

Orientation-lesson 1

Introduction : this will be a play-full form of warming up the group. This will include different songs, rhythmic beats and synchronized warm-up drills (stretching). Result ; the individual will have to learn the songs and the rhythm in order to harmonize/synchronize this with the group. These procedures will be followed up on every lesson.

Goals: knowing the songs, and counting to one hundred.

Awareness of stretching and warming up before any activity. (this by the end of the semester).

Here we already begin enhancing the discipline, self control, rule governed behavior, in a subconscious state.

In following Gardner's theory in the learning (Multi Intelligences) of speech, we should agree that a child can learn to sing a song with out being able to speak the language. So the idea would be to create songs in the context of the activity, so that the child can affiliate the action with the language, therefor demonstrating that he/she comprehends.

This section of our lessons is where we will set the stage for the FUNCTIONAL platform.

- The generalization of the lesson. The child must be able to reflect things back to class room settings, and the other way around.(reflective)
- Week by week , step by step , assessing data , in order to enhance the basic contingencies , through behavioral scripts (drills/games). And laying out the intervention strategy.
- Physical training , to strengthen the muscles and enhance cardiovascular capacity. Here now we are already working on developing the inquiry skills, in one of it's most fundamental forms, drinking , eating , resting and hygiene. How do we match the extra physical strain that is put on our body ? (Nutrition, weight and strength). Assessing , planning and evaluating can later be followed up on (training program).
- Rule governed behavior – high order – be able to operate according to rules rather than immediate consequences.

Running drills will be aimed at developing their cardiovascular capacity and extending the individuals border of discipline. Some running drills will be designed for a total burn out. We'll then see how much willpower is left or how much he/she or they are willing to put up with (tolerance) (self). Team work will be added to our running program, they'll have to motivate team members (social). Cardiovascular capacity/volume will be measured at the start of the physical program and at the end (self).

Intervention scripts.

Warming up : Formations – Songs – Rhythmic beats.

- **Formations:** *Individual positioning with in the group.*

Example: 16 kids , 4 lines of 4 , each kid has his position.(see graphic)
It is clear to see that if A2 is missing , what this does to the formation.
They can also see and comprehend this.

Social skills : discipline , self confidence , responsibility .

Generalization : for anything to work it has to be organized.

- Songs: *letting yourself be heard but not noticed. (16 people one voice)*
Sing a songs should be reflective to their environment and the drills.
Should be easy to learn and remember. (sentence , word , numbers)

Social skills : self confidence , responsibility , cognitive, concentration.

Generalization : the harmonic setting of verbal tones.(verbal interaction)

- Rhythm: *timing , harmonizing and synchronizing the group.*
Teamwork , sharpening the hearing. Not just hearing , but learn to listen.

Social skills : cooperation responsibility , cognitive , concentration , communicating,
Adhering to rules and routines.

Generalization : hearing , listening , understanding and responding.

Evaluation : We have determined that compliance is already at a maximum stage at this point(beginners). So we will try to determine where we should start with our entry on level of difficulty. We would like to suggest the following strategy. Find a applicable sequence, which can be adjusted as you go along. In this model we have opted (chosen), for the following sequence to work with. We must stress that you must keep in mind that you should have the flexibility to add or subtract or change the sequence of your planned interventions in the different behavioral components.

Our sequence: compliance, concentration , adhering to rules and routines , waiting demand , persistence (don't give up), cooperation , self control , self management ,
Peer teaching , generalization.

We have chosen to start with concentration, because we have noted in our orientation that the LD in compliance is high. Next on our model is concentration.

Note : Level of **D**ifficulty will be noted as; **LD**.

Duration The LD to each component will be broken down into four factors.
Complexity
Intensity
Distracters

Each factor will be measured by it's own LD. We will rate the LD's on a scale from one till three, LD1-LD2-LD3. This model is our beginners stage, therefor we ad a B in front of the stages in this model. Example; BLD1-BLD2-BLD3. In our advanced model we'll speak of; ALD1-ALD2-ALD3.

See script DEMAND lesson 11-12-13

We are faced with a dilemma at this point. We find that the composites of this component are so independent that we ask ourselves if we should tackle them individually or should we just blend the composite as a whole. If we would decide to break them down individually , then that would mean tackling all of the individual composites as a singular. For example : We would take the cognitive demand and break it down into the four factors that forms the measuring staff for the level of difficulty , befitting this demand composite. We would then have to follow the same procedure with the remaining composites , namely ; social , emotional and physical demand. We can also see this component as an **umbrella** that overshadows the whole behavioral development process, and so does a lot of the other components. Our point is though , not to let any behavioral components and their factors go unattended. We can not stress this point enough. The neglect by the clinician of any factor will have largely failed the whole purpose of our behavioral intervention methodology through physical education. Note : Because of the nature of our model we have opted to go with the overshadowing method. As with most groups that you'll work with you'll notice that your demand scripts will increase at the fading out phase. As the clinician you must build your model befitting your population. That means that if you deem it necessary to , for example break down your demand component , into composites that is your way to go. This system does not only apply to demand but to any other component that strongly exist of other composites. To keep within the frame work of this model, we'll explain. As stated before, a component exist of four factors, which are the building blocks to measuring our LD (duration complexity intensity and distracters). You can look at a composite as a component , within a component. So we can break the composite down in the same four factors. An example would be to take the composite physical demand (demand component) and focus in on its level of Duration ; **LD**... The time tied to an activity/activities. difficulty : Complexity ; **LD**... The composition of an activity. (cognitive/physical) Intensity ; **LD**... The repetition of the same activity inside a time frame Distracters;**LD**...Example hart rate high / regular (stress).The response.

Total : LD...

How do you get your total LD on DEMAND ?

Answer: add up the four composites total LD's, cognitive+social+emotional+physical=..... Divide this total by four. This figure would be your total LD for this component (demand).

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