



Using Simultaneous Prompting and Constant Time Delay to Teach Solitaire as a Leisure Skill to Students with Disabilities

Objective: To teach students to play solitaire, thereby increasing leisure skills.

Setting and Materials:

Settings: Special Education classroom (self-contained or resource)

Materials:

- Deck of cards
- Task analysis of: (a) row solitaire game with 25 task-analyzed steps), and (b) clock solitaire game with 21 task analyzed steps
- Laminated adaptive device to determine the placement of the cards for the row or clock solitaire game
- Dry erase marker
- Data sheets for the corresponding task analysis check list
- Timer

Content Taught

Students will increase leisure skills and appropriately use free time by learning to play an age-appropriate two versions of a card game, row or clock solitaire.

Teaching Procedures

➤ Guided Practice

- Shuffle the deck of cards
- Provide the student with the laminated card placement device for the **either** the row or clock solitaire game
 - Begin training with instruction using **constant time delay**:
 - Deliver a task direction (e.g., "Now we will play clock solitaire. You have a deck of cards, the list of steps for the game, a marker to check off the steps, and the tool to help for the placement of your cards." Also, gesture to the items, if needed.)
 - Teach steps of the task analysis at 0 s until the student completes all steps on the task analysis correctly, then increase time delay to 5 s
 - Allow the student 5 s to initiate the response and 20 s to complete the task
 - Collect data on three types of errors: incorrect responses before the prompt is delivered, incorrect responses after the prompt is delivered, or no response within 5 s of the prompt delivery
 - Block/interrupt and correct incorrect responses

- Collect data on two types of correct responses: students correctly initiated a step within 5 s of the prompt delivery, and correctly completed the step within 20 s
- Use **simultaneous prompting** (*if students are making little to no progress toward the goal by the 15th session*) for students who require a more intensive intervention to master solitaire skills:
 - Apply the same 0s constant time delay procedures described above
 - deliver a task direction (e.g., "Now we will play clock solitaire. You have a deck of cards, the list of steps for the game, a marker to check off the steps, and the tool to help for the placement of your cards." Also, gesture to the items, if needed.)
 - allow the student 5 s to initiate the response and 20 s to complete to step before prompting
 - Students are expected to respond after the prompt corresponding to the task analysis is delivered; however, if the student is unresponsive, provide the prompt a second time and allow the student another opportunity to respond.
 - Record data on the initial nonresponse, error, or correct response
- Independent Practice
 - Allow students to practice task analysis steps with a peer tutor for up to 40 sessions.
 - Instruct the peer tutor to allow the student 5 s to initiate the response and 20 s to complete to step before prompting.
- Test:
 - Provide training for up to 40 sessions or until mastery is met.
 - Provide students with a shuffled deck of cards, laminated placeholder, task analysis, and marker.
 - Prompt students to begin the game and collect data on the number of steps completed independently with no prompting.
- Apply this lesson plan procedure to both clock and row solitaire games.

Evaluation

Using the task analysis, set the goal for mastery to be 20/25 steps completed independently correct in 32/40 trials (for the row solitaire game) and 17/21 steps completed independently correct in 32/40 trials (for the clock solitaire game).

Lesson Plan Based on:

Seward, J., Schuster, J. W., Ault, M. J., Collins, B. C., & Hall, M. (2014). Comparing simultaneous prompting to constant time delay to teach leisure skills to students with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities, 49*, 381-395. Retrieved from: <http://www.jstor.org/stable/23881258>

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