Research to Practice Lesson Plan Starters

Please be sure you are logged in at www.transitionta.org to access the documents you are seeking. Thank you.

Student-Focused Planning – lesson plans associated with SFP (student involvement in the IEP)

- Using the Self-Advocacy Strategy (1) to Teach IEP Meeting Participation
- Using the Self-Advocacy Strategy (2) to Teach IEP Meeting Participation
- Using Self-Advocacy Strategy (3) to Teach IEP Meetings Participation
- Using ChoiceMaker Self-Directed IEP to Teach IEP Meeting Participation
- Using Person-Centered Planning to Teach IEP Meeting Involvement

Student Development

Academic Skills

General
- Using Self-Monitoring to Improve Accuracy and Productivity

Math

Computation & Math Facts
- Using Cover, Copy, Compare to Teach Multiplication Facts
- Using Peer Assisted Instruction to Teach Math Computation
- Using Self-Regulated Strategy to Solve Multiple Step Equations
- Using Technology to Teach Math
- Using TouchMath to Teach Mathematic Computation Skills

Problem Solving
- Using Anchored Instruction Teach Math Problem Solving
- Using Mnemonics to Teach Mathematical Problem Solving
- Using Graphic Organizers to Teach One-Step Word Problem Solving
- Using Schema-Based Instruction to Solve Math Word Problems Lesson 1: One-Step Math Word Problems
- Using Schema-Based Instruction to Solve Math Word Problems Lesson 2: Two-Step Math Word Problems

Fractions
- Using the LAP Strategy to Teach Addition and Subtraction of Fractions- Lesson 1
- Using the LAP Strategy to Teach Addition and Subtraction of Fractions- Lesson 2
• Using the LAP Strategy to Teach Addition and Subtraction of Fractions - Lesson 3

Algebra
• Using Graduated Sequence of Instruction to Teach Algebraic Integer Subtraction
• Using CRA to Teach Algebra Lesson 1: Concrete
• Using CRA to Teach Algebra Lesson 2: Representational
• Using CRA to Teach Algebra Lesson 3: Abstract

Geometry
• Using Manipulative Instruction to Solve Area Problems
• Using Manipulative Instruction to Solve Perimeter Problems
• Using Simultaneous Prompting to Teach Pythagorean Theorem

Reading

Comprehension
• Using Graphic Organizers for Comprehension - Expository Text
• Using Graphic Organizers for Comprehension - Story
• Using the RAP Strategy
• Using Peer Tutoring to Teach Vocabulary Acquisition
• Using Self-Monitoring to Teach Story Elements
• Using Morphological Analysis to Teach Vocabulary in an Inclusive Setting

Digital Literacy
• Using System of Least Prompts to Teach Functional Digital Literacy Skills

Fluency
• Using Peer Tutoring to Teach Reading Fluency
• Using Repeated Reading to Teach Reading Fluency

Science
• Using Graphic Organizer to Teach Science Vocabulary
• Using Mnemonics to Teach Science Vocabulary
• Using Mnemonics to Teach Minerals
• Using Peer-Mediated Embedded Instruction to Teach Inquiry Science in an Inclusive Setting
• Using Progressive Time Delay to Teach Science Skills
• Using Structured Inquiry to Teach Environmental Science

Social Studies
• Using Computerized Concept Mapping to Teach Social Studies
• Using Mnemonics to Teach Social Studies Vocabulary
• Using Peer Tutoring to Teach 20th Century World History
• Using Supplemental Materials to Teach Civil Rights Movement
Employment Skills

Getting a Job
- Using Mnemonic Strategy to Teach Completing Job Applications
- Using Video Modeling to Teach Interviewing Skills

Employability/ Soft Skills
- Using an Assistive Technology Device with Picture Symbol Communication, Converted to Speech to Teach Employment Skills
- Using Dual Communication Boards to Teach Communication Skills in an Employment Site
- Using Role Play to Teach Workplace Social Skills
- Using Simulation to Teach Social Skills at Work

Specific Job Skills
- Using Computer Based Instruction to Teach Job Specific Skills
- Using Least to Most Prompting to Teach How to Cleaning a Table
- Using System of Least Prompts Procedure with a Video Prompt to Teach Office Task
- Using System of Least Prompts to Teach Functional Digital Literacy Skills
- Using Response Prompting to Teach Job Skills
- Using Community Based Instruction to Teach Collating Photocopies

