**Plan to Teach a Replacement Behavior – Grade 3 (5-8 Minute 1:1 Lesson)**

|  |  |
| --- | --- |
| **Classroom Rule:** We complete all our independent work.  **Replacement Behavior:** I use self-help strategies to start my work and complete my work. | |
| **DEFINE THE RULE:** | 1. “This week we will be talking about using self-help strategies. Can you tell me what ‘self-help’ means? Teacher then shares: we will learn how to help ourselves before we ask for help from the teacher. 2. “Let’s share examples of times when we have had trouble doing something. What did you do when you had trouble?” 3. Here are the steps will we follow to help ourselves: “Try 2, before asking the teacher.”  * Look at the posters on the wall at the help centers. (Teacher will designate each wall in the classroom for only 1 subject. Put a number line, clock, numbers with touch points, coins on the wall for the math help center. Put letters, sight words, direction words, etc. on the wall in the reading help center.) * Use materials from the help box on your desk. (Place counting blocks, ruler, cards with sight word sentences, etc. in a box. Make 3 or 4 boxes.) * Raise your hand and wait for me. |
| **MODEL:** | Talk through an example and non-example.  **Example**: Let’s imagine you start working on your addition worksheet, but you realize that cannot do problem #2. You’ll look at the math help center poster on the wall and see the numbers with touch points. You can use the counting touch points to help him finish problem #2. Question for Scholar: What would you do if you got stuck on question #2 in math?  **Non-Example**: I direct our class to begin working on the math assignment. You cannot figure out how to do problem #3 so you sit and stare out the window. Question for Scholar: What could do when you get stuck on question #3? |
| **ROLE PLAY:** | 1) Show the student the picture of the Visual Cue Card that shows each of the steps that will be on the desk.  2) When I see you struggling with your work, I’m going to give you this signal (insert teacher gesture) – it will be a secret signal between you and me and when you see it, I want you to look at the steps on your desk and get to work. Let’s try it ok?  3) Practice.  4) Set a goal for day using the STAR Chart. NOTE: The goal should be easily achievable Day 1 and based on the data from the baseline data collection. The student must “win” on day 1. |
| **VISUAL CUES:** | Ensure that the Visual Cue Card “My Strategies!” is on the student’s desk. |
| **STUDENT LEARNING PLAN:** | * **Day 1:** Skill Acquisition – Mrs. Awesome will use the plan above to roll out the replacement behavior in the morning at breakfast and after lunch (8 min) * **Week 1:** Skill Acquisition - Mrs. Awesome will repeat teaching and practices each morning at breakfast, but will add an additional practice in the afternoon if the scholar is not on track to meeting his daily goal (7-8 min) * **Week 2:** Skill Fluency – Mrs. Awesome will repeat practicing each morning at breakfast on Monday, Wednesday, and Friday, but will add additional days of practice if the scholar does not meet his daily goal (6-7 min) * **Week 3:** Moving towards Maintenance – Mrs. Awesome will repeat the practice only on Monday at breakfast, but will add an additional day of practice the day after the scholar does not meet his daily goal (5 min) |