Activity 3.7 – Classroom Application

*Lesson Study: Social Skills Lesson Planning*

1. Review the following linked lesson plans.
	1. [Lesson planning.pdf](https://nepbis.org/wp-content/uploads/2020/07/Social-Skill-Lesson-Plan.docx)
	2. [HS](http://neswpbs.org/sites/default/files/HS%20Teaching%201.pdf) [Teaching](https://nepbis.org/wp-content/uploads/2018/08/HS-Teaching-1.pdf) [1.pdf](http://neswpbs.org/sites/default/files/HS%20Teaching%201.pdf)
	3. [High School Teaching 2.pdf](https://nepbis.org/wp-content/uploads/2018/08/High-School-Teaching-2.pdf)
	4. [High](http://neswpbs.org/sites/default/files/High%20School%20Teaching%203.pdf) [School Teaching 3.pdf](https://nepbis.org/wp-content/uploads/2018/08/High-School-Teaching-3.pdf)
2. Following your review, reflect on the provided examples. Use the space below to record your response.
	1. What did you like about the lesson plans?
	2. Could you see lessons like this helping in your classroom/subject area? Why or why not?

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1. Based on the matrix you completed for Activity 4.4, chose one expectation and one routine (i.e., 1 box on the matrix). Develop a lesson plan to teach that social skill (i.e., rule) in that setting. You may use the provided template on the following page or create your own. Be sure to include all of the lesson components.

**Social Skill Lesson Plan**

**Lesson Focus**:

Demonstrating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting*).

**Teaching Objective**:

Following instruction, students will demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting*) by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(*describe behaviors*) across \_\_ out of \_\_ sampled opportunities (*criteria*).

**Teaching Examples**:

|  |  |
| --- | --- |
| ***Positive Examples*** | ***Negative Examples*** |
| *
*
 | *
*
 |

**Lesson Materials**:

**Lesson Activities**:

***Model****:*

***Lead****:*

***Test****:*

**Follow-up Activities**:

***Strategies to prompt****:*

***Procedures to reinforce****:*

***Procedures to correct behavioral errors****:*

***Procedures to monitor/supervise****:*

***Procedures to collect and evaluate student data****:*

***Additional Instructions*:**

You may use the rubric provided below to reflect on your completed lesson plan**.**

**Social Skills Lesson Plan Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** |
| Identify lesson focus (rule, routine, and operational definition). | Lesson clearly identifies the target rule, routine, and a complete operational definition with appropriate examples and non-examples | Lesson clearly identifies the target rule, routine, and operational definition | Lesson does not clearly identify the target rule, routine, or operational definition |
| Identify lesson objective | Lesson objective is clearly stated including context and criteria for mastery | Lesson objective is clearly stated | Lesson objective is not clearly stated  |
| Identify lesson materials | All appropriate materials are clearly identified | Some appropriate materials are clearly identified | Lesson materials are not identified |
| Identify positive and negative teaching examples of rule following behavior (min of 3 each) | 3 positive and 3 negative examples of the target behavior are clearly defined and illustrate any relevant “grey” areas | 3 positive and 3 negative examples of the target behavior are clearly defined | Fewer than 3 positive and 3 negative examples are provided  |
| Identify lesson activities (model, lead, & test) | Lesson activities clearly include modeling, guided practice, and independent practice in the context in which students are expected to use the behavior | Lesson activities clearly include modeling, guided practice, and independent practice | Lesson activities do not clearly include modeling, guided practice, and independent practice |
| Identify follow-up activities (prompt, reinforce, correct, monitor, & evaluate) | Follow up activities include clearly defined, contextually appropriate plans to prompt, reinforce, correct, monitor, and evaluate the target behavior | Follow up activities include clearly defined, plans to prompt, reinforce, correct, monitor, and evaluate the target behavior | Follow up activities do not include appropriate plans to prompt, reinforce, correct, monitor, and evaluate the target behavior |
| Comments |  |