Life Skills

General Life Skills
- Using Differential Reinforcement to Teach Short Response Latency and Task Completion

Communication & Social Skills
- Using an Assistive Technology Device with Picture Symbol Communication, Converted to Speech
- Using Peer-Directed Novel Question Training to Teach Conversation Skills
- Using Peer Network Interventions to Teach Social Engagement Skills
- Using Response Prompting to Reduce Stereotypic Behaviors and Teach Orienting to the Environment.
- Using Self-Management to Teach Game Related Social Skills

Community Access
- Using Forward Chaining to Teach Laundromat Skills
- Using Least to Most Prompting to Teach Cleaning Appliances and Doing Laundry
- Using Time Delay to Teach Laundry Skills
- Using Response Prompting with a Personal Digital Assistant to Teach Travel Skills
- Using Simulated Instruction and Video Modeling to Teach Selecting a Bus Stop
• **Using Simultaneous Prompting to Teach Opening a Locker**

**Finance** (banking, budgeting)
• **Using Least to Most Prompting to Withdraw Money from an ATM**
• **Using Prompting Strategies to Cash Checks and Use an ATM**
• **Using Simulated Instruction to Teach Purchasing with a Debit Card and Tracking Expenses**

**Purchasing**
• **Using Computer Based Instruction to Teach Grocery Shopping**
• **Using Community Based Instruction to Teach Purchasing Skills**
• **Using Counting-on Strategy to Teach Purchasing**
• **Using One-More-Than Strategy to Teach Money Counting**
• **Using Progressive Time Delay to Teach Selecting Lower Price**
• **Using Response Prompting to Teach Purchasing Grocery Items**
• **Using Response Prompting to Teach Grocery Shopping**
• **Using SMART Board Technology to Teach Grocery Store Aisle Sight Words**
• **Using Community Based Instruction to Teach Grocery Shopping**
• **Using "One More Than" Strategy to Teach Counting Money**

**Nutrition** (meal planning & preparation, see Purchasing for grocery shopping lesson plans)
• **Using Audio Prompting to Teach Baking Microwave Cake**
• **Using Constant Time Delay Life Skills to Teach Making Dessert Drinks**
• **Using Constant Time Delay to Teach Snack and Drink Preparation Skills**
• **Using Constant Time Delay and SMART Board Technology to Teach Grocery Store Vocabulary**
• **Using Least to Most Prompting to Teach Meal Planning**
• **Using Least to Most Prompting and Video to Teach Cooking**
• **Using Simultaneous Prompting to Teach Restaurant Sight Words and Classifications as Non-target Information**
• **Using Video Modeling to Teach Cooking**

**Recreation & Leisure**
• **Using Constant Time Delay to Teach Leisure/ Game Playing**
• **Using Most to Least Prompting to Teach Bowling and Pinball**
• **Using Response Prompting to Teach Leisure Skills**
• **Using Self-Monitoring to Teach Decision Making for Leisure Activities**
• **Using Self-Management to Teach Game Related Social Skills**
• **Using Simultaneous Prompting and Constant Time Delay to Teach Solitaire as a Leisure Skill to Students with Disabilities**
• **Using Video Modeling to Teach iPod Use**
• **Using Video Prompting to Teach Gift Wrapping Skills**
Safety
- Using Backward Chaining to Teach First-aid Safety Skills
- Using Community Based Instruction to Teach Crossing the Street
- Using Community Based Instruction to Teach Students to use a Public Telephone
- Using Least to Most Prompting System to Teach Cell Phone Usage When Lost
- Using Progressive Time Delay to Teach Reading Warning Labels
- Using Video Modeling to Teach Fire Safety and Cooking

Self-Determination Skills
- Using Multimedia Social Stories to Teach Knowledge of Adult Outcomes and Opportunities
- Using Person-Centered Planning to Teach Future Expectations
- Using SDLMI to Teach Goal Setting and Problem-Solving
- Using Take Action: Making Goals Happen Curriculum to Teach Goal Setting and Attainment