

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 – an important step in following directions is the skill of listening and attending.

This lesson combines the verbal prompt and visual hand signal “High 5” with the printed or powerpoint Give Me Five social story in order to teach listening and attending to those students who have difficulty following directions.

Key Words – “Give Me Five”

1. *“Give me five”.*
2. *When an adult says “Give me five” it is a signal to get our attention*
3. *When we hear “Give me five” we put our hand up (model)*
4. *When we hear “Give me five” we look at the speaker (model)*
5. *When we hear “Give me five” we have quiet mouths. This means we are not talking or making sounds (model)*
6. *When we hear “Give me five” we listen with our ears (model)*
7. *When we hear an adult say “Give me five” we put up our hand and get our bodies ready to listen (model)*

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

All settings – classroom, hallways, cafeteria, gym, playground, bus, art room, motor room, home-living and library.

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.”

However, many students need to learn to attend and listen, before following requests/directions.

Further, some students even after learning to listen and attend will require directions to be demonstrated for clear understanding.

The skill of listening/attending can be taught through the use of:

1. Group instruction in the classroom– At least 2 times a day, as scheduled following lesson plan and using social story. Staff members will model skill.
2. Practiced throughout the daily routine, using the key words “Give me five” and model high-five hand signal to gain the student’s attention.
3. When needed on an individual student basis.
4. Use High 5 Poster on wall in classroom and other school settings as a visual cue.

Show:

1. Group instruction in the classroom– At least 2 times daily, following lesson plan and use social story. Staff will model “Give me five” skills. The staff member who is demonstrating, will model raising hand (high five) – eyes on the teacher – still body in their own space. The teacher will give verbal praise (e.g., “great listening”) to the staff member

when he/she has modeled the direction. Continue around the table with all staff demonstrating the “Give me five” skills.

2. Next, have each student practice “Give me five” skills. Use verbal praise and/or other forms of reinforcements appropriate for each student.

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

Feedback: Provide specific verbal recognition. Hand out gold bucks to students in your class who are demonstrating the “Give me five” skills and/or following directions.

Reteach: Reteach to individual students as needed.