**Example Preschool Lesson: Following Directions**

(Initial Teaching for Acquisition)

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| **Expectation** | | Be Responsible |
| **Specific Rule and/or Procedure**  List expected behavior and steps to complete. | | Following directions means:  •    Listen attentively  •    Do what the teacher asks  •    Raise hand for help |
| **Context**  Identify the locations(s) where behavior is expected. | | All Settings |
| **Teaching All Students** | | |
| **Tell**  Introduce the behavior and why it is important. | | •    Chant “Be Responsible” over and over while clapping hands to gather group. Could add words as needed, such as: “Follow Directions and Be Responsible.”  •    Ask, “What does it mean to follow directions?”  •    Discuss who gives directions (e.g., parents, teachers, older sisters and brothers).  •    Discuss who must follow directions. |
| **Show**  Teacher demonstrates or models the behavior. Teacher models non-examples. | | •    The whistle is blown on the playground, all students stop playing, look at teachers and walk to their line-up spot.  •    The teacher directs the class to put their crayons in the box on their table.   * The class puts their crayons in the box and waits to be told about the next activity.   •    Teacher models the non-example: Teacher role-plays being the child who does not stop playing at the kitchen center. |
| **Practice**  Give students opportunities to role-play the behavior across all relevant settings. | | •    Give a direction, such as walk to the carpet, and time students to see how quickly they comply.  •    “Simon Says” game: practice with this follow-the-leader game to reinforce compliance.  •    Role-play procedures, such as lining up at the end of recess, throwing away trash after snack time, and washing hands after going to the bathroom. |
| **Generalization** | **Pre-correct/Remind** *Anticipate and give students a reminder to perform behavior.* | •    “Before I give the next directions, let’s review the steps to following directions. Listen attentively, do what the teacher asks, and raise hand for help.” Point to chart of steps with words and photos. |
| **Supervise**  *Move, scan, and interact*  *with students.* | * After directions are given, move, scan, and interact with students to give them feedback about how they are following directions and then correct as needed. |
| **Feedback**  *Observe student performance and give positive specific feedback to students.* | •    “Great job of following directions by moving swiftly and silently to your seats. Way to go!”  •    “Elvis, thank you for following directions and putting your coat on. That was responsible of you.” |
| **Reteach**  *Practice throughout the day.* | | •    Have students share examples of when they followed directions.  •    Play games and, as game rules are followed, point that out to students. |