

# Building Skills from the Ground Up

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Adapted Physical Activity

## Overview

**Part I:** Task Analysis [30 minutes]

*Discussion:* What is task analysis?

*Activity:* Task analysis and skill breakdown

*Discussion:* What differences do we see between group's breakdowns?

**Part II:** Effective Instructional Techniques and Strategies [20 minutes]

*Discussion:* Instructional techniques and strategies

*Activity:* Practice teaching skill breakdowns using strategies and techniques

## Objective

- Task analysis
  - Break down for competence for all
- Learn instructional techniques for all, specifically individuals struggling with comprehension
- Practice alternative ways of delivering instructions
  - Simplifying



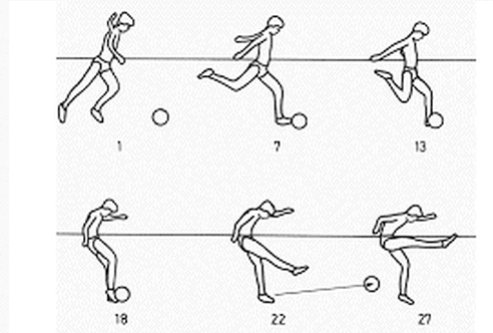
## Task Analysis

- Break down skills into small steps that can be learned one-by-one
- Should be taught in the same order each time
- Check for understanding



## Skill Break Down of Kicking

- Approach
- Foot Planting
- Cocking of kicking limb
- Swing
- Ball contact
- Follow through



## Activity

- In groups, use presentation Post-Its to create skill breakdowns for:
  - Kicking
  - Throwing
  - Jumping
  - Clothes Pin Pinch
  - Skipping



## Delivering Instructions

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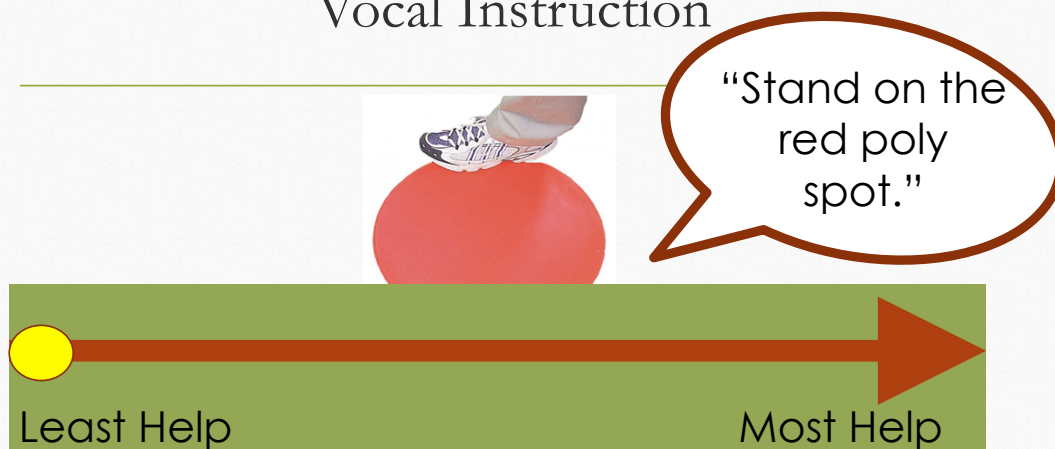
- Deliver instructions when your students are paying attention
  - Attention grabbers
    - Touch your nose if you can hear me
- Instructions should be clear and simple
- Deliver instructions as a statement not a question

## Least to Most Helpful Instructions

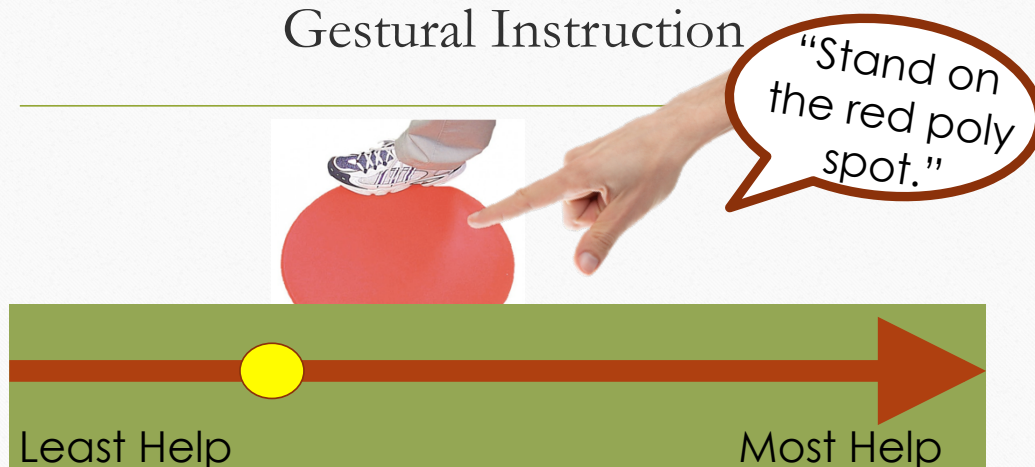
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1. Vocal – State the instruction
2. Vocal – State the instruction again
3. Gesture – Use body language to provide instruction
4. Model – Demonstrate instruction


## Vocal Instruction



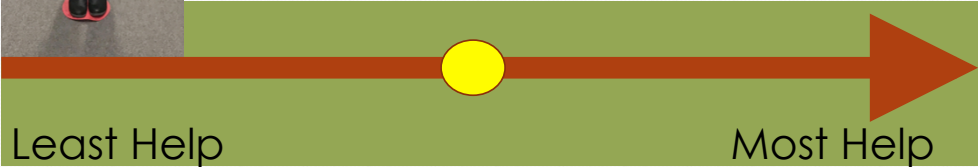
## Gestural Instruction



## Model Instruction




"Stand on the red poly spot."



Least Help Most Help

## Choice

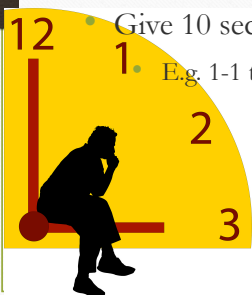
- When possible, provide choice
- Choice is a powerful tool
  - Decrease problem behavior



THE POWER OF CHOICE

## Waiting

- Typically developing children can take up to 6 seconds to process and respond. (Stephenson, K. M. & Hanley, G. P. (2010)
- Give 10 seconds to respond
  - E.g. 1-1 thousand, 2-1 thousand, 3-1 thousand, 4-1 thousand....



## High Probability Instruction

- Give simple instruction that child will likely respond successfully to
  - E.g. "Touch your nose" or "Clap your hands"
  - After successful response, follow instruction with 2-3 additional high probability instructions
  - Once directions are followed, provide instruction for activity





## Practice

- Select one skill breakdown to instruct using:

- Vocal
- Gesture
- Model

- Can you catch your instructor:

- State instruction as question?
- State instruction in the negative?

