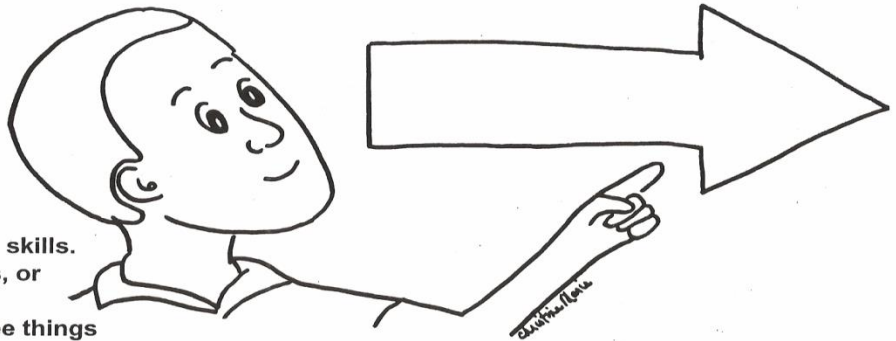


A REVIEW OF FACTS AND TIPS ABOUT THE SKILL OF FOLLOWING INSTRUCTIONS

2.



Practice good listening skills.
Repeat the instructions, or
write them down.

List or say the first three things
I need to do to begin the task.

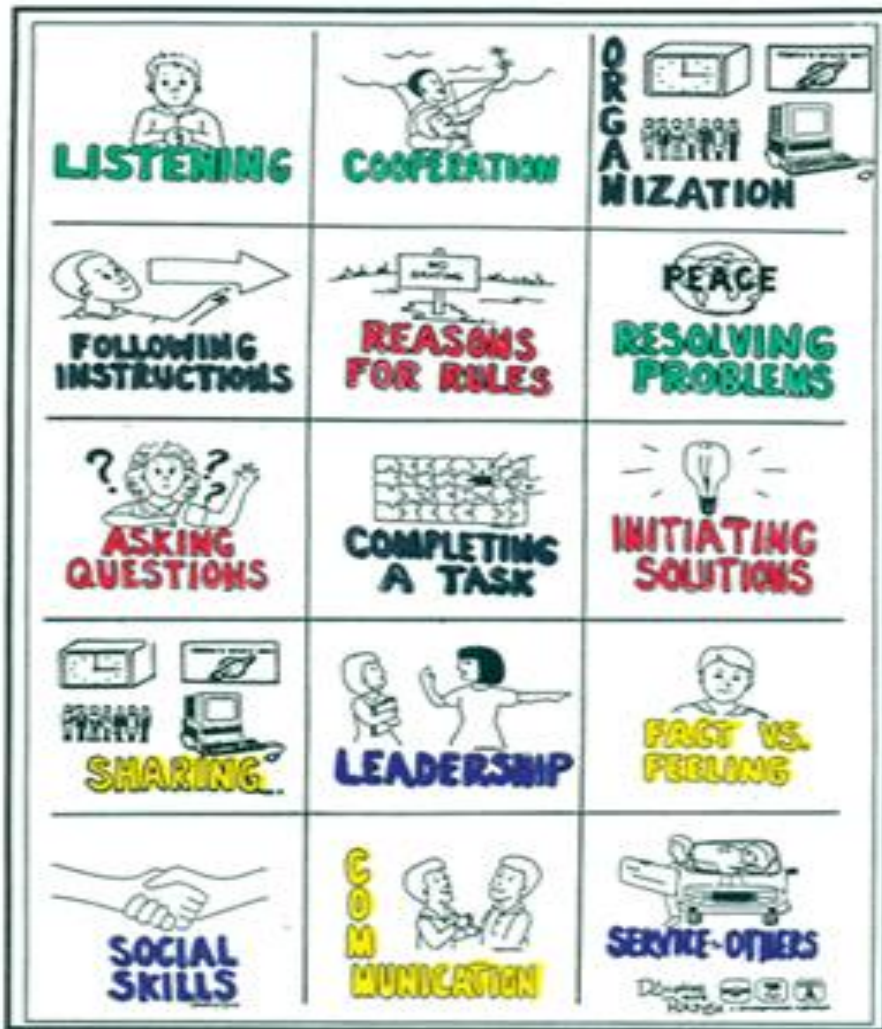
Start on time.

