

School-wide Social Behavior Lesson Plan BW Sheperd School

Expectation: Always Learn – Follow Directions– All Grade Levels

Specific Skill/Behavior: (Define the skill/behavior. Identify the steps of the skill/behavior.)

Skill – Follow Directions Key Word – ‘Listen’.

1. Steps to teaching this skill will vary for each student
2. After using the key word, ‘Listen’ to draw the student’s attention, then follow up with the specific direction
3. Use a calm tone of voice when giving the direction
4. Model/demonstrate the direction
5. Use as few words as possible when giving the student specific directions.

Dependent upon the student and the situation, simple, two to three word directions, followed with visual cues, may be needed. Example. ‘Listen, Ruby. Sit down, please.’ (You could use the sign for sit down and/or point to the chair and/or model sitting down, etc.) While it may be more appropriate for other students to hear more words when directions are given. “Listen, Ruby, show me ready hands. It’s time to…….”

Context: (Identify location where skill/behavior will be used.)

All settings – classrooms, hallways, cafeteria, gym, playground, bus, special classes (e.g., art, library, homeliving)

Tell: (Introduce the skill/behavior. Teach the definition the skill/behavior. Teach the steps of the skill/behavior. Teach the location(s) where the skill/behavior is needed.)

Some students will learn to independently follow a simple direction when the situation warrants the student to perform a routine skill, such as, when given the verbal cue “it’s time to line up for lunch”, students will routinely line up without being given the specific direction. However, many students require you to gain their attention before learning to follow simple directions and also require specific directions with model/demonstrations. Therefore, use the key word, “Listen” when teaching most students how to follow simple one step directions.

This skill will be taught through the use of:

1. Group instruction – At least 2 times a day, as scheduled, and practiced throughout the daily routine, using the key word “listen” to gain the student’s attention
2. When needed, use various auditory cues (a recorded sound or message, a timer with a bell, specific music/song to indicate it’s time for…… and time to listen, etc.) as you also use the word “listen” as additional ways to catch a student’s attention and help them to learn what is expected of them throughout the daily routine.
3. Various materials can be used to teach a student how to follow directions – use of simple augmentative communication devices, pictures of the student following specific directions, etc.
4. Social stories – Develop a social story for the class with each student following a simple direction pictured in the book (using directions that are commonly used throughout the students’ daily routines)
5. Use posters/pictures on wall in classroom and other appropriate school settings
6. Demonstrate/modeling skill by asking a staff member to “Listen” (can be paired up with visual cues and/or auditory cues) and follow up with a specific direction
7. Use various YouTube songs – a list with some suggestions is attached

Show: For most students, during a SW – PBS lesson designated to teach this skill, demonstrate/modeling skill by asking staff members to demonstrate following simple one step directions, always using the key word ‘Listen’ in addition to the staff member’s name to gain the

staff member's attention, the stating the requested direction in simple two to three word requests. The staff member who is demonstrating, should look at the requester when she/he hears the key word, and then follow the simple direction. Verbal praise will be given to the staff member when he/she has listened, looked and followed the direction. Ex. Susie, thank you for listening and (sitting down, showing ready hands.....) You did great! Continue around the table with staff demonstrating listening and following simple directions. Then have each student practice listening and following simple directions. Use verbal praise and/or other forms of reinforcements appropriate for each student. Hand out gold bucks to students in your class who are listening and following simple directions, as appropriate.

Example: As cue of "Name, Listen" is given, with a simple direction, the student will listen and follow the simple direction.

Nonexample: As cue of "Name, Listen" is given, the student does not listen, look, attend to..... or follow the simple direction, as requested.

Practice: Continue to practice this skill throughout the day in all school settings.

Feedback:

Reteach: Teach 2 times a day for 4 weeks. Repeat teaching this skill using each student's mode(s) of communication throughout the students' daily routines. Expand the students' modes of communication, as appropriate.