

Classroom Example: Direct Instruction Lesson for Teaching the Social Skills Strategy STOP

Phase I: Structured and systematic group lesson

Review: Teacher begins lesson by reviewing the classroom rules that are posted on a wall in the classroom.

Advance Organizer: Teacher, “Today we will learn a strategy to help you remember these rules (points to poster) when you are learning in a large group. First I will describe the strategy to you, then we will practice it together, and finally, you will have the opportunity to practice it on your own.”

Rationale: Teacher, “This strategy can be used in any class (science, music, language arts) during teacher lecture, group discussion, or group activity. It will also be useful outside of the classroom in settings such as team sports or scouting (Boy/Girl Scouts) groups. Let’s think about other places where we may need to follow rules in a group. Who can tell me some examples?” (Elicit examples from students.) “Yes, those are all excellent examples of places where we may need to follow rules in a group. Benefits to following rules in these situations include having others think of you as a respected member of the team because you don’t interrupt. It could make people more excited about having you in the group, and it may keep you from being asked to leave the group because you do not abide by the rules of the organization.”

Introduction to the Strategy: Teacher, “The name of the strategy is STOP! *In a group activity, I remember to STOP* and use the strategy.” (Tack poster-sized cue card to the board.) “This is a good name for the strategy because its name is the first step of the strategy, which makes it easier to remember. The ‘S’ is for Stop before I call out, the ‘T’ is for Think about my question/comment, the ‘O’ is for Obey the rules, and the ‘P’ is for Put my idea in a complete sentence. I like this strategy because I can use it in all my classes in my school too.”

Modeling: Teacher, “Now I am going to show you a videotape example of how a student used the strategy to succeed in her science class. I will stop the tape and point out each step of the strategy as it is used.” Tape contains the teacher posing as a student in a class of elementary-aged children. A short lesson on condensation is presented. Teacher starts the tape and points out the “student” to watch. “Watch how this student used the STOP strategy to participate appropriately in the discussion.” Camera surveys the room and then focuses on teacher as student. Teacher (instructor) in video begins lesson. “Student” looks toward the speaker while she lectures. After the instructor presents information, the first question is asked. Tape shows “student” opening her mouth to speak and then closing it quickly. Tape is stopped. Teacher, “Look how I started using the strategy, I remembered that ‘S’ is for Stop before I call out, so I decided not to yell out my answer to the teacher’s question. Let’s see if I use the second step. What is the second step?” Tape continues. Camera zooms in on “student” who appears to be in thought (finger tapping temple and nose scrunched). Tape stops. “Here I am ‘T’: Thinking about my question/comment. I am thinking about the question that the teacher just asked, and I am remembering the information she just gave us to help me with the answer. Now, what is step 3?” Tape continues. “Student” is raising her hand. Tape stops. Teacher states, “Now I am raising my hand because I am ‘O’: Obeying the rules.” Teacher points to poster of classroom rules and says, “I raised my hand and waited to be called on. And what is the last step?” Tape continues. Instructor calls on “student” and she answers the question in a complete sentence. Tape stops. Teacher, “and now I have ‘P’: Put my idea in a complete sentence. I have followed all the steps in the strategy, and I was able to participate in the lesson. This strategy will be great to use the next time I am listening to an important lecture in one of my classes because it will help me remember how to participate appropriately.”

Verbal Rehearsal of the Steps: Teacher, “Let’s review the steps of the STOP strategy. *In a group activity, I remember to STOP!* ‘S’ is for Stop before I call out, the ‘T’ is for Think about my question/comment, the ‘O’ is for Obey the rules, and the ‘P’ is for Put my idea in a complete sentence.” Teacher then leads students through steps, having them tell her what each letter stands for, and finally the whole strategy: STOP. “S stands for . . .”

Behavioral Rehearsal and Feedback: Teacher, Now let’s practice using the STOP strategy together by role-playing in make-believe situations that could happen in and out of school.” Teacher describes a scene and selects students who were previously identified as not needing this strategy to play key parts. Poster cue card remains on the board for reference. Students and teacher act out two scenarios, one takes place in a social studies classroom, the other in a craft class at the local community center. Teacher guides the students through situations in which they would use the STOP strategy in context. Teacher stops the action to point out each step of the strategy as it is being implemented. For example, when the situation calls for a student to raise his or her hand, the teacher will note that the student ‘S’ stopped before he or she called out and ‘O’ obeyed the rules of the situation by raising his or her hand. The teacher guides the students to demonstrate the next step, ‘T’ think about my question/comment, by asking them to imitate what the teacher (student) did in the video to show this step. Students will imitate “student” by tapping temple or scratching head

to indicate “thinking.” Teacher notes that one knows that the student thought about what he or she was going to say because the student’s response was relevant to the topic after he or she ‘P’ put his or her thought into a complete sentence. After each role play, the teacher will review by reminding students how the student used the strategy in the scene by ‘S’ stopping before he or she called out, ‘T’ thinking about his or her question/comment, ‘O’ obeying the rules by raising a hand, and ‘P’ putting his or her idea into a complete sentence.

Teacher then calls on students who have been identified as needing the strategy to participate in subsequent role plays. The teacher provides feedback for each student as he or she uses the strategy in “context.”

Post Organizer: Teacher says, “We have just learned a great strategy that will help us remember the rules to be an active and appropriate member in a group discussion/lesson. Let’s review the steps of the STOP strategy one more time.” (Choral rehearsal of steps.) Teacher, “Remember that you can use this strategy in any group situation, in your classes at school, when you’re at soccer practice, or even in choir practice.”

Independent Practice: Teacher says, “We’re about to start our reading lesson for today. I want you to use the STOP strategy while we do our reading activities. Remember, *In a group activity, I remember to STOP!* ‘S’ is for Stop before I call out, the ‘T’ is for Think about my question/comment, the ‘O’ is for Obey the rules, and the ‘P’ is for Put my idea in a complete sentence. You all know the classroom rules, so I know you will be able to use this strategy on your own!” Reading lesson is completed. Teacher, “Now I would like to think about how you did using the STOP strategy during our reading time. Here is a checklist for you to fill out. It asks you questions about how you used the STOP strategy during our lesson. It may look familiar to you because you completed one after one of our social studies lessons last week. Please take a few minutes to fill it out and return it to me. We will be discussing this individually during silent reading time.” Students complete the worksheets and turn them in. Teacher conferences with each student individually and reviews performance by providing specific feedback including what she observed the child doing during the lesson. If necessary, she will suggest corrections that should be made before the next observation.

Phase II: Generalization Plan

Subsequent Generalization: Students complete a Homework sheet for another class in school and another group activity outside of school (sports group, scouts, chorus, church) to report specific instances of use and evaluate their own performance. Checklists are completed by adults from other settings. Students will be expected to reach previously established evaluation goals.

Independent Generalization: Students are given a wallet-sized cue card of the strategy to take with them off campus. All teachers are given a cue card of the strategy to post in their rooms. Monthly checklists will be distributed to students, teachers, parents, and group instructors outside of school to see if the students are using the strategy independently.

Source: Provided by Kim DiLorenzo, a Palm Beach County, Florida, teacher.