Stay on task the entire work time.

Evaluate the task and how I practiced
the skill at the end of the work time.

FOLLOWING INSTRUCTIONS

Teaching Self-discipline: 15 Essential Skills



Following Instructions is related to the skills of Completing Tasks Independently and Organizing Time, Space, People, and Things

The skill of Following Instructions is Taught to:

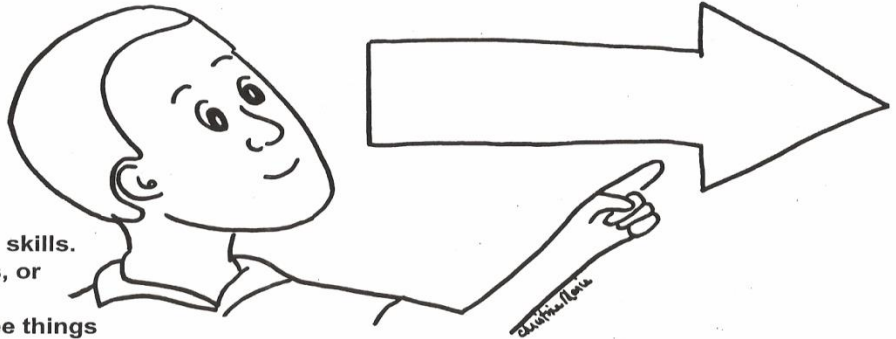
- a) Help students begin tasks immediately when given a signal**
- b) Eliminate off task behaviors**
- c) Help students set realistic goals**
- d) Teach children 3 questions they should ask themselves before F.I.**
- e) Equip students with a life skill**
- f) Help teachers avoid giving confusing or too many instructions**

Facts about Skill #2 - FOLLOWING INSTRUCTIONS

- **Second** of the five **Basic Skills**
- **Difficult** for children age **5 until the middle of Grade 3** to master = demonstrate without prompts
- Gain **'focused listening'** before giving instructions
- Give **only 3** instructions at a time
- Use more than a **verbal** mode when giving instructions
- Before starting a task invite students to learn **full instructions, clarify vocabulary** or terms, **ask questions** and **gather necessary materials.**

Skill Illustration

2.



Practice good listening skills.
Repeat the instructions, or
write them down.

List or say the first three things
I need to do to begin the task.

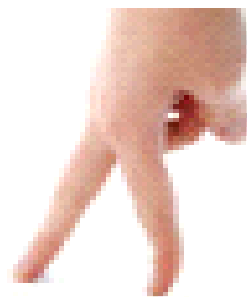
Start on time.

Stay on task the entire work time.

Evaluate the task and how I practiced
the skill at the end of the work time.

FOLLOWING INSTRUCTIONS

***Let your fingers do the
walking is a non-verbal way
to help students remember
this skill.***



Teach students to answer 3 questions before Following Instructions

GET READY TO FOLLOW INSTRUCTIONS

1. Do you know
WHAT to do?



2. Do you know
HOW to do it?



My first three action steps will be.

1. _____

2. _____

3. _____

3. Estimate how much
you can DO in the
time given. Set a personal goal.




Discipline
With Purpose

Use a following instructions card

FOLLOWING INSTRUCTIONS

Before doing this skill ask yourself:



- 1. Do I know WHAT to do?**
- 2. Do I know HOW to do it?**
- 3. How much TIME do I have to finish the task?**

When it is time to give instructions ask students to stand behind their desks.

They listen as instructions are given and then look at the card and ask themselves the questions.

When they know the answers they sit and begin work.

