cue) b. Moves only after seeing that others are moving; does not stop when music ceases c. Responds appropriately to cues only via reliance on appropriate behavior of other students	When you hear the music, _____; when the music stops, stop.
	DIRECTIONS
	1. Set up cassette/record player 2. Give verbal cue 3. Begin/stop music 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate reaction to music when cued

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds appropriately and independently b. Responds appropriately to introduction of new task such as moving wheelchair forward, around, backward, etc. c. Able to change movements independently from trial to trial	When you hear the music, _____; when the music stops stop.
	DIRECTIONS
	1. Set up cassette play 2. Give verbal cue 3. Begin/stop music 4. Change verbal cue 5. Give reinforcement when required 6. Record data

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Play appropriately with movement to music

Skill Level: Functional ability to respond to music playing/stopping

MATERIALS	ENVIRONMENTAL CUE
music and 1 taped square for each client	gym or open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Moves around squares appropriate when music is playing but continues to move after music has stopped c. Stops but not on square d. Stops on square after long delay *One chair per client; each client is successful.	Move around chairs until music stops then stop the wheelchair. ("Musical Chairs")
	DIRECTIONS
	1. Set up one square per client 2. Set up cassette player 3. Give verbal cue 4. Start/stop music 5. Provide reinforcement when required 6. Record data

Skill Level: Age-appropriate ability to respond to music playing/stopping

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves to square appropriately on cue b. When a square is taken away client recognizes he/she will now be competing for a square c. Ability to perform different movements (moving forward, backward, around squares, etc.) prior to moving into square	_____ around chair until music stops then stop wheelchair.
	DIRECTIONS
	1. Set up one square per client 2. Set up cassette player 3. Give verbal cue 4. Start/stop music 5. Provide reinforcement when required 6. Record data

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Act out and dramatize poems

Skill Level: Functional ability to illustrate poems with movement pattern

MATERIALS	ENVIRONMENTAL CUE
poly spots for placement of wheelchairs	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE	
<p>Actions for each phrase:</p> <ol style="list-style-type: none"> Clap own hands; clap hands of partner; repeat; shake forefinger at partner 3 times Stir the cake fast and vigorously Follow words with patting, molding, and putting "T" on top of cake Moves with good balance carefully so the cake will not be dropped <ol style="list-style-type: none"> Completes 1 out of 4 successfully Completes 2 out of 4 successfully Completes 3 out of 4 successfully 	<p>Act out poem:</p> <ol style="list-style-type: none"> Pat-a-cake, pat-a-cake, baker's man Bake me a cake as fast as you can Pat it , mold it, and mark it with a "T" and Bring it home safely to baby and me 	
	DIRECTIONS	
		<ol style="list-style-type: none"> Poly spots for wheelchair placement Act out poem Give verbal cue Act out poem with clients Provide reinforcement when required Record data

Skill Level: Age-appropriate ability to act out poems with movement pattern

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE	
<ol style="list-style-type: none"> Completes entire poem successfully with instructions After successful completion of poem, moves around with cake, and finds a new partner with whom to play Verbalizes the entire poem alone 	<p>Act out "Pat-a-cake."</p>	
	DIRECTIONS	
		<ol style="list-style-type: none"> Poly spots for wheelchair placement Act out poem Give verbal cue Act out poem with clients Provide reinforcement when required Record data

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Create movements through a play-song

Skill Level: Functional ability to perform play-story movements

MATERIALS	ENVIRONMENTAL CUE
cassette player and music of "Itsy Bitsy Spider"	quiet area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Responds by keeping eye contact during music b. Responds by making verbal noises during song c. Responds by moving arms to song d. Responds by moving to the song, acting out in own manner 	Act out "The Itsy Bitsy Spider"
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Cassette player with "Itsy Bitsy Spider" 2. Demonstrate "Itsy Bitsy Spider:" 3. Give verbal cue 4. Begin music 5. Provide reinforcement when required 6. Record data

Skill Level: Age-appropriate ability to perform play-story movements

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Can say and sign "Itsy bitsy spider" b. Can say and sign "up the water spout" c. Can say and sign "down came the rain" d. Can say and sign "washed the spider out" e. Can say and sign "out came the sun" f. Can say and sign "dried up all the rain" g. Can say and sign "itsy bitsy spider" h. Can say and sign "went up the spout again" 	Act out "The Itsy Bitsy Spider"
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Cassette player with "Itsy Bitsy Spider" 2. Demonstrate "Itsy Bitsy Spider:" 3. Give verbal cue 4. Begin music 5. Provide reinforcement when required 6. Record data

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Engage in solitary play

Skill Level: Functional ability to engage in creative solitary play

MATERIALS	ENVIRONMENTAL CUE
toys/equipment suitable for child-play	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Goes to toy but remains more interested in watching others play b. Goes to toy and examines but shows no intent of playing c. Goes to toy or piece of equipment and throws it or simply avoids it d. Plays with object but without apparent purpose; exhibits stereotypical or repetitive behavior 	Play with _____.
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Provide toys in large area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to engage in creative solitary play

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Engages in solitary play for very short time b. Engages in solitary play for at least one minute; purpose is apparent c. Engages in solitary play for more than three minutes d. Engages in solitary play and demonstrates ability to integrate 2 or more toys while playing e. Engages in solitary play and demonstrates ability to adapt or change the role of a toy that requires imagination 	Play with the _____
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Provide toys in area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Engage in parallel play

Skill Level: Functional ability to play without disturbing others

MATERIALS	ENVIRONMENTAL CUE
toys/equipment suitable for child-play	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Engages in solitary play unaware of others b. Engages in solitary play exhibiting avoidance behavior toward other children c. Engages in solitary play but does not attempt to establish a play space near another child	Play with the toys.
	DIRECTIONS
	1. Place toys in area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to play without disturbing others

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Plays independently showing awareness and occasional interest in others; does not attempt to establish a play space near or next to another child b. Establishes a "parallel" play space with another child after some delay c. Immediately establishes a play space near or next to another child	Play with the toys.
	DIRECTIONS
	1. Place toys in area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

DATA POINTS FOR PRECISION TEACHING		a. Engages in parallel play and responds to another child's attempt at interaction but does not persist; returns to "self-centered" behavior b. Engages in parallel play and engages in side-by-side play only when initiated by others c. Engages in side-by-side play while initiating contact with others; interactions can be positive and/or negative
VERBAL CUE	Play with _____.	
DIRECTIONS		
1. Place toys in area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data		

