

Elementary School-Wide PBS Lesson Plans

Expectation from our Matrix:
Week of Implementation:
Specific Skill: <u>I Can Follow Directions</u>
<p>Skill Steps/Learning Targets – This means I will:</p> <ul style="list-style-type: none"> • Listen attentively (see lesson “I Can Listen Attentively” for skill steps) • Raise hand to speak or ask questions • Begin task immediately
Context: All Settings
<u>TEACHING= Tell+ Show+ Practice+ Feedback+ Re-teach</u>
<p><u>TELL</u> (this should be a BRIEF opener to the lesson, the lesson emphasis should be on student guided practice) This component provides an introduction to what the skill is, rationale for why we need it, and a brief discussion of what are the skill steps.</p> <p><u>What is the skill? Choose one of the following to introduce the skill.</u></p> <ul style="list-style-type: none"> • State the skill: This week we are focusing on the skill of “I can follow directions”. • Quote: Discuss how these quotes apply to <u>I can follow directions</u>. <i>“An investment in knowledge pays the best interest”.</i> Ben Franklin <i>“All your people must learn before they reach for the stars.”</i> Star Trek-Captain James T. Kirk <i>“Actions speak louder than words.”</i> Abraham Lincoln • Data from school survey, SWIS, MSIP, etc. • Read a piece of literature, picture book, social story, fiction, an excerpt from a novel or an article: 1. Picture Books-<i>Listen Buddy</i> by Lynn Munsinger. Buddy the Rabbit finds himself in trouble when he doesn’t listen carefully enough to follow directions. 2. <i>Strega Nona</i> by Tomie dePaola. Big Anthony doesn’t follow Stregna Nona’s directions and pays the natural consequences. • Activity: Blindfold Games: <ol style="list-style-type: none"> 1. Have students work in pairs or groups to make a peanut butter and jelly sandwich, listening to specific teacher how-to instructions. 2. On the playground, give step-by-step directions to travel from one piece of playground equipment to another. <p><u>Rationale - why would a student need to know this skill? In what school settings would a student need this skill? Also make connections to life beyond school, i.e., the workplace, home, higher education, etc.</u></p> <ul style="list-style-type: none"> • Discussion: Brainstorm when students have to follow directions at school and at home. Have students do a Think, Pair, Share cooperative learning activity before raising their hand to give examples. • Using your school’s expectations, discuss how the skill of following directions applies to each of the expectations. Example: How does following directions help us to be safe at our school? Answer: We could get hurt on the playground if we didn’t follow the supervisor directions and use the equipment properly.

Discuss Skill Steps –using the list of skill steps/learning targets above, quickly review the behavioral expectation for appropriately following directions if you have not done so.

- Following directions means we: 1) listen attentively (see lesson “I Can Listen Attentively” for skill steps), 2) raise hand to speak or ask questions, and 3) begin task immediately.

SHOW

Teacher Model: both examples and non-examples

Example	Almost There TEACHER ONLY	Non-Example TEACHER ONLY
<ul style="list-style-type: none"> • Listen attentively (see related lesson for skill steps) • Raise hand to speak or ask questions to clarify directions • Begin task immediately 	<ul style="list-style-type: none"> • Listens to most of the directions • Doesn’t ask questions if unsure of directions • Needs teacher reminder to begin the task or assignment 	<ul style="list-style-type: none"> • Doesn’t begin or complete assignment even with teacher assistance • Complains the work is too hard and puts head down • Displays behaviors to be sent out of the room to keep from doing the assignment

Scenarios

- **Teacher reads or acts out the scenarios below and has students identify whether the behaviors are examples, “almost there” or non-examples. Students can have cards labeled with the three words for active participation.**
- **Whenever possible teachers can/should make a connection to other curricular areas such as ties to a character from literature, current events, famous quotations, or to a content area.**
- Sherri wrote her story in her best handwriting but turned in her work without her name.
- Students return to class from music. They go directly to their desks and sit down, ready to listen to the teacher’s instructions.
- DeShane doesn’t understand how to fill out his math assignment so he copies from his friend.
- Kelyn looked out the window. When his friend reminded him to turn in his spelling, Kelyn got his spelling out of his backpack and turned in his homework.
- In PE, students hold their jump rope still while the teacher gives the three directions for the jumping rope competition.
- (From *Listen Buddy*) Buddy went on the path to the right instead of the path to the left like his parents told him.

GUIDED PRACTICE Optimally practice would occur in the setting(s) in which the problem behaviors are displayed. The guided practice component of the lesson is a pivotal part of every lesson to ensure that students can accurately and appropriately demonstrate the skill steps (Lewis & Sugai, 1998).

Where can ideas for role play /guided practice come from?

- **During your introductory discussions your students may have shared specific examples or non-examples and those would be excellent for use as role play situations and extension activities throughout the week. These examples can be written out on chart paper for later use.**
- **Pass out 3X5 index cards after the introduction of the skill and give students a moment to write down examples or non-examples they have experienced at school, home in the neighborhood, or at work. Young children can draw it! This option allows for anonymity. Save non-school examples primarily for discussion and use school based examples for role-play.**

- **In the case of non-examples, have students problem solve appropriate behaviors that could have been done/used instead and then have them role play these replacement examples. Students NEVER ROLE PLAY NON-EXAMPLES! If a non-example needs to be demonstrated it is ONLY demonstrated by TEACHERS/Adults.**
- **Give all students a task or job to do during ROLE PLAY! Some students will be actors, others can be given the task of looking for specific skill steps and giving feedback on whether the step was demonstrated.**

Sample role play scenarios: Teacher can read the scenario first and ask students to put thumb up for example, thumb sideways for almost there and thumb down for non-example. Then have students role play the correct way to follow directions.