Introduce the skill by engaging students in an experiential activity

- 1. Ask individuals to demonstrate following 3-4 or 5 verbal instructions.** (When I stop talking knock on the door three times, hop on one foot, count to 10 backwards and shake someone's hand.)
- 2. Invite the entire class to demonstrate how to follow verbal instructions**
(Stand up/sit down) (next slide)
- 3. Invite individuals to practice following written/verbal instructions**
(Shape activity sheet – slides 9-10)

Stand Up/Sit Down

Instructions: Every time you hear a word that begins with the letter C, stand up. Stay standing until you hear the word Jesus and then sit down. Stay seated until you hear another word that begins with C and stand up again. Continue the process until the story is finished.

My Secret Hope

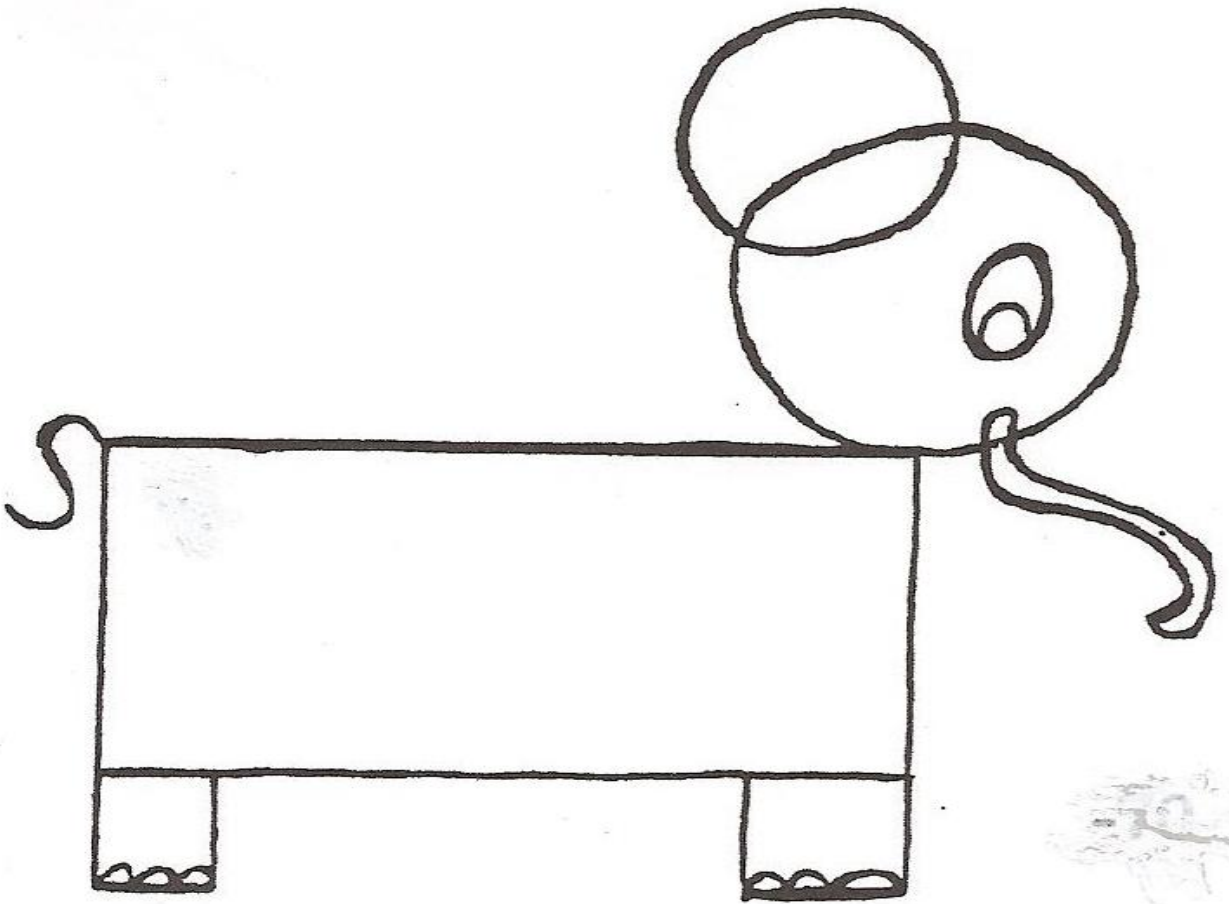
I've been a **Christian** all my life. I was baptized as a baby and my mother put a picture of **Jesus** in my room the day I was born. She says she wanted my room to be filled with **charity** and love, and that only **Jesus** could bring that much love. As I grew up I traded in my picture of **Jesus** with a big heart for one of him on the **cross**. This reminds me of the great love **Jesus** has for all people.