Skill Level(2): Age-appropriate ability to engage in interactive play

DATA POINTS FOR PRECISION TEACHING		a. Engages in solitary play unaware of others b. Engages in parallel play without initiating any interaction with others c. Engages in parallel play and exhibits avoidance behavior to another child's attempt to interact
VERBAL CUE	Play with _____.	
DIRECTIONS		
1. Place toys in area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data		

MATERIALS	toys/equipment suitable for child-play
ENVIRONMENTAL CUE	open area

Skill Level: Functional ability to engage in interactive play

Performance Objective: Engage in side-by-side play

Component: Elementary Goal: Creative and Dramatic Play

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Engage in cooperative play relationship

Skill Level: Functional ability to cooperate while playing

MATERIALS	ENVIRONMENTAL CUE
toys/equipment suitable for child-play	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Engages in side-by-side play while exhibiting unwillingness to share toys b. Engages in cooperative play with the absence of rules or perceived organization c. Engages in cooperative play but is unable to understand game formation or basic rules d. Engages in cooperative play with an inconsistent demonstration of the knowledge of rules	Play with the children.
	DIRECTIONS
	1. Place toys in area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to cooperate while playing

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Engages in cooperative play with consistent understanding of game goal b. Demonstrates ability to switch roles during play c. Engages in progressively more complex, organized games to lead-up games	Play with the children.
	DIRECTIONS
	1. Place toys in area 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Involve adults in planning and play

Skill Level: Functional ability to interact in play with adult

MATERIALS	ENVIRONMENTAL CUE
toys/equipment suitable for child-play	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Recognizes opportunity to involve adult but shows disinterest b. Plays with adult but adult is an object to manipulate in the environment c. When adult attempts to help plan and create a game/activity, client refuses or ignores ideas (egocentric behavior) 	Have _____ play with you (adult's name).
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Set up play area with appropriate toys 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level(2): Age-appropriate ability to interact in play with adult

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Modifies rules or suggestions for game/activity that adult offered while having adult play b. Accepts and uses adult's ideas and suggestions although may modify or "throw them out" during play c. Seeks and ask for help of the adult in planning and the adults has an integral and active role during play 	Have _____ play with you (adult's name).
	DIRECTIONS
	<ul style="list-style-type: none"> 1. Set up play area with appropriate toys 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Creative and Dramatic Play

Performance Objective: Integrate dynamic play environment

Skill Level: Functional ability to vary play as environment changes

MATERIALS	ENVIRONMENTAL CUE
toys/equipment suitable for child-play	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Keys in on one toy of interest and stays with that toy; a goal may not be apparent b. Play is goal-directed but environment is constant; play behavior is repetitive c. Play is goal-directed with attention shifting from one toy to another but interaction among several toys is absent	Play with the toys.
	DIRECTIONS
	1. Set up play area with appropriate toys 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to vary play as environment changes

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Demonstrates a changing play environment but inconsistently (e.g., might revert back to repetitive or ritualistic play behavior) b. Demonstrates dynamic play environment by occasionally introducing new toys or rules c. Demonstrates dynamic play environment by constantly introducing new toys, rules or people into the game; displays good imagination	Play with the toys.
	DIRECTIONS
	1. Set up play area with appropriate toys 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

B. Stunts and Tumbling

PERFORMANCE OBJECTIVE	PAGE#
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Component: Elementary **Goal:** Stunts and Tumbling

Performance Objective: Balance objects during locomotion

Skill Level: Functional ability to balance an object during movement

MATERIALS	ENVIRONMENTAL CUE
bean bags, paddles	Gym or open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Attempts to put bean bag on head c. Balances bean bag on head for 3 seconds d. Moves forward while balancing bean bag on head for 3 seconds	Balance this bean bag on your head while moving your wheelchair in a straight line. Balance this bean bag on the paddle and move your wheelchair forward.
	DIRECTIONS
	1. Provide bean bag and paddle 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to balance an object during movement

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves forward while balancing bean bag on head for 10 seconds b. Moves forward while balancing bean bag on paddle for 10 seconds c. Moves forward while balancing bean bag on paddle for 30 seconds.	Balance this bean bag on your head while moving your wheelchair in a straight line. Balance this bean bag on the paddle and move your wheelchair forward.
	DIRECTIONS
	1. Provide bean bag and paddle 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Stunts and Tumbling

Performance Objective: Hang on a low horizontal bar

Skill Level: Functional ability to hang from horizontal bar

MATERIALS	ENVIRONMENTAL CUE
horizontal bar and mats	gym; use proper spotting techniques

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Reaches for bar c. Grasps bar briefly d. Briefly pulls body from chair by grasping bar in straight-arm position	Do a _____-arm hang from the bar. (straight- or flexed-)
	DIRECTIONS
	1. Place wheelchair in locked position under bar 2. Give verbal cue 3. Spot for client 4. Provide reinforcement when required 5. Record data

 Skill Level: Age-appropriate ability to hang from horizontal bar

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Pulls body from chair for 10 seconds by grasping bar in straight-arm position b. Pulls body from chair for 3 seconds by grasping bar in flexed-arm hang c. Pulls body from chair for 10 seconds by grasping bar in flexed-arm hang	Do a _____-arm hang on the bar. (straight- or flexed-)
	DIRECTIONS
	1. Place wheelchair in locked position under bar 2. Give verbal cue 3. Spot for client 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Apparatus Use

Performance Objective: Hang from a horizontal ladder

Skill Level: Functional ability to perform a horizontal ladder hang

MATERIALS	ENVIRONMENTAL CUE
horizontal ladder and mats	gym; use proper spotting techniques

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Reaches for bar c. Briefly performs two-arm, straight-arm hang from one rung d. Performs two-arm, straight-arm hang from one rung for 5 seconds	Hang from the ladder.
	DIRECTIONS
	1. Place client under with wheelchair in locked position 2. Give verbal cue 3. Spot for client 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to perform a horizontal ladder hang

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Performs a straight-arm hang for more than 5 seconds b. Performs a flexed-arm hang from one rung for less than 5 seconds c. Performs a flexed-arm hang from two rungs for more than 5 seconds	Do a _____ (straight/flexed) -arm hang.
	DIRECTIONS
	1. Place client under low horizontal ladder with wheelchair in locked position 2. Give verbal cue 3. Spot for client 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Stunts and Tumbling

Performance Objective: Travel on a horizontal ladder

Skill Level: Functional ability to hand-walk on horizontal ladder

MATERIALS	ENVIRONMENTAL CUE
horizontal ladder and mats	gym; use proper spotting techniques

