Lesson Topic: Tying Shoelaces

Lesson Objectives:
- Given two different colored shoelaces and a contrasting colored shoe, MA will be able to tie up the shoe 2/3 times with less than 6 prompts by the end of the lesson.

Materials:
- Black shoe
- White lace
- Bright pink lace

Teaching Sequence:
1. Prior to starting this lesson I will lace up two shoes using one white lace and one colored lace. I will use black shoes to provide contrast and also because all of MA’s shoes are black.
2. Prior to this lesson MA and I have tried to master this skill using just white laces, but he is having difficulty because he cannot distinguish one side of the lace from the other. The hope is that two different colored laces will help him with this.
3. Begin the lesson by reviewing with MA the steps to tying up a shoe (we have made up these steps together so it was easier for him to remember them).
   a. “Cross over the laces and flip one around, pull both sides.”
   b. “Make a bow in right hand”
   c. “Hold onto other lace in left hand and bring the lace around the bow counterclockwise. My thumb should be stuck in the lace.”
   d. “Use my pointer finger on right hand to hold down the bow and the other lace.”
   e. “Use pointer finger on left hand to push the lace through the hole created by my thumb.”
   f. “Move my thumb out of the way and grab the lace coming through the hole with my right pointer finger and thumb.”
g. “Hold onto the bow with my left pointer finger and thumb.”

h. “Pull away from the center of the shoe with my left and right hands at the same time.”

i. When I cannot pull anymore the shoe should be tied.

j. Check! – Are there two bows? Can I easily untie it if I gently pull on one side or is it tight?

4. Introduce the new practice shoes to MA. Ask what is different from these shoes than from his current shoes (different colored laces).
   a. Ask him why he thinks I might have done this

5. Place the shoes on a desk so they are closer for MA to see.

6. Demonstrate tying up the shoe using the steps listed above.
   a. Chunk the steps.
      i. Demonstrate the first step on your shoe, Have MA practice on his shoe.
      ii. Demonstrate the second step, Have MA practice on his shoe.
      iii. Continue the process of demonstrating each step and having MA repeat until you get through all 10 steps.

7. Have MA practice all of the steps without the demonstrations.

8. Continue practicing as much as MA needs to. Review and repeat demonstrations where necessary.

Assessment:
   - This lesson may take longer than one day to complete.
   - To assess MA, I will end each lesson by having MA lace up his practice shoe at least 3 times and noting what still needs to be worked on or if he has achieved the objective.

Follow-up:
   - I will review with MA the checklist that shows each step. We can discuss what areas we need to work on for our next lesson.
- I will explain to MA that once he can do this 2 out of 3 times with less than 6 prompts, then we will move into trying to do this independently.
- Our next step will be to transfer this knowledge to his single colored laces on his outdoor and indoor runners.

**Reflection of Lesson:**
- This lesson went incredibly well! Having the two different colored laces and the “task analysis” really helped MA with this skill. I demonstrated all of the steps one-by one while he followed along with his shoe. He had an “aha” moment during this activity and insisted on trying by himself right away. His first try only took 3 prompts and his second try only required 1 prompt. On his third try he did it completely on his own. He went way faster than I had planned in my lesson, but that was great!
- He wanted to try using his own shoes right away so we skipped ahead to trying this after practicing two more times with the practice shoe. He struggled with this quite a bit still. This may be due to his laces being too short. We discussed getting longer laces for his shoes. He also voiced that he would be “ok” with having two colored laces because he found that really helped him with the practice shoes.
- MA also asked if we could do this lesson one more time next week. This was a huge change in attitude for him! He has never asked to repeat a lesson before or shown this amount of interest before! It reminded me how students can be very motivated to learn new skills once we show them how to make the proper adaptations. I think that prior to this lesson he had been so frustrated with this skill that he had given up. By making this slight adaptation, his attitude completely changed. It was amazing!
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