**Example Middle School 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  •    Raise hand to clarify questions  •    Begin work immediately |
| **Context**  Identify the locations(s) where behavior is expected. | | All Settings |
| **Teaching All Students** | | |
| **Orientation Plan**  For underclassmen and new students to the building. | | •    Orientation for all 6th graders will be during the first week of school and the week after each school break. Teachers are to teach all schoolwide and classroom behaviors and routines. Special attention is given to teach following directions.  •    All grades will review schoolwide and classroom behaviors and routines the first day of school.  •    New students will receive an overview orientation by the school counselor using the tell, show, and practice teaching strategies below.  •    New students will be assigned a student Team Viking Volunteer for their first week of school. |
| **Tell**  Introduce the behavior and why it is important. | | •    “Today we are going to review the skill ‘I can follow directions.’”  •    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.  • “It is important to follow directions of all adults in the building because it helps build a sense of ‘everyone is responsible for everyone’ and ensures everyone is safe and treated well. Following directions is a skill needed for life — at work, while driving, using equipment at home. Others?” |
| **Show**  Teacher demonstrates or models the behavior. Teacher models non-examples. | | •    Nate looked at the teacher and listened carefully as she gave directions. He raised his hand to ask a clarifying question to make sure he understood what to do and then said to himself, “I can do that!” and started to do the assigned work. When he finished his work early, he got a book to read (example).   * Teacher models non-example: The adult supervising in the hallway asked Alfred to quiet his voice and Alfred replied with a disrespectful tone, “You’re not my teacher.” Or “Whatever.” |
| **Practice**  Give students opportunities to role-play the behavior across all relevant settings. | | •    The cafeteria worker asked Tiffany her student number. Tiffany smiled and said, “It’s 00001.” The cafeteria worker smiled and said, “Thanks; enjoy your lunch.”  •    Students are in the cafeteria and one is talking on a cell phone. The supervising adult asks the student to hand over the phone (school policy). Have the students role-play how they should follow directions. |
| **Generalization** | **Pre-correct/Remind** Anticipate and give students a reminder to perform behavior. | * The administrator greets students at the door and says “Remember to be responsible and follow directions today.” * As the teacher starts the lesson he reminds students to follow directions by listening, raise your hand and starting work immediately. |
| **Supervise**  Move, scan, and interact  with students*.* | * As students are working independently, the teacher walks around the room thanking them for following directions. |
| **Feedback**  Observe student performance and give positive specific feedback to students. | * As students are working independently, the teacher says to students raising their hands, “Thanks for raising your hand. What is your question?” * During group discussion, the teacher says, “Marco, nice job listening to Trevon’s comments”. |
| **Reteach**  Practice throughout the day. | | * Before beginning math practice, the teacher reteaches the following directions. * At the beginning of class, the teacher reviews the behaviors of following directions. |