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Performs a straight-arm hang with both arms on one rung b. Reaches one arm forward and grasps next rung c. Reaches remaining arm forward so that both hands are on the same rung	Hand-walk along the ladder.
	DIRECTIONS
	1. Place client under low horizontal ladder with wheelchair in locked position 2. Give verbal cue 3. Spot for client 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to hand-walk on horizontal ladder

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moving one rung at a time moves along less than 3 rungs b. Alternating hand swings moves along ladder grasping each time past set hand for 3 to 6 rungs c. Alternating rungs travels for 6 or more rungs	Move along the ladder.
	DIRECTIONS
	1. Place client under low horizontal ladder with wheelchair in locked position 2. Give verbal cue 3. Spot for client 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Stunts and Tumbling

Performance Objective: Imitate animal movements and sounds

Skill Level: Functional ability to mimic different animal movements and sounds

MATERIALS	ENVIRONMENTAL CUE
mats	Teacher facing client

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Makes sound but no movement c. Imitates crawling motion but without sound d. Makes animal sound and imitates animal movement NOTE: Movement will depend upon client's disability	Move and sound like a _____ (fish, snake, cat, dog, etc.).
	DIRECTIONS
	1. Set up mats 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to mimic different animal movements and sound

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Imitates fish movements b. Imitates snake movements c. Imitates cat movements d. Imitates a bird (flapping arms while moving)	Move like a _____ (fish, snake, cat bird, etc.).
	DIRECTIONS
	1. Set up mats 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Stunts and Tumbling

Performance Objective: Perform a sideways roll

Skill Level: Functional ability to perform a log roll

MATERIALS	ENVIRONMENTAL CUE
mats	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Lies with body in front-lying position with arms at side b. Lies with body in front-lying position with arms extended overhead and legs together c. Performs rolling movements from front-lying position while body remains extended NOTE: Movement will depend upon client's disability	Do a log roll.
	DIRECTIONS
	1. Set up mats 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to perform a log roll

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Lies with body in front-lying position with arms extended over head and legs together b. Rolls from front-lying position while body remains extended c. Rolls body along a straight path for 2 or 3 successive rolls d. Rolls body along a straight path the length of a mat	Do a log roll.
	DIRECTIONS
	1. Set up mats 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Stunts and Tumbling

Performance Objective: Perform arm support positions

Skill Level: Functional ability to form a front/back bridge

MATERIALS	ENVIRONMENTAL CUE
mats	open area; use proper spotting techniques

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Lying face down, briefly pushes up with arms c. Holds position for 5 seconds d. Holds position for 10 seconds	Make a front bridge using your arms.
	DIRECTIONS
	1. Set up mats 2. Place client prone on mat 3. Give verbal cue 4. Give client support if necessary 5. Provide reinforcement when required 6. Record data

 Skill Level: Age-appropriate ability to form a front/back bridge

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Lying face up pushes up with arms and holds briefly b. Holds position for less than 5 seconds c. Holds position for more than 5 seconds	Make a back bridge using your arms.
	DIRECTIONS
	1. Set up mats 2. Place client supine on mat 3. Give verbal cue 4. Give client support if necessary 5. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Stunts and Tumbling

Performance Objective: Perform wheelbarrow with a partner

Skill Level: Functional ability to perform a stunt with a partner

MATERIALS	ENVIRONMENTAL CUE
mats	open area; mats; use proper spotting techniques

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves away from partner b. Briefly allows partner to lift legs c. Uses arms to move with partner less than 5 steps d. Uses arms to move with partner for more than 5 steps	Make a wheelbarrow with a partner. NOTE: Client is on mat; peer tutor stands nearby
	DIRECTIONS 1. Set up mats; client is prone on mat; peer tutor standing 2. Give verbal cue 3. Client on ground pushes up on hands and partner lifts legs 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to perform a stunt with a partner

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. In wheelbarrow position lifts partner's legs briefly b. Holds partner's legs for less than 5 steps c. Able to move more than 5 steps	Make a wheelbarrow roll. NOTE: Client is in wheelchair; peer tutor is on mat
	DIRECTIONS 1. Set up mats 2. Give verbal cue 3. Client lifts peer tutor's legs and rests them on lap; assist if necessary 4. Provide reinforcement when required 5. Record data

C. Low Organization Games

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Component: Elementary **Goal:** Low Organization Games

Performance Objective: Implement various game formations

Skill Level: Functional ability to form a circle

MATERIALS	ENVIRONMENTAL CUE
cones	circle on floor

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds by giving eye contact to instructor b. Moves toward cones but fails to take correct position c. Responds by aligning self on cue	Form a circle around me.
	DIRECTIONS
	1. Place cones around self 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to form a circle

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Sits in circle for 5 seconds b. Sits in circle for 10 seconds c. Sits in circle for 15 seconds	Form a circle around me.
	DIRECTIONS
	1. Place cones around self 2. Give verbal cue 3. Time length of stand 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Low Organization Games

Performance Objective: Maneuver in a controlled fashion

Skill Level: Functional ability to move in a controlled fashion

MATERIALS	ENVIRONMENTAL CUE
none	two lines on floor

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves prior to commands b. After command moves in stated direction c. After command moves in general area d. After command moves in specific place	Move forward to this line.
	DIRECTIONS
	1. Place lines on floor 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to move in a controlled fashion

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Acts confused over new direction b. Moves backward in controlled fashion to the line c. Moves forward to line and fails to change to backward d. Moves forward and then backward in a controlled fashion to one line then another	Move _____ to the line (backward, forward then backward).
	DIRECTIONS
	1. Place 2 lines on floor 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Low Organization Games

Performance Objective: Play in a defined area

Skill Level: Functional ability to play a game in a circle

MATERIALS	ENVIRONMENTAL CUE
cones	circle on floor

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Remains stationary b. Moves away from circle c. Moves to circle d. Sits in circle e. Moves out of circle	Play tag within the circle.
	DIRECTIONS
	1. Set up cones in circle 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to play a game in a circle

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves around within circle b. Plays tag within circle	Play tag within circle.
	DIRECTIONS
	1. Set up cones in circle 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Low Organization Games

Performance Objective: Respond appropriately to a cue

Skill Level: Functional ability to start and stop on cue

MATERIALS	ENVIRONMENTAL CUE
cassette/record player, horn, and drum	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Remains stationary when music plays b. Fails to start on cue c. Fails to stop on cue d. Responds irregularly with appropriate response	Move when the music plays; stop when the music stops.
	DIRECTIONS
	1. Set up cassette player 2. Give verbal cue 3. Start and stop music 4. Provide reinforcement when required 5. Record data

