



Creating Procedure Lesson Plans

1. List in priority order 2-3 phrases/directions/reminders that you find yourself repeating more than you want or 2-3 things that consistently do not go as smoothly as you want them to or 2-3 things your students do that just plain drive you crazy.
 - 1.
 - 2.
 - 3.
2. Choose two of the items on your list above and, for each, identify a procedure that could be introduced to help. If you already have procedures in place but they aren't working the way you want, identify revisions to those procedures that might make them more effective.
 - 1.
 - 2.
3. Choose one procedure from your list above to try with your students. Write out a mini-lesson plan that focuses on the specific steps you plan to take to teach, model and reinforce this new or improved procedure with your students. *The procedure itself is the "content" for this mini-lesson.*

Your Lesson Plan should include most or all of the following:

- A. how you will **introduce and model** the procedure for students
- B. how students will **practice** the procedure in an **accountability-free** environment
- C. how you will **de-brief** the practice to help students improve on their second attempt
- D. how you will ultimately **check for student understanding** of the procedure
- E. what **consequences** will eventually be used **with non-compliers**, after several opportunities to practice in an accountability-free environment have been made
- F. what **incentives**, if any, will be used to motivate students to follow the procedure
- G. how image-based and/or gesture-based **visual aids** (*visuals or gestures that include no or few words and rely on an image or movement to convey meaning*) will be incorporated into the teaching and reinforcement of the procedure.

Mini Procedural Lesson Plan for Teaching: _____

A. How will you introduce and model the procedure for students?
B. How will students initially practice the procedure in an accountability-free environment?
C. How will you de-brief the practice to help students improve on their second attempt?
D. How you will ultimately check for student understanding of the procedure?
E. What consequences will eventually be used with non-compliers ?
F. What incentives , if any, will be used to motivate students to follow the procedure?
G. Sketch out a visual image you could use that will help you teach and reinforce the procedure. This visual should “show” students what to do rather than “tell” them what to do. Imagine your students speak and read no English. (BTW: Be sure you have mentioned how you will use the image in parts A, B, C and/or D above).

*** **When implementing this procedure** with students, give it 6-9 school days of reinforcement before you assess its effectiveness. After 2-3 days, reflect on how it is going. Consider how it might be modified or practiced differently with students to increase their compliance or efficiency. Modify and continue to implement and reinforce. After 2-3 more days, reflect again. Modify again if necessary. Be consistent in applying consequences with those that are still resisting. After 2-3 more days, decide if it has been successful enough, overall, to continue. For help, see the **Implementation Trouble Shooting Checklist**.

Implementation Troubleshooting Checklist

Did I choose just one new thing to introduce?	
Did I explain and model the new thing before asking students to try it?	
Did I use visuals and/or physical manipulatives to help explain and model the new thing?	
Did I include the students in the model in some meaningful way?	
Did I make some effort to introduce and practice the new thing in a fun, engaging, or entertaining way?	
Did I check for understanding in at least one way other than simply asking if there were any questions before asking the students to practice the new thing?	
Did I compassionately but firmly defer any student arguing or resistance to trying the new thing?	
Did I have students practice the new thing more than once in an accountability-free environment the first day?	
Did I offer constructive, friendly feedback to students regarding their use of the new thing in an effort to improve their use?	
Did I continue to reinforce and have students practice the new thing in an accountability-free environment for at least 3 school days?	
Did I make clear to students when accountability was to be added to the use of the new thing and what that accountability would look like?	
Did I find a way to avoid “punishing the class” when just one or two students persisted in not complying with the new thing?	
Did I implement and consistently reinforce the new thing for 10 days?	
Did I truly, deeply, honestly and consistently believe the new thing would work, even when facing resistance from students?	
Did I try the new thing with my favorite class or at my favorite time of day before trying it at more difficult times?	
Did I continually self-reflect during the implementation process and make appropriate modifications or adjustments to better meet mine and my students’ needs?	
Did I collaborate with a colleague who was trying, or had tried, the same new thing during my implementation process?	
Did I sincerely praise the students when they did well or made progress with the new thing?	

Final thoughts/questions on this implementation
