



# Lesson Plan

Coach Use Only

Lesson Plan Number: \_\_\_\_\_

Date Submitted: \_\_\_\_\_ W, GC, VO or CS: \_\_\_\_\_

Teacher: \_\_\_\_\_

Fidelity Associated with Lesson Plan: Yes  No

Date(s)	Lesson Type	Goals	
	<b>Check one:</b> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Whole Group <input type="checkbox"/>  Group Size: _____	<b>Individual-</b> Learning Goal(s) 1. _____	Easy Task(s) 1. _____
		<b>Group-</b> Learning Goal(s) 1. _____	Easy Task(s) 1. _____
<b>Lesson description- Briefly describe what the lesson will look like:</b>   			

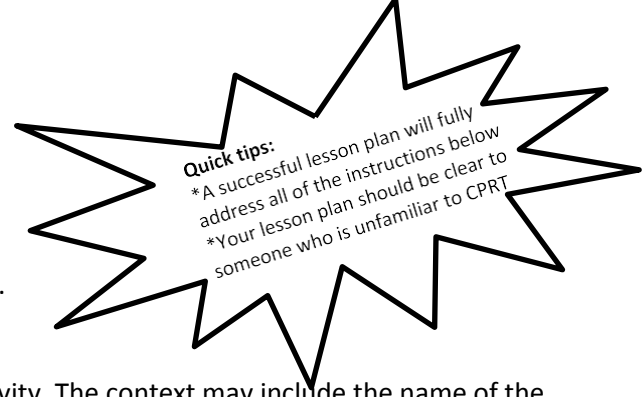
<b>CREATE an Opportunity</b>	<b>Get Student Attention</b>		
	<b>Plan for Prompting</b>		
	<b>Use Clear and Varied Instructions</b>	<b>Varied Instructions for Learning Goal(s)</b> 1. _____ 2. _____	<b>Varied Instructions for Easy task(s)</b> 1. _____ 2. _____
	<b>Use Preferred Materials (and vary them)</b>	<b>Check all that apply:</b> Individual <input type="checkbox"/> Play-based <input type="checkbox"/> Enhanced <input type="checkbox"/> 1. _____ 2. _____	
	<b>Give Choices</b>	<b>Check all that apply:</b> Between <input type="checkbox"/> Within <input type="checkbox"/> 1. _____ 2. _____ 3. _____	
	<b>Turn-Take</b>	<b>Student turn(s):</b>	<b>Teacher turn(s):</b>

**PAUSE for 5-10 seconds**

<b>RESPOND to the Student's Behavior</b>	<b>Use Direct Reinforcement</b>			
	<b>Provide Contingent Rewards</b>	<b>Frequency:</b>	<b>Description of student behavior:</b>	<b>Incorrect/ non-responsive:</b>
	<b>Reward Attempts</b>	<b>Description of "good trying":</b>		<b>Rewards for attempts:</b>



# Lesson Planning Instructions



## Goals

1. Identify **1+** learning goal(s) for the individual student or group.
2. Identify **1+** easy task(s) for the individual student or group.

## Lesson Description

1. Provide a brief explanation for the context surrounding the activity. The context may include the name of the activity (e.g., “Shaving cream letter tracing”) and specify the materials needed (e.g., “Shaving cream, paintbrushes, sponges, magnetic letters, stuffed animals that start with different letters”).

## CREATE an Opportunity (Antecedent Components)

1. Get Student Attention - *Get the student’s attention before presenting an opportunity or instruction.*
  - a. Name **1+** ways that you plan to get the student’s attention (can be verbal or nonverbal) and **1+** ways you plan to maintain the student’s attention.
2. Plan for Prompting
  - a. Describe any prompts needed to help the student respond correctly to learning opportunities (include how you will use a prompting hierarchy).
3. Use Clear and Varied Instructions - *The opportunity must be easy to understand and around the student’s developmental level. Opportunities should vary throughout the activity.*
  - a. For at least one learning goal and one easy task, list **2+** variations of instructions (verbal or nonverbal) you will use.
4. Use Preferred Materials (and vary them)-*Use a variety of favorite materials and interests in each activity.*
  - a. For at least one learning goal, list and describe how you will incorporate **2+** favorite materials and interests into the activity.
5. Give Choices- *Give choices between and/or within activities (Keep in mind that opportunities for guessing, brainstorming, or answering questions from a multiple-choice list do not count as choices).*
  - a. Identify at least 3 opportunities for choices throughout the activity. These can include the same choice offered 3 times or 3 different choices.
6. Turn-Take- *Sometimes model a skill, facilitate back-and-forth interactions, or encourage turns between students (Modeling skills for the students and facilitating back-and-forth interactions between yourself and the student can be considered a “teacher turn”).*
  - a. Describe how you will model skills, facilitate back-and-forth interaction and/or encourage a turn with a classmate.
  - b. List **1+** ways you can incorporate a teacher turn.
  - c. If a group lesson, also include **1+** ways turns between students can be facilitated

## Respond to the Student’s Behavior (Consequence Components)

1. Use Direct Reinforcement- *Rewards should be an item or activity that is natural or directly related to the desired behavior.*
  - a. List the *items and/or activities* that you will provide throughout the lesson, that are natural or directly related to the desired behaviors.
2. Provide Contingent Rewards- *Provide immediate and well-timed rewards.*
  - a. Tell *when and how often* you will provide rewards.
  - b. Define what the student(s) must do to receive a reward.
  - c. Describe how you will respond if the student(s) are *incorrect or non-responsive*.
3. Reward Attempts- *Reward goal- directed attempts, or good trying, throughout the activity.*
  - a. Define what “*good trying*” will look like for each student.
  - b. List what you will give the student(s) as a reward for goal-directed attempt.