

School-wide Social Behavior Lesson Plan BW Sheperd School

Expectation: Always Learn – Make a Request – All Grade Levels

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

Skill – Make a Request (Ask for something) Key Words – Tell me/Show me.

1. Steps to teaching this skill will vary for each student
2. Identify and post each student's mode(s) of communication – verbal, eye gaze, reach and touch, facial expressions, pictures, augmentative communication device, other
3. Teach students to use specific mode(s) of communication to communicate their wants/needs/requests
4. Set up situations in different settings to encourage student to request something (express a want/need)

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 make a request when the situation warrants the student to want/need something. If a student independently makes a request, when needed, then the verbal prompt of the key words – “Show me”, “Tell me” or, “Tell me what you want”, may not be needed.

For most students, the key words will be needed. Using the terms “Show me”, “Tell me” or “Tell me what you want”, students will be taught how to communicate a request for a want or need. Some opportunities for students to make a request could be: choice making between two items/activities and/or setting up other situations in which students would need to make a request – Examples: During an art activity, the student needs a certain material, such as glue, paint, crayons, etc., or during lunch, the student needs a drink, he/she would make a request for milk/juice or make a choice, etc. This skill will be taught through the use of:

1. Teaching various modes of communication, dependent upon each student. These modes should be posted in each classroom. Note: Modes of communication can change, expand for each student, as communication skills are learned
2. Various materials can be used to teach a student how to make/communicate a request – use of simple augmentative communication devices, pictures, objects, etc.
3. Social stories – develop a social story for the class with each student making a request pictured in the book
4. Use posters/pictures on wall in classroom and other appropriate school settings
5. Demonstrate/modeling skill by asking a staff member to “Show me/Tell me/ Tell me what you want” and using various modes of communication
6. Use various programs on computer for students to make choices, communicate, etc.

Show: For students who will recognize a want/need, then set up situations during SW-PBS time to teach this skill, so that each student must make a request. Make sure you encourage the student to use his/her mode(s) of communication – devices, pictures, objects, etc. For most students, during a SW-PBS lesson designated to teach this skill, demonstrate/modeling skill by asking staff members to “Show me/Tell me/Tell me what you want” Staff will demonstrate making a request by using the various communication modes used by the students in your specific classroom. Verbal praise is

given when each staff member makes a request Ex. Susie, thank you for telling me what you want. Here is the.....” Continue around the table with staff demonstrating making simple requests. Then have each student practice making requests/choices by using his/her established mode(s) of communication. Use verbal praise and/or other forms of reinforcements appropriate for each student. Hand out gold bucks to students in your class who are making requests appropriately.

Example: As cue of “Show me/Tell me /Tell me what you want” is given, the student will use his/her mode(s) of communication to make a request.

Nonexample: As cue of “Show me/Tell me /Tell me what you want” is given, the student does not make the request.

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.