Teaching Behavior & Social Skills
Lesson Plan

Student _____ **Date** _____

Step 1: Identify the expected behavior and describe it in observable terms.

Step 2: Rationale for Teaching the Rule (Link to School-wide, Classroom Expectations)

Step 3: Identify a Range of Examples	
Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)

Step 4: Practice/Role Playing Activities
Model Expected Behavior → **Lead** Student through Behavior → **Give Feedback**

Step 5: Responding to Behavior in Classroom & Role Play	
Reinforcement for Expected Behavior	**Corrective Feedback** for Misbehavior
**Move from Continuous to Intermittent Reinforcement as student gains fluency	

Step 6: Prompt/Remind/Re-teach Expected Behavior in Classroom

Adapted by C. Borgmeier, from Langland, S., Lewis-Palmer, T., & Sugai, G. (1998). Teaching respect in the classroom: An instructional approach. Journal of Behavioral Education, 8, 245-262 *and* Walker, H. M., Colvin, G., & Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove: Brooks/Cole Publishing Company

Teaching Behavior & Social Skills
Lesson Plan

Student Anthony **Date** 12/19/13

Step 1: Identify the expected behavior and describe it in observable terms.

Using Non-verbal signals to request help/break/time/alternate task

Step 2: Rationale for Teaching the Rule (Link to School-wide, Classroom Expectations)

Shows respect for peers and teacher (can be part of classroom expectations), and will allow Anthony to get what he needs.

Step 3: Identify a Range of Examples

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
1. Wait for the teacher to finish speaking or is otherwise available. 2. Raise 1 finger (need help/ alternate task) 3. Raise 2 fingers (need a break) 4. Raise 3 fingers (need additional time) 5. Wait for teacher to respond	Waving your hand Calling out to the teacher Getting out of your seat

Step 4: Practice/Role Playing Activities

Model Expected Behavior → **Lead** Student through Behavior → **Give Feedback**

1. Teacher models use of hand signals
2. Teacher guides Anthony to practice hand signals (1, 2, 3 fingers) in an appropriate manner
3. Anthony practices using the hand signals in the classroom and waiting for teacher response
4. Teacher provides feedback on Anthony's performance

Step 5: Responding to Behavior in Classroom & Role Play

Reinforcement for Expected Behavior	**Corrective Feedback** for Misbehavior
Anthony earns points for using the hand signals and completing work. (for extra computer/ reading time, and selecting book in AP's office) Anthony receives a weekly note home documenting success. Anthony earns preferred time with the AP at lunch.	Anthony does not gain access to AP's office when he leaves his seat/room. Anthony is directed to resource room to complete work.

**Move from Continuous to Intermittent Reinforcement as student gains fluency

Step 6: Prompt/Remind/Re-teach Expected Behavior in Classroom

Teacher checks in with Anthony when he enters the classroom, and reminds him he can use hand signals to communicate to the teacher.
Teacher provides choice of tasks.
Teacher prompts Anthony to begin work privately.

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