

Introduction

In all aspects of life, especially in school, children are bombarded with directions. There are directions for lining up in the hall, for playing a game, for completing a worksheet, and for taking a test. A child must be able to pay attention to, listen to, process, remember, and follow directions.

Many children with communication disorders have difficulty following directions. They may not know the important words to listen for or understand the concepts used in directions. Maybe they can only remember one direction when the teacher just told them three. Some may remember the directions but not the order in which to follow them.

In developing this product, we sought input from prekindergarten through third grade teachers in public and private schools. We incorporated many of the direction words and concepts that children demonstrated difficulty with in their classrooms.

No-Glamour Following Directions provides straightforward activity pages with step-by-step directions in a variety of contexts. Each set of directions begins with a pretest/posttest. Then each type of direction is taught with specific support for the child. The Learn pages present the concept/direction in a teaching format, the Practice pages provide guided practice, and the Review pages combine directions for additional practice and reinforcement. The page layouts are varied to provide the student practice following directions in a variety of formats. *No-Glamour Following Directions* is a flexible program. You can present the lessons in all of the units, or you can pick and choose lessons/units specific to your student's direction-following needs.

No-Glamour Following Directions targets these skills:

- basic worksheet
- position/location
- size/duration
- association
- sequencing
- exclusion/negation
- test taking
- classroom/multi-step directions

No-Glamour Following Directions interfaces well with a response-to-intervention (RTI) approach. The lessons can be used with a large group suitable for Tier 1 instruction. Using the lessons with small groups and individuals allows for the more individualized and focused intervention required at Tier 2. The pretests and posttests allow for frequent progress monitoring at this level. Students who need more intensive, individualized Tier 3 instruction will benefit from the multiple opportunities for practice.

Following directions is a critical skill. *No-Glamour Following Directions* will make it easier for you to isolate, evaluate, teach, and provide practice for the concepts and tasks needed to follow directions successfully. It is our hope that you, the children you work with, their teachers, and their families will find success in this vital area of communication.

Lynn and Janet