Task 3: This task focuses on the student remembering the knowledge he/she will need to initiate and carry through a play sequence during indoor recess. He/she will remember the five steps he has been taught and practiced describing the procedures to play familiar games with peers during indoor recess. Younger students will be asked questions (prompts are acceptable for younger students) regarding each step, older or higher level students will be asked to list the steps of what to do during indoor recess, in order, rather than answering specific questions.

In social skill/communication group student has practiced several games (i.e., card games, board games) available in his classroom, as well as several less structured activities such as cup stacking and playing with building materials or legos. This task assesses the student’s knowledge of the steps involved in the play sequence with peers. (The degree to which he is able to apply knowledge in a real-life situation is assessed in Task 4.)

The steps the student has learned for a play sequence during indoor recess are:

1) Choose a familiar game or activity to play (those allowed by the teacher during indoor recess)
2) Choose a peer to ask
3) Demonstrate how he will ask peer to play
4) Demonstrate what to do if he asks and the friend says no
5) Play game from start to finish or until recess ends

Task directions:

Just prior to indoor recess adult asks: “What game will you play in your classroom during recess?”

Student: (chooses an appropriate game or activity and tells adult what it is)

Adult: “Who will you ask to play with you?”

Student: (says the name of a student in his class)

Adult: “What will you say to ask him to play?”

Student: (says “(name), will you play (game or activity) with me?”)

Adult: “If he says no, then who will you ask?”

Student: (chooses another student)

Adult: “What will you ask (2nd student’s name)?”

Student: (says “(Name), will you play (game or activity) with me?”)

Adult: “What will you do next?”

Student: (describes setting up and playing game, and continuing until recess ends)
Task 3 RUBRIC:

<table>
<thead>
<tr>
<th></th>
<th>Does not do, even with prompting</th>
<th>Needs a significant degree of prompting</th>
<th>Needs some prompting to answer question</th>
<th>Independently names all steps to recess play sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chooses familiar game</strong></td>
<td>Names only his “preferred” activity which is not a typical or age appropriate recess game</td>
<td>Chooses game or activity after typical indoor recess games are named and shown to him</td>
<td>Question regarding which game he will choose needs to be repeated several times</td>
<td>Names the classroom game or activity he wants to invite peer to play with him</td>
</tr>
<tr>
<td><strong>Chooses peer to ask to play</strong></td>
<td>States he will play alone</td>
<td>Chooses peer to play with after names are suggested to him</td>
<td>Question regarding which peer he will ask need to be repeated several times</td>
<td>Names a peer he wants to ask to play the chosen game with him</td>
</tr>
<tr>
<td><strong>Verbally demonstrates how he will ask peer to play</strong></td>
<td>Unable to verbalize how to ask peer to play with him</td>
<td>Needs beginning of question stated for him and he fills in peer’s name</td>
<td>Question regarding how to ask a peer to play needs to be repeating or modeling</td>
<td>States “(name) will you play (game) with me?”</td>
</tr>
<tr>
<td><strong>Demonstrates he knows what to do if first peer says no</strong></td>
<td>Unable to state what he will do if first peer says no to playing with him</td>
<td>Needs repeat instruction or stem of question repeated before he names another peer to ask to play</td>
<td>Question regarding what to do if first peer says no needs to be repeated several times</td>
<td>States the name of the peer and how he will ask, if the first says no</td>
</tr>
<tr>
<td><strong>Plays game with peer until game or recess ends</strong></td>
<td>Sets up or begins game but leaves soon after starting</td>
<td>Responds to adult prompts to remain playing game until game or recess ends</td>
<td>Responds to peer prompts to remain playing game until game or recess ends</td>
<td>Describes where (desk? floor?) game will be set up and play “until recess is over”</td>
</tr>
</tbody>
</table>

The 4th criterion is optional, depending upon peer agreeing to play. However, it is important that the student know what to do when a peer says no to him, so setting up situations in which a peer refuses to play is encouraged as a further teaching tool.