

## Social Skills and Academic Skills Direct Instruction

Critical Feature	Social Skill	Academic Skill
<p><b>Learning Target:</b> teacher provides a student friendly description of target skill</p>	<p><b>Following Adult Directions:</b> I can follow adult requests and directions the first time they are given.</p> <p><b>Skills Steps:</b></p> <ul style="list-style-type: none"> <li>• Listen respectfully.</li> <li>• Say, “Ok,” or “I can do that,” or “Okey Dokey!”</li> <li>• Do it right away.</li> </ul>	<p><b>Beginning all sentences with a capital letter:</b> I can begin each sentence I write with an upper case letter.</p> <p><b>Skills Steps:</b></p> <ul style="list-style-type: none"> <li>• Good writers begin a new sentence with an upper case letter. It let’s the reader know that the writer is sharing a new thought.</li> </ul>
<p><b>Examples and non-examples:</b> Giving students descriptions and/or models of behavior(s) that display and do not display the target skill</p>	<p><b>Example:</b> There is a conflict in line and an adult approaches and tells Mike and Bobby to move to the end of the line. Mike and Bobby move quickly and quietly to the end of the line.</p> <p><b>Non-example:</b> The teacher tells the class to take out their math books. Suzy continues to write in her journal.</p>	<p><b>Example:</b> <b>Teacher writes –</b> “I like my dog.” “My hat is red.”</p> <p><b>Non-examples:</b> <b>Teacher writes –</b> “the rainbow is pretty” “my dog spot is funny”</p>
<p><b>Guided Practice / Role Playing :</b> Students actively practice using the target skills following a teacher given scenario</p>	<ul style="list-style-type: none"> <li>• Teacher has one student model following directions (e.g., getting ready for lunch, coming up to join the circle from seats at tables, etc.) while others watch</li> <li>• Teacher gives students simple directions to follow (e.g., pat your head, turn to your neighbor and shake hands, etc.) while in a group</li> </ul>	<p>Teacher and students brainstorm a sentence to write, teacher then invites a student up to demonstrate, or all students practice on individual white boards</p>
<p><b>Generalization:</b> The teacher takes students to a specific setting to practice the target skill</p>	<p>Teacher discusses how following directions will be important when the students are in the cafeteria. The class goes to the cafeteria area BEFORE lunch time and they walk through lunch, stopping at points where adults might give directions. They discuss and practice how to respond / comply.</p>	<p>Teacher directs students to take one piece of writing paper and write a sentence about something they like (e.g., a pet, their parents, friends, a color), remembering to begin that sentence with an upper case letter.</p>
<p><b>Homework and Extensions:</b> The teacher assigns additional student work</p>	<ul style="list-style-type: none"> <li>• “Throughout the day I want you to think about when adults ask you follow directions. We will make a list about all the times you are given directions.”</li> <li>• At afternoon wrap up the students give examples of when adults have asked them to do something (e.g., in café, during PE, on the playground, etc.)</li> <li>• Teacher reads a book that illustrates what happens when a students don’t follow adult directions such as <u>Miss Nelson is Missing</u>.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher chooses several writing examples for student to share with the class</li> <li>• The teacher has students write their answer to the days math problem in a sentence format using an uppercase letter to begin the sentence, “There are 5 cats in the box.”</li> </ul>

## Social Skills and Academic Skills: Other Pieces to the Instructional Process

<p><b>Pre-corrects:</b> When teacher anticipates students will struggle with demonstrating a skill that has already been directly taught, they give a reminder to students about that skill</p>	<ul style="list-style-type: none"> <li>• Teacher gives students friendly reminders about following adult directions before they enter art &amp; music rooms, or the gymnasium.</li> <li>• Teacher reminds students that all directions given by adult supervisors on the playground need to be followed the first time they are given.</li> <li>• “We have been learning about how to follow directions the first time they are given. Jack can you tell us the first step?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Remember that we have already learned about beginning our sentences with an upper case letter, today we are also going to make sure that we end our sentences with punctuation. If we are writing a telling sentence we’ll use what we call a period.”</li> </ul>
<p><b>Positive Feedback:</b> Teachers give specific, descriptive feedback regarding what behavior is meeting the expectation</p>	<ul style="list-style-type: none"> <li>• “Billy, great job of coming to the carpet with your hands and feet to yourself the first time I called you. That is being responsible and following directions the first time they are given.”</li> <li>• “Keandre, thank you for getting your math workbook and a pencil out and showing me that you are ready to be a learner by looking up at the board. That is a great job of following directions the first time they are given.”</li> </ul>	<p>While walking around monitoring student work, or during one-on-one mini-conferences the teacher says to students, “I see that you began the sentence with an upper case letter. That lets your reader know you are beginning a new thought. You are such a responsible writer!”</p>
<p><b>Corrective Feedback:</b> Teachers give specific directions about what they want students to do instead, when they have displayed non-compliant behavior</p>	<ul style="list-style-type: none"> <li>• Suzy, when I call you up to join the group I need you to put away what you’re working on and join us on the carpet as quickly and quietly as you can.”</li> <li>• “Marquesha, the next time you need a sharp pencil I need you to get sharp pencil from our pencil can instead of using the pencil sharpener. We’ll let the pencil sharpener for the day take care of sharpening the dull pencils. That way it stays peaceful in our room during writers workshop.”</li> </ul>	