1. Jordon waits until the cafeteria supervisor tells his table to clean up. He throws his food in the trash and also picks up the napkin that another student dropped on the floor.
2. Students who ride Bus 222 has been called to line up to get on the bus. Josie runs out to the bus only to find that her bus is not in the circle drive.
3. Three students are running down the hallway. The school nurse reminds the student to walk safely in the hallway. The students walk down the hallway but run again when they turn the corner out of sight of the nurse.
4. The whistle blows for the students to freeze when recess is over. Students jump off the equipment and hold onto the balls. When the whistle blows again, the students walk quickly but safely to the line and get in line order.
5. Lailani writes down all of her homework assignments in her notebook and puts her notebook in her backpack. She gets out a book to read and doesn't hear the teacher remind the class to put their two math worksheets in the folder as well.
6. The second grade teacher walks into the restroom and asks the three girls to lower their voices. One of the girls says "You're not my teacher" and begins singing a song.

FEEDBACK – Teachers can ensure that students have the opportunity to reflect on performance of social skills by providing frequent **positive feedback** that is both **contingent** and **specific** (re-stating of **skill steps/ learning targets**). Research clearly indicates that positive feedback of this nature increases future demonstrations of target social skills (Brophy, 1980).

Following are some examples of phrases to use during practice sessions and throughout the rest of the year to give students performance feedback.

- "Thank you for putting your eyes on me while I am giving directions. You are being respectful"
- "When you wait for me to finish giving directions before taking out your materials, you are being respectful."
- "Asking me when you have questions about the story shows me that you want to follow the directions the first time. Way to be a learner!"
- "You are being a learner when you follow my directions to revise your sentences for capital letters and ending marks."

What are some ways to get students to self-assess on their use of the social skill?

- Using a checklist to determine the assignment is complete
- Give students self-monitoring sheets with skill steps.
- Students show their work to another student to see if they followed all the directions for an assignment.

How can teachers tie the school-wide feedback system to this social skill? Can teachers use a whole class contingency, individual feedback or other system to quickly but SYSTEMATICALLY give ALL students contingent, positive and specific performance feedback?

- Have charts for each day and hold a friendly competition where teacher or directed student can tally when they catch students following directions.
- Give out recognitions to students displaying the skill to display or send home to parent.
- Give school-wide tickets to students, they sign and put in a random drawing box at the main office, or “cash-in” for various prizes or privileges at the designated time and place (if applicable to your school).
- Have a cafeteria grade level goal to earn the opportunity to sit by your friend in the cafeteria by following the cafeteria directions.

RE-TEACH

Review and Practice Throughout the Week

1. Use these sentence starters: “One thing I will start doing to do a better job of following directions is” “One thing I will stop doing that prevents me from following directions is...”
2. Discuss with students what directions their parents have to follow at work. What would happen if their dad or mom decided to not follow the boss’s directions? What happens when their mom or dad does follow directions? For students who have jobs or chores to do, ask them to relate this concept to their work experiences.
3. Discuss how we can all come up with a saying to say when someone asks us a direction, especially if we really don’t want to follow the directions such as, “Ok,” or “I can do that,” Have each student write their own saying in their planner. Ask students to use the saying throughout the day and write about how that worked for the

Additional Activities: Teachers will have the opportunity to assess student knowledge and in some cases use of the social skills steps for learning primarily through role play and demonstration (performance) or during discussions (personal communications). In some circumstances the teacher may opt to assess student knowledge and perception of personal use of the social skills through the use of written work (extended response) or in limited fashion through the use of quizzes (selected response). Ideas for possible curricular/content or extension activities are provided below.

- **Writing Activity:** Primary: Write “how to” directions for making a bowl of cereal.
Intermediate: Write directions for traveling from your home to school and making a paper airplane.
- **Game:** Back-to-Back
 1. Teacher calls out “Back-to-Back” and students pair off .Students greet each other and make eye contact. Shake hands. Give a verbal greeting, “Hi, my name is _____.” or “Good morning _____.” Return to “Back-to-Back” position as a ready cue for teacher.
 2. Teacher calls out instruction for pairs to follow:
 - Toe to toe
 - Knee to knee

- Wrist to wrist
- 3. Then when “Back-to-Back” is called again each student finds a new partner, the partners greet each other and then go back-to-back to await new directions.
- Game : “Red Light, Green Light”
 1. Randomly select a student to lead the game.
 2. Leader stands with back to players as they line up at designated point.
 3. When leader says “Green Light” players can move.
 4. When leader calls out “Red Light” he or she turns around and see if players have stopped.
 5. Any players seen moving (not following directions) must go back to the start area. You may want all students to rehearse an acceptable response to being caught moving.
 6. Player who makes it to the leader first becomes the new leader.
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