 Skill Level: Age-appropriate ability to start and stop on cue

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Starts and stops on cue 4 times with the music b. Starts and stops on cue 6 times with the drum c. Starts and stops on cue 10 times with the horn	When the music plays, start _____; when the music stops, stop.
	DIRECTIONS
	1. Set up cassette player 2. Give verbal cue 3. Start and stop music 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Low Organization Games

Performance Objective: Participate in parachute play

Skill Level: Functional ability to play with parachute

MATERIALS	ENVIRONMENTAL CUE
small parachute	open area with smooth surface; 5-6 clients and peer tutors

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Client moves away from parachute c. Client grasps parachute briefly d. Client respond correctly to cue for less than 5 seconds	_____ the parachute. (Move around, Lift and move in a circle, Move onto, Move under, etc.)
	DIRECTIONS
	1. Space clients evenly around parachute 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to play with parachute

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Client responds correctly to cues 2 out of 5 times b. Client responds correctly to cues 4 out of 5 times c. Client responds correctly to cues every time	_____ the parachute. (Move around, Lift and move in a circle, Move onto, Move under, etc.)
	DIRECTIONS
	1. Space clients evenly around parachute 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary **Goal:** Low Organization Games

Performance Objective: Participate in games of varying distances

Skill Level: Functional ability to pick up objects in a game situation

MATERIALS	ENVIRONMENTAL CUE
bean bags (10)	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Fails to respond on signal b. Moves toward bags but does not pick up bags c. Picks up bags but drops them d. Picks up one bag and returns	Pick up as many bean bags as you can on "go."
	DIRECTIONS
	1. Scatter bean bags around room 2. Give verbal cue 3. Provide reinforcement when required 4. Count bags 5. Record data

Skill Level: Age-appropriate ability to pick up objects in a game situation

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Picks up 2 bean bags and returns b. Picks up 4 bean bags and returns c. Picks up 6 bean bags and returns d. Picks up more than 7 bags and returns	Pick up as many bean bags as you can on "go."
	DIRECTIONS
	1. Scatter bags around room 2. Give verbal cue 3. Provide reinforcement when required 4. Count bags 5. Record data

Component: Elementary **Goal:** Low Organization Games

Performance Objective: Perform various kinds of locomotion

Skill Level: Functional ability to play games of varying locomotor skills

MATERIALS	ENVIRONMENTAL CUE
base for each client, scooters, and mats	open area; cones set on mats if client is out of wheelchair

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Fails to respond to cue b. Performs incorrect locomotion c. Responds by going to occupied base NOTE: Client can do this in or out of wheelchair; cue will depend upon client's abilities	<u> </u> to a base not occupied (Crawl, Scoot, etc.).
	DIRECTIONS 1. Set up bases around room; use mats if client is out of wheelchair 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to play games of varying locomotor skills

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Performs designated means of locomotion to occupied base b. Performs correct locomotion to unoccupied base and then leaves c. Performs proper locomotion to unoccupied base and remains for 1 minute d. Performs proper locomotion to unoccupied base and remains for 2 minutes	<u> </u> to a base that is not occupied (Crawl, Weave, Roll, etc.).
	DIRECTIONS 1. Have bases and scooters available 2. Scatter bases around room 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Low Organization Games

Performance Objective: Understand the concept of keep away

Skill Level: Functional ability to avoid being tagged

MATERIALS	ENVIRONMENTAL CUE
flags and rings	open area with circle on floor made of rings and 4 or 5 clients

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Stands still c. Moves toward "tagger" d. Begins an avoidance movement	Keep from losing the flag by staying away from _____.
	DIRECTIONS
	1. Have flags for each client 2. Place on clients in circle; give verbal instruction 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to avoid being tagged

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves slowly as tagger approaches b. Moves quickly as tagger approaches c. Makes deceptive moves to avoid tagger d. Avoids losing flag for 30 seconds e. Avoids losing flag for 1 minute	Keep from losing the flag by staying away from _____.
	DIRECTIONS
	1. Have flags for each client 2. Place on clients in circle; give verbal instruction 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Low Organization Games

Performance Objective: Participate in tagging games

Skill Level: Functional ability to play a game of tag

MATERIALS	ENVIRONMENTAL CUE
flag football flags on chairs	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds by not moving b. Responds by wandering away from play area c. Responds by moving with other students d. Responds by moving toward student in an attempt to get flag	Tag _____ by grabbing flag.
	DIRECTIONS
	1. Attach flags to chairs 2. Place on students 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to play a game of tag

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds by tagging appropriate student b. Performs tagging sequence of 2 students c. Performs tagging sequence of 3 students d. Performs tagging sequence of 4 students	Tag _____ by grabbing flag.
	DIRECTIONS
	1. Attach flags to chairs 2. Place on students 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Low Organization Games

Performance Objective: Participate in games with diminishing players

Skill Level: Functional ability to participate in dodge ball

MATERIALS	ENVIRONMENTAL CUE
wall and 12" and 24" very soft foam balls	if bounced, ball must strike above the waist and below the shoulders

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no movement when the ball is rolled or bounced b. Responds by catching ball c. Responds by avoiding ball d. Responds by avoiding ball but fails to rotate out	Move your wheelchair to the ball will not hit you.
	DIRECTIONS
	1. Have 12" and 24" balls on hand 2. Explain rules of game 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to participate in dodge ball

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. When struck by ball client rotates out b. When out, client fails to participate as thrower c. When out, client participates as thrower d. Participates in an age-appropriate manner with others	Move your football so the ball will not hit you.
	DIRECTIONS
	1. Have 12" and 24" balls on hand 2. Explain rules of game 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Low Organization Games

Performance Objective: Participate in games with varying formations

Skill Level: Functional ability to form designs with appropriate cue

MATERIALS	ENVIRONMENTAL CUE
music and tape or markers	open area with formation clearly marked

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds by moving wheelchair when music stops b. Responds by moving wheelchair in disorderly pattern c. Responds by moving wheelchair toward formation d. Responds by moving wheelchair outside pattern	When the music stops, form a _____ (circle, square, triangle).
	DIRECTIONS
	1. Lay out formations with markers/tape 2. Set up cassette player 3. Give instructions 4. Give verbal cue 5. Provide reinforcement when required 6. Record data

