**Example Elementary 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. | | •    “Today we are going to review the skill ‘I can follow directions.’” Read the behavior and steps.  •    Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, PE coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians, and many others.  •    Discuss why it is important to follow directions given by all adults in the building. |
| **Show**  Teacher demonstrates or models the behavior. Teacher models non-examples. | | * An adult blows the whistle on the playground. All students stop playing, look to see that the path to their line-up spot is clear, and then move, keeping their hands and feet to themselves to their line-up spot.   •    The teacher directs the class to push their chairs in and line up. The class safely pushes in their chairs and forms a line, getting in their line order and leaving space for others to get in line. They get to their special class on time.  •    Teacher models the non-example: Teacher has student role-play being the teacher giving directions to get materials out for a lesson and teacher is non-compliant. |
| **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. They are: listen attentively, raise hand to speak or ask questions, and begin task immediately.” |
| **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.* | •    “Thank you for following the fire drill expectations and safely exiting the building.”  •    “Great job of counting off quickly and moving to numbered corners.  That shows responsible use of our learning time. I heard some interesting  discussions…” |
| **Reteach**  *Practice throughout the day.* | | * Have students share examples of when they followed directions promptly.   •    Share examples of someone you saw following directions promptly . What was a positive outcome, such as more time for recess because the class was timely in getting lined up? |