

Carl's Bike Riding Program

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Vermont State I-Team

Annual Goal: Given an adult tricycle and opportunities to ride at the local recreation path, Carl will ride independently for at least **30 feet** consecutively for 4 of 5 days by June 2007.

Vermont Standard 3.6 Students demonstrate competency in many and proficiency in a few of the skills and concepts needed for a lifetime of physical activity.

Short-Term Objectives:

1. Given an adult tricycle and opportunities to ride in the hallway/gym, Carl will ride the tricycle independently for at least **15 feet** consecutively for 4 of 5 days by November 2006.
2. Given an adult tricycle and opportunities to ride in the hallway/gym, Carl will ride the tricycle independently for at least **20 feet** consecutively for 4 of 5 days by February 2007.
3. Given an adult tricycle and opportunities to ride in the hallway/gym, Carl will ride the tricycle independently for at least **30 feet** consecutively for 4 of 5 days by April 2007.
4. Given an adult tricycle and opportunities to ride **at the local recreation path**, Carl will ride the tricycle independently for at least **30 feet** consecutively for 4 of 5 days by June 2007.

Accommodations:

Access to an adult tricycle
Training for staff on forward chaining, prompting/fading
Bright colored electrical tape
Sidewalk chalk
Measuring tape
Transportation to recreation path

Instructional Sequence:

1. Approach tricycle
2. Grab right handle bar with right hand/left handle bar with left hand
3. Lift left leg over bar and straddle tricycle
4. Place right foot on pedal
5. Sit on tricycle seat
6. Place left foot on pedal
7. Push right foot forward on pedal and let up pressure on pedal with left foot
8. Alternate pushing right foot and left foot on pedals consecutively to move tricycle
9. Press hand brake to stop
10. Place right foot on ground

11. Place left foot on ground
12. Straddle tricycle bar
13. Remove left hand from handle bar
14. Shift torso to right of tricycle bar
15. Place left hand on tricycle seat
16. Lift left leg over bar
17. Place left foot on ground

Teaching Method:

Antecedents: Carl learns best with physical assistance to practice motor routines correctly. Once he is in a stable position he is capable of performing many tasks quite well. He takes pride in doing things independently and has a bit of a competitive streak. He also loves to go fast!!! Physical assistance with forward chaining through the task analysis will be used to enable Carl to experience the entirety of the bike riding experience in a safe and supportive manner.

Consequences:

Success: Carl will participate in monitoring his progress by using Excel to graph his riding distance at the end of each week. Because he enjoys moving himself through space (esp. fast), he is intrinsically motivated to push the pedals on the tricycle. His competitive nature will keep him motivated to beat his previous riding distances.

Corrections: Carl will need to focus on remaining relaxed so that he can maintain a supported, effective position for riding. Failure to do so will result in him being unable to get into a rhythm that results in increased riding distance.

Plan for generalization: Carl will have opportunities throughout the summer to ride with peers who attend the same Summer Recreation Program, as well as opportunities to ride with his family and friends.

Instructional Procedures:

STO #1

Week 1: The PT will model for a teacher/instructional assistant, how to provide Carl with physical assistance to get on the tricycle to ensure correct mounting, positioning for riding, and dismounting.

Week 2: The PT will model how to fade the physical assistance beginning with the first steps in the mounting, riding, and dismounting sequence and working forward.

Week 3: The PT will model how to use touch/point cues to body parts and/or places on the bike to remind Carl about steps to mounting, positioning for riding/pedaling, and dismounting the tricycle. No verbal cues will be provided throughout the mounting, riding, and dismounting process to avoid interrupting Carl's development of motor memory regarding tricycle-riding sequence. When Carl meets criterion for riding distance he will progress to STO #2.

STO #2

The teacher/IA will continue to use touch/point cues to body parts and/or places on the tricycle to ensure correct mounting, positioning for riding/pedaling, and dismounting, fading this assistance using forward chaining. NO verbal cues will be provided. Once Carl has reached criterion for riding distance he will progress to STO #3.

STO #3

The teacher/IA will use minimal touch/point cues to body parts and/or places on the tricycle to ensure correct mounting, positioning and dismounting, fading this assistance using forward chaining. NO verbal cues will be provided. Once Carl has reached criterion for riding distance he will progress to STO #4.

STO #4

The teacher/IA will be available to “spot” Carl but will use little to no touch/point cues to body parts and/or places on the tricycle to ensure correct mounting, positioning for riding, and dismounting. NO verbal cues will be provided. Data will continue to be collected until Annual Goal criteria is met and maintenance will be ensured through opportunities to ride during Extended School Year program.

Plan for Measuring Progress:

Data will be collected weekly on the average distance Carl was able to ride by himself by placing bright colored electrical tape on the floor (or chalk later on the rec. path) at his start point and more of the same at his end point. These distances will then be measured with a measuring tape and graphed so that Carl can monitor his progress and know when he has ridden farther than previous session and met criterion.