Skill Level: Age-appropriate ability to form designs with appropriate cue

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds by taking a position to form a circle b. Responds by taking a position to form a square c. Responds by taking a position to form a triangle	When the music stops, form a _____ (circle, square, triangle).
	DIRECTIONS
	1. Lay out formations with markers/tape 2. Set up cassette player 3. Give instructions 4. Give verbal cue 5. Provide reinforcement when required 6. Record data

Component: Elementary Goal: Low Organization Games

Performance Objective: Cooperate to reach group goal

Skill Level: Functional ability to assist in keeping balloon in the air

MATERIALS	ENVIRONMENTAL CUE
large air-filled balloons	open area with 3 to 4 clients

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Watches balloon c. Reaches for balloon d. Strikes at but misses balloon e. Hits balloon in upward motion e. Balloon kept aloft by client for 5 seconds	Help keep the balloon up in the air.
	DIRECTIONS
	1. Blow up 2 or 3 balloons 2. Direct clients to keep balloon aloft 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to assist in keeping balloon in the air

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Attempts to keep balloon afloat by self b. Alternately hits balloon in air with one other client once c. Alternately hits balloon in air with 2 other clients d. Alternately hits balloon in air with 3 other clients e. Takes turns hitting balloon upward and passes to another client	Help keep the balloon up in the air.
	DIRECTIONS
	1. Blow up 2 or 3 balloons 2. Direct clients to keep balloon aloft 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

D. Rhythmic Movement

PERFORMANCE OBJECTIVE	PAGE#
Respond to an even beat	128
Respond to an uneven beat	129
Respond to rhythmic variations	130
Respond to changes in musical intensity	131
Respond to the beat of music	132
Move to musical variations	133
Change rhythmic beat when directed	134
Exhibit a rhythmic activity with a partner	135

Component: Elementary Goal: Rhythmic Movement

Performance Objective: Respond to an even beat

Skill Level: Functional ability to move to an even beat

MATERIALS	ENVIRONMENTAL CUE
drum or rhythmic instrument	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves upper body but demonstrates unawareness of rhythm b. Moves upper body demonstrating awareness of beat but out of rhythm c. Moves to beat at times by lifting hands at beginning of beat and resting hands at conclusion of beat (rocking motion)	Move hands to the beat of the drum.
	DIRECTIONS
	1. Drum and drum stick 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to move to an even beat

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves upper body successfully at times but unable to sustain rhythm b. Successfully moves upper body to beat c. Moves upper body to beat and is able to change movement rhythm to changes in tempo (two consecutive changes)	Move to the beat of the drum
	DIRECTIONS
	1. Drum and drum stick 2. Give verbal cue 3. Beat drum 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Rhythmic Movement

Performance Objective: Respond to an uneven beat

Skill Level: Functional ability to move to an uneven beat

MATERIALS	ENVIRONMENTAL CUE
drum or rhythmic instrument	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves wheelchair but demonstrates unawareness of beat b. Attempts and demonstrates movement to an uneven beat but it is inappropriate to the beat in question c. At times moves to uneven beat	Move your wheelchair to the beat of the drum.
	DIRECTIONS
	1. Drum and drum stick 2. Give verbal cue 3. Beat drum 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to move to uneven beat

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. At times moves to uneven beat b. Consistently sustains movement to an uneven beat c. Demonstrates ability to move to changes in the uneven beat	Move your wheelchair to the beat of the drum.
	DIRECTIONS
	1. Drum and drum stick 2. Give verbal cue 3. Beat drum in various rhythms 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Rhythmic Movement

Performance Objective: Respond to rhythmic variations

Skill Level: Functional ability to move to rhythmic variations

MATERIALS	ENVIRONMENTAL CUE
drum or rhythmic instrument	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Displays inappropriate movements b. Moves but demonstrates unawareness of beat c. Moves to beat but is unable to adjust to variations in tempo	Move your wheelchair and hands to the beat of the drum.
	DIRECTIONS
	1. Drum and drum stick 2. Give verbal cue 3. Beat drum in various rhythms 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to move to rhythmic variations

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves to beat and demonstrates ability to adjust to variations in tempo with delays or hesitations between changes b. Moves to beat and demonstrates ability to adjust immediately to variations in tempo in smooth manner	Move your wheelchair and hands to the beat of the drum.
	DIRECTIONS
	1. Drum and drum stick 2. Give verbal cue 3. Begin/stop drum beat 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Rhythmic Movement

Performance Objective: Respond to changes in musical intensity

Skill Level: Functional ability to move to variations in musical intensity

MATERIALS	ENVIRONMENTAL CUE
drum or rhythmic implement	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves when beat sounds but does not respond to changes in musical intensity b. Changes movement pattern from soft to stomping or vice versa but at inappropriate times c. Moves appropriately but with a delayed response of 10 seconds or more	When the drum is soft, move your wheelchair softly; when the drum is loud, clap your hands hard.
	DIRECTIONS
	1. Drum and drum stick 2. Give verbal cue 3. Change decibels of drum beat 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to move to variations in musical intensity

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves appropriately with 2 to 5 second delay in response b. Moves appropriately with little or no delayed response c. Demonstrates ability to incorporate other movements with appropriate response with little delay (side-to-side, circular, forward-back, etc.)	When the drum is soft, move your wheelchair softly; when the drum is loud, clap your hands hard.
	DIRECTIONS
	1. Drum and drum stick 2. Give verbal cue 3. Change drum decibel 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Rhythmic Movement

Performance Objective: Respond to the beat of music

Skill Level: Functional ability to clap to musical variations

MATERIALS	ENVIRONMENTAL CUE
music - cassette or record player and poly spots	quiet area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds in any way other than clapping b. Claps but not to the beat of the music c. Inconsistent or random clapping to music d. Demonstrates ability to clap to beat for 3 seconds or less	Clap to the beat of the music
	DIRECTIONS
	1. Cassette player 2. Poly spots for seating 3. Give verbal cue 4. Start music 5. Provide reinforcements when required 6. Record data

Skill Level: Age-appropriate ability to clap to musical variations

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Claps to rhythm of music for 5 seconds b. Claps to the rhythm of music continuously c. Demonstrates ability to adapt appropriate hand clapping to changes in rhythm	Clap to the rhythm of the music.
	DIRECTIONS
	1. Cassette player 2. Poly spots for seating 3. Give verbal cue 4. Start music 5. Provide reinforcements when required 6. Record data