The picture of the **cross** keeps my secret hope alive. I know the power and love of **Jesus** can break down all the hatred and evil in the world. I know when I receive **communion** I bring **Jesus** into the world with me. I am then able to share my love with the people I meet. My secret hope is that I **can** tell everyone I meet about the work that **Jesus** is doing in the world.

Follow Verbal Instructions

1. Place a piece of paper lengthwise on a flat surface.
2. At the bottom of the sheet, draw two small squares approximately three inches apart.
3. Inside each square, across the bottom, draw a series of half circles.
4. Draw a large rectangle on top of and connecting both squares.
5. On top of the upper right corner of the rectangle, draw a circle whose diameter is the height of the rectangle.
6. If the circle were the face of a clock, draw a large S starting at the 5:00 position in the circle, extending it to the outside of the circle.
7. Draw another S parallel to the one just drawn about $\frac{1}{8}$ inch away.
8. Draw another circle in the upper left corner of the first circle, half in and half out of the first circle.
9. In the upper left corner point of the rectangle, draw another S extending to the outside of the rectangle.
10. Just above the two parallel S's draw two ovals: one inside the other, the inner one being in the lower half of the outer one.

Does Your Drawing Look Like This?



Avoid the Pitfalls of Giving Instructions

AVOID:

1. Starting one activity – moving to another without finishing the first – then return to the first activity.
- 2. Breaking the learning process by attending to an accidental stimulus.**
3. Dwelling on an issue longer than is necessary.
- 4. Giving too many instructions at one time.**
5. Using only a verbal mode when giving instructions. Instead, say them, write them, have students repeat them, have students write them.

Use Poetry



Beware of Coat Zippers

By Christine Marie Ryktarsyk






I have some information
That I think you all should know.
It has to do with zippers
On coats you wear in snow.
When the weather gets quite nippy
And the winds begin to blow.
Don't zip your coat up quickly
Or your tears will start to flow.
You will zip your lip, I tell you,
Or you'll zip your neck, Oh no!
Don't zip your coat up quickly
When you zip your coat,
Zip SLOW.

Use Quotes

- *Apply your heart to discipline and your ears to instructive sayings – Proverbs 23:12*
- *The ear attentive to wholesome correction finds itself at home in the company of the wise. – Proverbs 15:30*

Assessing Progress

- Use a rubric to assess progress.
- Show students the rubric after the skill is introduced
- At the end of the three week practice period let students self-evaluate how well they can answer the three questions needed before following instructions.
- Needs assistance 
- Basic mastery 
- Proficiency 
- Share this information with parents.

Homework Assignments

Following Instructions

- Make a family Instruction booklet. List five activities everyone in your family should know how to do. Together draw up a list of instructions telling how to do the task. Example: Making a bed, feeding a pet, using a dishwasher. Etc.
- For very young children invite parents to make a 'picture list' of cues for setting the table, getting ready for bed, etc. to use as a checklist.
- Hide a small object in a room. Give the child one or multi-step directions to follow which would lead to them discovering the object.
- Play a game with your children that will help them practice following instructions. Don't let them change the rules of the game so it will be easier for them to win.

Reflect

1. Identify something you learned from this presentation.
2. Name one action step you will try each of the next three weeks.
 - Teach students 3 questions to ask themselves before following instructions.
 - Find a fun way for students to experience the skill of following instructions.
 - Give instructions in at least three different modes.
 - Design a rubric so students can self-evaluate their progress in following instructions.
 - Give a homework assignment that requires students to talk about the skill of following instructions with parents.