

Elementary School-Wide PBS Lesson Plans

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| Expectation from our Matrix: |
| Week of Implementation: |
| Specific Skill: I Can Stay on Task |
| <p>Skill Steps/Learning Targets – This means I will:</p> <ul style="list-style-type: none"> • Organize materials • Promptly begin tasks • Work quietly • Raise hand to ask question or get help • Complete work during assigned time • Work on appropriate activities when finished with assigned work. <p>(Also known As Works Independently, Allows Others to Work Undisturbed)</p> |
| Context: All Settings |
| <u>TEACHING= Tell+ Show+ Practice+ Feedback+ Re-teach</u> |
| <p>TELL (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>What is the skill? Choose 1 of the following to introduce the skill.</p> <ul style="list-style-type: none"> • State the skill: Today we are going to talk about why it is important to have the skill of staying on task. • Quote: <i>“Let me tell you the secret that has led me to my goal: my strength lies solely in my tenacity.”</i> - Louis Pasteur • 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. Read <i>“The Tortoise and the Hare: an Aesop fable.”</i> Discuss how the tortoise and the hare did not stay on task. • Activity: (See Additional Resources below) <p>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.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • There are many reasons why staying on task is an important skill. Have students think about what might happen if... ...Mom is not on task while driving the car. ...a friend is not on task when listening to you talk about an important problem ...a doctor is not on task when performing surgery ...an NBA player is not on task during a play-off game • Being able to stay on task, or focus on an assignment, is a skill that will be helpful to you for your entire life. Like any skill, this is one that needs to be practiced frequently to become good at it. Do you agree with these statements? Why or why not? • Being on task at school is important because students will learn more, be able to complete their assignments, get better grades and allow others to work undisturbed. A person who is unable to stay on task will have difficulty in middle school, high school, college and sports and hobbies. <p>Discuss Skill Steps –using the list of skill steps above, quickly review the behavioral expectation for appropriately staying on task.</p> <ul style="list-style-type: none"> • This means we can: Organize materials, promptly begin tasks, work quietly, raise hand to ask question or get help, complete work during assigned time and work on appropriate activities when finished with assigned work. |

SHOW**Teacher models both examples and non-examples**

| Example | Almost There TEACHER ONLY | Non-Example TEACHER ONLY |
|---|--|---|
| <ul style="list-style-type: none"> • Organize materials • Promptly begins task • Works quietly • Raise hand to ask question or help • Complete work during assigned time • Work on appropriate activities upon completion of assigned work. | <ul style="list-style-type: none"> • Has some, but not all necessary items and/or takes an unusually long time to find needed materials • Stalls or finds other things to do before working (sharpening pencil, borrowing paper, asking friend a question) • Completes some of the task, but reads aloud, makes comments, attempts to get answers from others when not directed to do so • Has part of the assignment finished • Finishes assignment, but does not have other things available to work on | <ul style="list-style-type: none"> • Unable to find necessary items and/or shows up with no materials • Does not begin working (talks to others, sleeps, sits and does nothing) • Makes noises (mutters, raps, talks, crumples papers) • Blurts or shouts out questions or comments about the task • Does not finish assigned task • Disrupts others who are working and/or chooses inappropriate activities (electronics, passing notes, walking around, eating) |

Scenarios (modeled by teacher)

- **Read or act out the scenarios below and have students identify whether the behaviors are examples, “almost there” or non-examples. 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.**

1. The class is given a Math assignment. Andrew quickly and quietly gets out his pencil, workbook and paper. He puts his name on the paper, then reads the directions for the assignment. He has difficulty with Problem 3. He notices the teacher is busy helping another student, so he goes on to the next problem. When the teacher is finished helping the other student, Nathan raises his hand to have the teacher come to explain Problem 3. (Example)

2. The class is given a Math assignment. Michael quickly and quietly gets out his pencil, workbook and paper. He puts his name on the paper, and then reads the directions for the assignment. He has difficulty with Problem 3. He notices the teacher is busy helping another student. He stops working on the assignment and gets out his library book to read. (Almost There)

3. Brooke was running late for school and almost missed the bus. She arrived at school without any materials. After the teacher gives instructions, Brooke politely raises her hand and waits to be called on. When the teacher calls on her, Brooke politely explains her situation and asks if she may borrow a pencil and paper and share a book with another student. (Almost There and Example)

4. The class is writing in their journals. Deric writes a sentence in his journal, then gets up to sharpen his pencil. He sits back down and writes another sentence, then decides to go to the restroom. On his way to sign out on the board, he stops by Chris’s desk and asks him to play basketball at lunch recess with him today. When Deric returns to the classroom from using the restroom, the class is working on their math assignment. (Non-example)

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:**
 1. Students are at work on their math assignment. Have them role play what it looks like to be staying on task.
 2. The teacher hands out a form that goes home to your parents. Role play where students should put the note so it will go home. Role play what students will do when they get home to remember to share the note with their parents.
 3. The writing task the teacher has assigned is really hard for Jeff. Role play what Jeff should do if he is having trouble with the assignment.
 4. Sheila got finished with her work and quietly get a book from the book basket to read while the other students finish.
 5. Tanisha has a question about the work she is suppose to be doing. The teacher is busy with a group of other students. Role play what Tanisha can do to stay on task.

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.

- “Great job of being a learner by staying on task and finishing your math. It was a challenging assignment!”
- “I like how you raised your hand to ask for help with your work! That was being a responsible learner!”
- “I am proud of you for promptly beginning work on your assignment! That is what responsible learners do!”
- “Way to go! You did an awesome job of working quietly on your journaling assignment! That was respectful of others!”
- “Class, you have really impressed me by how well you have stayed on task today! You are learning to be responsible.”

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

- Assign “look fors” during role play.
- Give students self-monitoring sheets with skill steps.
- Periodically through the school year, declare a “Buzz Day.” At a pre-determined time interval, perhaps every 20 minutes, set a timer. When the timer “buzzes,” have students perform a quick self-assessment of what they are doing at that moment. Are they on task? If not, then self-correct!

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 period/hour and hold a friendly competition where teacher or directed student can tally.
- Use pre-made “admit one” tickets and hand to students displaying the skill, place in cans/tubs/bucket for specific period/hour and have random weekly drawings.
- 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.

RE-TEACH

Review and Practice Throughout the Week:

- Split students into small groups. Allow each group to illustrate a poster showing an example of “Staying on Task” in the classroom. Display posters in public area of the classroom or school building.
- Allow students to interview school staff, and then share responses with classmates.
Sample questions:
“How does staying on task help you do your job well?”
“What do you do when you realize you are losing your focus on something you’re supposed to be doing?”

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.

Curricular or content connections or extensions:

- **United Streaming Videos:**
 - *You Can Succeed in School*, 25 minutes, Gr. 3-5
 - *Seven Steps to Good Study Habits, Part One*, 12 minutes, Gr. 4-7
 - *Seven Steps to Good Study Habits, Part Two*, 22 minutes, Gr. 4-7
- To access United Streaming Videos, see your building Media Specialist. For a 30 day free trial, go to www.unitedstreaming.com and following directions.
- Students can construct crossword and word-search puzzles using vocabulary words relevant to this skill at: <http://puzzlemaker.com>