Component: Elementary Goal: Rhythmic Movement

Performance Objective: Move to musical variations

Skill Level: Functional ability to move to musical rhythm

MATERIALS	ENVIRONMENTAL CUE
music-cassette or record player	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Does not respond to musical rhythm b. Responds to musical rhythms but at inappropriate times c. Responds appropriately to musical rhythm with 10 second or more delay	Move to the rhythm of the music.
	DIRECTIONS
	1. Set up cassette player 2. Give verbal cue 3. Begin music 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to move to musical rhythm

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Responds appropriately to musical rhythm with little or no delay b. Demonstrates ability to incorporate other movements with appropriate response with delayed response of 10 seconds or more c. Demonstrates ability to incorporate other movements with appropriate response with little or no delay (arms, head, trunk, etc.)	Move to the music.
	DIRECTIONS
	1. Set up cassette player 2. Give verbal cue 3. Begin music 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Rhythmic Movement

Performance Objective: Change rhythmic beat when directed

Skill Level: Functional ability to change movements when music varies

MATERIALS	ENVIRONMENTAL CUE
music - cassette or record player	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Does not respond to rhythmic changes b. Responds to rhythmic change inappropriately (e.g., moves wheelchair more quickly, stops, more slowly, more quickly, etc.) c. Changes direction appropriately one time with delay and is then unsuccessful d. Changes direction appropriately 3 times or less but with delay	_____ to the musical rhythm.
	DIRECTIONS
	1. Set up cassette player with music that changes tempo 2. Give verbal cue 3. Begin music 4. Provide reinforcement when required 5. Record data

 Skill Level: Age-appropriate ability to change movements when music varies

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Changes direction appropriately 3 times or less without delay b. Changes direction appropriately 3 to 10 times c. Demonstrates ability to change directions consistently	_____ to the musical rhythm
	DIRECTIONS
	1. Set up cassette player with music that changes tempo 2. Give verbal cue 3. Begin music 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Rhythmic Movement

Performance Objective: Exhibit a rhythmic activity with a partner

Skill Level: Functional ability move in rhythm with a partner

MATERIALS	ENVIRONMENTAL CUE
cassette player and drum or rhythmic instrument	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves wheelchair with partner but does not remain in single file and does not "move" in a rhythmic fashion b. Remains in single file formation but does not "move" wheelchair in rhythmic fashion c. Remains in single file and "moves" wheelchair rhythmically and smoothly for 3 seconds or less	Move wheelchair with your partner in single file.
	DIRECTIONS
	1. Set up cassette with marching music 2. Give verbal cue 3. Begin music 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to move in rhythm with a partner

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Fails to change direction when partner does b. Changes direction when partner does less than 3 times c. Changes direction when partner does 3 to 10 times d. Consistently remains in single file and moves wheelchair rhythmically and smoothly	Move wheelchair with your partner in single file
	DIRECTIONS
	1. Cassette player with marching music or drum 2. Give verbal cue 3. Begin music 4. Provide reinforcement when required 5. Record data

E. Sports Skills

PERFORMANCE OBJECTIVE	PAGE#
Perform appropriate sport skill	137
Exhibit appropriate participant behavior	138
Participate in drills for team sports	139
Demonstrate an ability to throw a ball.....	140
Integrate motor response patterns	141
Participate in team sports	142
Demonstrate an underhand roll	143

Component: Elementary Goal: Sports Skills

Performance Objective: Perform appropriate sport skill

Skill Level: Functional ability to assume proper batting form

MATERIALS	ENVIRONMENTAL CUE
t-ball stand, plastic balls, and bats	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
Criteria: grip, arms back, body facing plate with head facing pitcher a. Performs all criteria incorrectly b. Performs grip only correctly c. Performs grip and stance correctly d. Performs grip, stance, and body position correctly but arms are incorrect	Get ready and hit the ball
	DIRECTIONS
	1. Set up t-ball 2. Give verbal instructions 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

 Skill Level: Age-appropriate ability to assume proper hitting form

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Performs all criteria correctly and eye is focused on t-ball b. Performs all criteria correctly but misses ball when bat is swung c. Performs all criteria correctly and hits ball	Get ready and hit the ball.
	DIRECTIONS
	1. Set up t-ball 2. Give verbal instructions 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Sports Skills

Performance Objective: Exhibit appropriate participant behavior

Skill Level: Functional ability to watch a game when not playing

MATERIALS	ENVIRONMENTAL CUE
t-ball stand, plastic balls, and bats	open area

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Fails to watch game when not playing b. Attends to game but at inconsistent intervals; does not respond c. Attends to game but does not respond appropriately; responds at inappropriate times d. Attends to game consistently but does not respond at all	Watch the game while you wait for your turn.
	DIRECTIONS
	1. Set up t-ball game 2. Give verbal instructions 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

 Skill Level: Age-appropriate ability to watch a game when not playing

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Attends to game consistently but fails to respond to teammates' outcomes b. Attends to game but fails to appropriately respond to turn to bat c. Attends to game and demonstrates ability to respond when turn to bat d. Attends to game and demonstrates ability to move to base after hits e. Attends to game while on base and advances with hits	Watch the game while you wait for your turn.
	DIRECTIONS
	1. Set up t-ball game 2. Give verbal instructions 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Sports Skills

Performance Objective: Participates in drills for team sports

Skill Level: Functional ability to pass a ball

MATERIALS	ENVIRONMENTAL CUE
poly spots and basketball (girls')	open area with students in circle

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Does not pass ball to another student upon receiving ball; not attending b. Attends but does not pass ball upon receiving it c. Passes ball away from circle d. Passes ball upon reception but after long delay (75 seconds)	Pass the ball to each other.
	DIRECTIONS
	1. Have balls for passing 2. Set up poly spots in circle 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to pass a ball

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Passes ball with slight delay (3-4 seconds) but is looking at target b. Passes ball appropriately; always passes to same person standing next to client c. Passes ball appropriately varying the people to whom it is passed d. Demonstrates proficient participation and skill when executing drill	Pass the ball to each other.
	DIRECTIONS
	1. Have balls for passing 2. Set up poly spots in circle 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Sports Skills

Performance Objective: Demonstrate an ability to throw a ball

Skill Level: Functional ability to throw a ball correctly

MATERIALS	ENVIRONMENTAL CUE
plastic balls and bases (4)	open area with bases set up in diamond

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Fails to respond to cue b. Responds to cue by flipping ball c. Throws the ball but in wrong direction d. Responds to cue by throwing off of wrong foot	Throw the ball to _____ (name) on base.
	DIRECTIONS
	1. Have balls and bases on hand 2. Set up bases and have person to catch ball 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to throw a ball correctly

