**Example High 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 9th graders will be Tuesday before school starts. All teachers are to teach all schoolwide and classroom behaviors and routines the first week of school. Special attention is given to teach following directions. * New students will receive an overview orientation by the resource officer using the tell, show, and practice teaching strategies below. * New students will be assigned a student council representative for their first week of school. |
| **Tell**  Introduce the behavior and why it is important. | | * “Today we are going to discuss what it means to be responsible at Great High School. One of the important skills for being responsible is to follow directions the first time you are asked.” * Discuss the importance of following directions in school, the real world, and life beyond high school. * Also tie Following Directions the first time to the academic curriculum. |
| **Show**  Teacher demonstrates or models the behavior. Teacher models non-examples. | | * Sam looked at the teacher and listened carefully as she gave directions. He raised his hand to ask a clarifying question do and then started to do the assignment. When he finished his work early, he was allowed to work on the computer (example). * Teacher models non-example: A teacher hallway asked Alicia to move to allow students to walk up the stairs. Alicia replied with a disrespectful tone, “You’re not my boss.” |
| **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 replied, “Thanks; enjoy your lunch.” * There is a new policy at school where students put their phone on the teacher’s desk until the end of the hour. Have students role-play how they should follow directions the first time asked. |
| **Generalization** | **Pre-correct/Remind** Anticipate and give students a reminder to perform behavior. | * Before the teacher gives an assignment, he says, “Before I give you your next assignment, I want to review the steps of following directions. It is our class expectation that everyone will listen attentively, raise your hand and begin your work right away. Now turn to page ….” |
| **Supervise**  Move, scan, and interact  with students*.* | * After directions are given move, scan and interact with students as they follow directions the first time. |
| **Feedback**  Observe student performance and give positive specific feedback to students. | * “Thanks for being responsible for your learning and following my instructions. Awesome!” |
| **Reteach**  Practice throughout the day. | | Review the behavior and the steps of following directions. Increase reminders, supervision and feedback for “almost there” performance to support student compliance. |