

## *Classroom Example:* Direct Instruction Lesson for Teaching the Self-Regulation Strategy **WORK** to Students with AD/HD

**Purpose:** To provide students with a strategy to help them exhibit appropriate classroom listening behavior and remain focused during a lesson, presentation, or assembly.

**Population:** This strategy was designed for elementary students but could be used for students in middle or high school.

Review:

**Review** relevant prerequisite skills such as appropriate posture and polite listening skills.

Presentation:

**Advanced Organizer:** “Over the last week we have spent a good deal of time discussing what a good listener and worker looks like. Today I am going to teach you a strategy to help you remember the steps to being a good listener. I will teach you the strategy, then I will model how to use the strategy, and then you will practice using the strategy by role-playing in a small group. Finally you will be required to practice this strategy independently.

**Rationale:** “Today I am going to teach you a strategy to help you become a better worker and listener. The strategy is called **WORK** and can be used when you listen to me instruct you in class. You know that when I give you instructions it is important to you and me that you listen and pay attention. It will also help you when you listen to each other present projects or read aloud in class. If you are not a good listener when your classmates are speaking, someone may feel hurt. It is rude not to be a polite listener and people might just stop talking to you. When I go to college at night, I use this strategy to help me focus, listen, and be a good worker while my professor is lecturing. Many of you may attend religious classes or services and this strategy can help you get the most you can out of those classes and services. I know that some of you play on different sports teams. If you use this strategy when your coach is giving instructions, you will demonstrate to him or her that you are ready to **WORK**. When you are older and have a job someday, this strategy can help you during meetings with your boss. Who would like to give me another example of a time when the strategy will help you?” Elicit examples from the class.

**Describe:** The teacher says, “The strategy we are going to learn today is a mnemonic. We have learned mnemonics before such as the COPS writing strategy and the acrostic My Very Educated Mother Just Served Us Nine Pizzas for the order of the planets from the sun. This is a first letter mnemonic, **WORK**. “W” stands for Watch the speaker. “O” stands for Open my ears and close my mouth. “R” stands for Remember good posture and “K” stands for Keep my attention until the speaker is finished.

**Demonstrate:** “Mrs. Brown has helped me make a short video to show you. In this video I used the strategy **WORK** while I listen to Mrs. Brown read a selection to her class and me from our social studies text book. After we watch the video once we will go back and watch it again. The second time we will stop it so that we can talk about the different steps to my strategy and when I am using them.” Play the video for the class then rewind and play a second time. Stop during the first few minutes to point out how the listener is watching the speaker. “Now let’s stop the video for a second. Mrs. Brown has begun reading. I have remembered the W in our strategy **WORK** and I am watching Mrs. Brown while she reads to us. Now I’ll turn the video back on so we can continue to watch.” Play the video. After a few minutes stop the tape again and continue to discuss the behavior that is being

demonstrated. “At this point in the video I have remembered the O for open my ears and close my mouth and the R for remember good posture. Will someone tell me what behaviors they saw me demonstrate which indicate I have remembered these two steps of my strategy?” Elicit responses from the class. These responses may include that they saw the model sitting up straight, that she was not talking to the other students, or that she was taking notes while Mrs. Brown read to the class. Now I’ll turn on the video one more time so we can watch ‘til the end.” Play the rest of the video for the class. “We can see from the video that I also remembered the “K” keep my attention until the speaker is finished. What did I do that demonstrates that I was able to keep my attention focused?” Elicit examples from the class. These examples might be: I listened to the teacher the entire time, I did not stare out the window or off into space, or that I did not bother my neighbor by tapping on my desk or making noise. Have students continue to discuss moments in the video when they felt the teacher was demonstrating each of the steps in the strategy.

#### Guided Practice:

**Verbal Rehearsal of the Steps:** Have the students repeat the steps in a rapid fire fashion. The teacher would say, “Who can repeat my first letter mnemonic for me?” Elicit responses from the class. “Yes my mnemonic is **WORK**. What does **WORK** help me to do?” Again elicit responses from the class. “Yes, **WORK** does help me to behave appropriately while listening to someone speak. And why is that important? Okay, quickly now, what does the W remind us to do?” Point to a class member and quickly continue through the letters of the strategy title asking what each letter stands for. “Who will give me an example of a time when they would need to use this strategy?” Continue to elicit examples from the class.

#### Behavioral Rehearsal and Feedback:

**Problem Solving:** Students will be presented with different situations in which they could tell how they would apply the strategy. These situations could include: listening during a music or dance lesson, listening during a read-aloud at the library, listening to an assembly on safety in school, or listening to a lecture on the history of the United States in class.

**Role Playing:** Break students into groups of 3 or 4 students. Assign students the roles of speaker, listener, and rater(s). Have the students role play a situation in which they would need to use the strategy. These situations could include reading aloud from a novel or textbook, presenting the summary of a recently completed project, or giving instructions to a sports team during practice. The rater in the group would fill out a rating scale on the listener’s behavior.

#### Generalization:

Have students practice using the strategy **WORK** during lectures for science, social studies, reading, language arts, and math class. Alert their other teachers that students have learned this strategy. Remind students to use it when they have an assembly or guest speaker in class. For homework, students will use a homework sheet to report specific instances of use and evaluate their own performance. This could be during instructions for a sport or during a religious service. Students could interview their family members about times when a strategy like this would have helped them to be a better worker and listener.

**Weekly and Monthly Reviews:** Students should report on when and where they are using the strategy. Students should be encouraged to continue to evaluate their use of the strategy by completing a student rating scale. Encourage students to use the strategy during class, at PE, in computer class, while at a religious service, during practice, or at a music lesson.

*Source:* Provided by Jessica Bucholz, a Palm Beach County, FL teacher.