EXAMPLE EXPECTATIONS LESSON PLAN - Expectation: I am responsible.

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| **Classroom Rule(s):** When given directions, say OK and begin working right way. Work quietly. Ask for help by raising your hand.**Replacement Behavior:** Complete independent work quietly. |
| **DEFINE THE RULE:**“This week we will focus on quietly working independently when the teacher gives directions. It’s important to use class time provided to doassigned work so you can get help if needed, and ask questions. Doing your independent work in class lets your teacher know what you can do,and what things you might need to practice more.”“Whenever the teacher gives directions to begin work, you should say, “Ok,” and begin right away. You work quietly so everyone can concentrateon their work, and if you need help or have a question, you can raise your hand and wait patiently for the teacher to come to you.” |
| **MODEL:***Example:* Brandon is sitting at his desk. The teacher tells the class to begin underlining parts of their papers where there is dialogue. Brandon says, “Ok”quietly to himself, gets out his pencil and begins underlining his story everywhere he sees quotation marks.*Example:* The teacher directs the students to read the story in the reading book. Josie says “Ok” quietly to herself and begins reading. Josie cannot readthe following word, “minestrone.” She looks at the word wall, but does not see any clues to help her, and she is not able to find clues in the text.Josie raises her hand and waits for the teacher to come to her so she can ask about the word.*Non-Example:* The teacher directs the students to begin working on the math assignment. Jessica cannot work problem #3. She sits and does not work.*Example:* Cody says “Ok” and starts working on his reading assignment when the teacher gives directions. He comes to a funny sentence and looks up to say something funny to his group about the sentence. He sees other students reading quietly and decides to make a note and tell them after the work time is over. |
| **ROLE PLAY:**1) Give the students a book, notebook paper, and a pencil.2) Tell the students to write the name and author of the book on the paper and write a prediction about the book.3) Give positive specific feedback when students say, “Ok” and begin right away, work quietly, and ask for help by raising their hand.4) Give clear corrective feedback, and demonstrate correction for student. Repeat the direction and provide positive specific feedback. |
| **AFTER THE LESSON**1) Provide verbal prompts (pre-corrects) prior to work time reminding student of the expectations.2) Provide student with high rates of positive specific feedback when performing the expected behavior.3) Follow-up: Use CW-FIT to encourage students to use the expected replacement behavior during times when they will be given independent work. |