



## **Using Most to Least Prompting to Teach Bowling and Pinball**

**Objective:** To teach students bowling and pinball.

### **Setting and Materials:**

**Settings:** Instruction took place in community environments such as a pizza parlor with video games, a YMCA with a swimming pool and weight machines, and a bowling alley with video arcade games, pinball, and a bar.

**Materials:** Task analysis, equipment for bowling and playing pinball

### **Content Taught**

1. Task analysis for bowling:
  - a. Walks to counter.
  - b. Asks the clerk if they can get a lane.
  - c. Picks up scoresheet.
  - d. Walks to lane.
  - e. Hands scoresheet to you.
  - f. Writes name on scoresheet. (Note: Move Chuck to the side so that you have room to bowl.)
  - g. Watches peer bowl (1<sup>st</sup> try).
  - h. Watches peer bowl (2<sup>nd</sup> try).
  - i. Records score.
  - j. Asks for a ball.
  - k. Places fingers in the ball holes and lifts from the ball return.
  - l. Places ramp on tray.
  - m. Places ball on the ramp.
  - n. Pushes the ball down the ramp.
  - o. Watches or listens to the ball go down the alley and hit the pins.
  - p. Asks for ball.
  - q. Places fingers in the ball holes and lifts from the ball return.
  - r. Pushes the ball down the ramp.
  - s. Watches or listens to the ball go down the alley and hit the pins.
  - t. Records score.
  - u. Watches peer bowl (1<sup>st</sup> try).
  - v. Watches peer bowl (2<sup>nd</sup> try).
  - w. Records score.
  - x. Asks for a ball.
  - y. Places fingers in the ball holes and lifts from the ball return.

- z. Places ramp on tray.
- aa. Places ball on the ramp.
- bb. Pushes the ball down the ramp.
- cc. Watches or listens to the ball go down the alley and hit the pins.
- dd. Asks for a ball.
- ee. Pushes the ball down the ramp.
- ff. Watches or listens to the ball go down the alley and hit the pins.
- gg. Records score.
- hh. Says to partner, "That's the game want to know how we did?"
- ii. Total score and announces it.
- jj. Returns sheet to the desk.
- kk. Places scoresheet on counter.
- ll. Pays the clerk \$1.00.
- mm. Wheels toward the leisure area.

- 2. Task analysis for pinball:
  - a. Walks to pinball machine.
  - b. Faces pinball machine.
  - c. Places quarter in coin slot on the front of machine.
  - d. Pushes start button on the front panel.
  - e. Grasps ball release plunger knob.
  - f. Pulls knob out.
  - g. Releases plunger knob.
  - h. Places switch on lap.
  - i. Pushes flipper switch.
  - j. Watches ball.
  - k. Watches pinball play of peer.
  - l. Grasps ball release plunger knob.
  - m. Pulls knob out.
  - n. Releases plunger knob.
  - o. Pushes flipper switch.
  - p. Watches ball.
  - q. (When ball disappears) looks at score.
  - r. Walks toward leisure area.

### **Teaching Procedures**

- 1. Teacher uses a task analysis in which all steps in the task analysis will be taught concurrently.
  - a. A decreasing assistance procedure will be used and the initial prompt in the prompt hierarchy [independent (I), verbal cue (V), verbal plus gestural cue (VG), physical prompt (PP), full physical assistance (FP)] for each step in the task analysis of bowling and pinball will be determined via the level of assistance assessment.

- b. The decision rules for fading and response prompts are applied to each step in the task analysis.
- c. The task analyses (bowling and pinball) should be individualized for each student.
- d. Verbal and social reinforcement should be provided intermittently by the teacher during activity skill training, emphasizing natural consequences available in the environment, such as typical bowling verbiage: “Almost a strike, way to go!”
- e. After 3 weeks of instruction, introduce a constant 3-second time delay as a means of allowing the student to initiate responses prior to prompting by the teacher.
- f. If the student responds correctly, the prompt should no longer be delivered for that step and performance upon presentation of the natural cue is expected.
- g. If the student does not respond or begins to respond incorrectly, the teacher provides the prompt necessary to elicit correct performance of the behavior.

### Evaluation

To collect student performance data calculate the percentage of steps on task analysis that are performed independently with or without some form of adaptation.

#### Lesson Plan Based on:

Vandercook, T. (1991). Leisure instruction outcomes: Criterion performance, positive interactions, and acceptance by typical high school peers. *The Journal of Special Education, 25*, 320-339.

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using Most to Least Prompting to Teach Bowling and Pinball*