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Throws the ball correctly but throws it toward base b. Throws ball correctly and is able to throw to a base 10' away c. Throws ball correctly and is able to throw to a base 20' away d. Throws ball correctly to specified base	Throw the ball to _____ (name) on base.
	DIRECTIONS
	1. Have balls on hand 2. Set up bases and have person to catch ball 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary Goal: Sports Skills

Performance Objective: Integrate motor response patterns

Skill Level: Functional ability to field and throw a ball

MATERIALS	ENVIRONMENTAL CUE
plastic balls and bases (4)	softball diamond with smooth surface

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Does not attempt to field ball b. Makes inappropriate movement to field ball c. Makes appropriate movement to field ball but is unable to catch it d. Able to field ball but holds it	Field the ball and throw it to first base.
	DIRECTIONS
	1. Have balls and bases available 2. Set up bases 3. Give verbal cue 4. Roll ball 5. Provide reinforcement when required 6. Record data

Skill Level: Age-appropriate ability to field and throw a ball

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Able to field ball and throw it but in wrong direction b. Able to field ball and throw it poorly toward base c. Able to field ball and throw it toward base but errantly d. Able to field ball and makes good throw toward base e. Able to field ball and throw to specified base	Field the ball and throw to (specify base).
	DIRECTIONS
	1. Have balls and bases 2. Set up bases 3. Give verbal cue 4. Roll ball 5. Provide reinforcement when required 6. Record data

Component: Elementary **Goal:** Sports Skills

Performance Objective: Participate in team sport

Skill Level: Functional ability to play t-ball game

MATERIALS	ENVIRONMENTAL CUE
t-ball stand, balls, bats, and bases(4)	softball diamond with smooth surface

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Is team member but shows no willingness or understanding to participate in game b. Attempts participation but lacks game concepts which prevents complete participation c. Participates but inconsistently; exhibits off-task or inappropriate behavior toward responsibilities d. Participates and is on-task but participation level is low because of low skill level	Play t-ball.
	DIRECTIONS 1. t-ball stand, balls, bats, and bases 2. Give instructions 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to play t-ball game

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Participates and experiences some degree of success through rule/game modification b. Participates eagerly and experiences success a majority of the time c. Understands game concepts and performs basic skills but inappropriately sometimes d. Understands game concepts and performs basic skills most of the time	Play t-ball.
	DIRECTIONS 1. t-ball stand, balls, bats, bases 2. Give instructions 3. Give verbal cue 4. Provide reinforcement when required 5. Record data

DATA POINTS FOR PRECISION TEACHING		<ul style="list-style-type: none"> a. Releases ball hitting target (or pins) once b. Releases ball hitting target twice c. Releases ball hitting 5 pins d. Releases ball hitting all pins
VERBAL CUE		Roll the ball at the target/bowling pins.
DIRECTIONS		
<ul style="list-style-type: none"> 1. Set up mats to create "lane" and target or bowling pins 2. Give verbal cue 3. Provide reinforcement when required 4. Record data 		

Skill Level: Age-appropriate ability to assume proper hitting form

DATA POINTS FOR PRECISION TEACHING		<ul style="list-style-type: none"> a. No functional response b. Drops ball c. Places ball in position (on ramps if using one) d. Swings arm in direction of roll releasing ball
VERBAL CUE		Roll the ball at the target/bowling pins.
DIRECTIONS		
<ul style="list-style-type: none"> 1. Set up mats to create "lane" and target or bowling pins 2. Give verbal cue 3. Provide reinforcement when required 4. Record data 		

MATERIALS	adapted bowling ball, ball ramp, 10 bowling pins, taped target on wall
ENVIRONMENTAL CUE	place thick mats parallel to each other 3' apart creating "lane"; tape target at 1 end of lane or use bowling pins

Skill Level: Functional ability to roll a ball at an object

Performance Objective: Demonstrate an underhand roll

Component: Elementary **Goal:** Sports Skills

F. Aquatics

PERFORMANCE OBJECTIVE	PAGE #
Retrieve toy under water.....	145
Blow bubbles with face in the water.....	146
Propel self along edge of pool.....	147
Move down platform steps in pool.....	148
Hold breath under water.....	149
Maintain stable position in water using floatation device.....	150
Maintain stable position in water without floatation device.....	151
Propel body forward through the water.....	152

Component: Elementary Goal: Aquatics

Performance Objective: Retrieve toy under water

Skill Level: Functional ability to open eyes under water

MATERIALS	ENVIRONMENTAL CUE
pool, floatation device, brightly colored rings	Place 5 rings in shallow end of pool; client uses floatation devices; use proper spotting techniques

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. No functional response b. Holds onto pool side and splashes water c. Moves hand toward ring in the water d. Bobs under water reaching for ring 	Pick up the rings.
	<p>DIRECTIONS</p> <ul style="list-style-type: none"> 1. Assist client into shallow end of pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to open eyes under water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Bobs under water and picks up a ring b. Retrieves two rings c. Retrieves five rings 	Pick up the rings.
	<p>DIRECTIONS</p> <ul style="list-style-type: none"> 1. Assist client into shallow end of pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary **Goal:** Aquatics

Performance Objective: Blow bubbles with face in the water

Skill Level: Functional ability to blow bubbles with face in water

MATERIALS	ENVIRONMENTAL CUE
pool, floatation device	shallow (6-8") warm water; client uses floatation device; use proper spotting technique

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Makes no functional response b. Splashes water with hands c. Blows at the water d. Holds breath with mouth in water e. Blows a bubble with mouth in the water	Place your face in the water and blow bubbles.
	DIRECTIONS 1. Assist client into pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to blow bubbles with face in the water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Blows bubbles with face in the water for less than 3 seconds b. Blows bubbles with face in the water for 3 to 5 seconds c. Blows bubbles with face in the water for more than 5 seconds	Place your face in the water and blow bubbles.
	DIRECTIONS 1. Assist client into pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Aquatics

Performance Objective: Propel self along edge of pool

Skill Level: Functional ability to propel oneself along edge of a pool

MATERIALS	ENVIRONMENTAL CUE
pool and floatation device	shallow water; client wears floatation device; use proper spotting techniques

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Pulls closer to side c. Moves one hand a few inches along side d. Moves along edge of pool alternating hands for less than one foot	Use your hands to move along the side of the pool.
	DIRECTIONS
	1. Assist client into pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

 Skill Level: Age-appropriate ability to propel oneself along edge of a pool

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Uses alternate hands to move along edge of pool one to two feet b. Uses alternate hands to move along edge of pool two to four feet c. Uses alternate hands to move along shorter edge of pool to other side	Use your hands to move along the side of the pool.
	DIRECTIONS
	1. Assist client into pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Aquatics

Performance Objective: Move down platform steps into pool

Skill Level: Functional ability to use one's arms to move down steps of pool

MATERIALS	ENVIRONMENTAL CUE
pool with platform steps and floatation device	steps at shallow end of pool; client uses floatation device; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Splashes water with hands c. Places hands on the step d. Pushes off the step using arms for support	Use your arms to move down the steps.
	DIRECTIONS 1. Assist client to highest step 2. Give verbal cue 4. Provide reinforcement when required 5. Record data

Skill Level: Age-appropriate ability to use one's arms to move down steps of pool

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Client lowers self to next step b. Client lowers self another step c. Client lowers self until only his/her head is above water	Use your arms to move down the steps.
	DIRECTIONS 1. Assist client to highest step 2. Give verbal cue 4. Provide reinforcement when required 5. Record data

Component: Elementary **Goal:** Aquatics

Performance Objective: Hold breath under water

Skill Level: Functional ability to hold breath under water for 5 seconds

MATERIALS	ENVIRONMENTAL CUE
shallow pool and floatation device	shallow pool; client uses floatation device; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Blows at water c. Holds breath briefly with head above water d. Holds breath briefly with mouth in water	Hold your breath under water.
	DIRECTIONS
	1. Assist client into shallow end of pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to hold breath under water for 5 seconds

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Holds breath with head under water for 1 second b. Holds breath with head under water for 2 or 3 seconds c. Holds breath under water for 5 seconds	Hold your breath under water.
	DIRECTIONS
	1. Assist client into shallow end of pool 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary Goal: Aquatics

Performance Objective: Maintain stable position in water using floatation device

Skill Level: Functional ability to maintain stable position in water

MATERIALS	ENVIRONMENTAL CUE
swimming pool and floatation device	shallow end of pool; client uses floatation device; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Releases one hand from the side c. Moves one hand back and forth through the water d. Moves both arms to float briefly	Float without holding onto the side.
	DIRECTIONS
	1. Assist client into shallow water 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to maintain stable position in water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Floats with head above water for less than 5 seconds b. Floats with head above water for 5 to 10 seconds c. Floats with head above water for 10 or more seconds	Float without holding onto the side.
	DIRECTIONS
	1. Assist client into shallow water 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary **Goal:** Aquatics

Performance Objective: Maintain stable position in water without floatation device

Skill Level: Functional ability to float with head above water

MATERIALS	ENVIRONMENTAL CUE
swimming pool	shallow end of pool; client does not use floatation device; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. No functional response b. Moves body around in the water while holding onto side of pool c. Briefly lets go of side but bobs under d. Uses arms to keep head above water briefly 	Float in the water.
	<p style="text-align: center;">DIRECTIONS</p> <ul style="list-style-type: none"> 1. Assist client into shallow water 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to float with head above water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
<ul style="list-style-type: none"> a. Floats with head above water 3 to 5 seconds b. Floats with head above water for 5 to 10 seconds c. Floats with head above water for more than 10 seconds 	Float in the water.
	<p style="text-align: center;">DIRECTIONS</p> <ul style="list-style-type: none"> 1. Assist client into shallow water 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Component: Elementary **Goal:** Aquatics

Performance Objective: Propel body forward through the water

Skill Level: Functional ability to use arms to move forward through the water

MATERIALS	ENVIRONMENTAL CUE
pool and floatation device	pool; client uses floatation device; use proper spotting

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. No functional response b. Faces you but continues to hold onto the side with hands c. Lets go of side but does not move forward d. Moves toward you briefly but grasps side again	Come to me.
	DIRECTIONS
	1. Assist client into the pool along the side 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Skill Level: Age-appropriate ability to use arms to propel oneself through the water

DATA POINTS FOR PRECISION TEACHING	VERBAL CUE
a. Moves forward for 1 foot before grasping side b. Paddles forward for 2 feet c. Paddles forward 2 to 4 feet d. Paddles forward to instructor	Come to me.
	DIRECTIONS
	1. Assist client into the pool along the side 2. Give verbal cue 3. Provide reinforcement when required 4. Record data

Appendix B: COMMENT AND REINFORCEMENT MENU

REINFORCEMENT MENU		COMMENT MENU	
CODE #	REINFORCEMENT	CODE #	BEHAVIOR CATEGORY/ITEM
10	Verbal Reinforcement	10	Socially Resistant
11	general attention (not praise)	11	off task
12	non-specific praise (good!)	12	non-compliant (refusals)
13	task-specific praise	13	environmental distraction
14	other (list)	14	self-indulgent (cry, pout, tantrum)
		15	resistant to instruction
		16	ritualistic behavior
		17	impulsive behavior
		18	other (list)
20	Physical Reinforcement	20	Physically Resistant
21	"pat on back"	21	aggressive (hits, bites, kicks)
22	gestural contact (e.g., handshake)	22	verbally abusive (swearing, name calling)
23	hug	23	destructive to objects/materials
24	teacher proximity	24	leaves area by walking/running away
25	other (list)	25	self-stimulating (rocking, flapping)
		26	self-abusive (head banging, eye gouging)
		27	other (list)
30	Social Reinforcement	30	Cooperative Interaction
31	gestural (nod, smile, clap)	31	assists teacher
32	solicitation of approval	32	attends to task
33	positive attention	33	obedient to teacher
34	other (list)	34	appropriate peer relations
		35	adjusts to teaching environment
		36	willing to share
		37	acceptance of teacher's rules
		38	other (list)
40	Activity Reinforcement Behavior	40	Highly Participative
41	free time	41	high on-task behavior (85%+)
42	structure play with others	42	engages in dialogue
43	student selection of activity	43	multiple appropriate behaviors
44	other (list)	44	independent initiation of activity
		45	accepts, uses ideas of teacher
		46	adapts to new situations
		47	socially independent
		48	other (list)
50	Product Reinforcement		
51	token (sticker, chip, star)		
52	equipment (balloon, ball, toy)		
53	edible (food)		
54	other (list)		
60	Punishment		
61	corrective behavior instruction		
62	response cost (loss of privilege)		
63	physical punishment		
64	verbal punishment		
65	time out		
66	physical restraint		
67	other (list)		

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