

# GIVING DIRECTIONS

**Give explicit directions in an appropriate environment to promote student success.**

- Use a signal (e.g., clapping pattern, raised hand, bell ringing, music) to gain the attention of students prior to directions
- Face students when you address them
- Give directions when you have the attention of all students
- Obtain eye contact and use close proximity for struggling students
- Give clear, simple directions
- Give one direction at a time, dividing the task into smaller segments
- Use specific information and avoid vague language so that students know precisely what to do and what behavior is expected
- Write directions on the board or use visual displays to add meaning
- Model directions using a visual reminder for all to see
- Use a buddy system for students who need additional assistance
- Have students rephrase or retell the directions to a partner to check for understanding
- Read written directions to the class
- Encourage students to highlight or underline key words in written directions
- Allow students to ask questions to clarify any misunderstandings
- Avoid unnecessary talking after directions are stated and allow five seconds “wait time” for students to comply
- Repeat directions after “wait time” if needed
- Include directions for procedures when students complete tasks or assignments
- Give praise and positive feedback to students when explicit directions are followed
- Follow up with praise and reinforcement after a task is completed
- Use non-disruptive techniques such as eye contact, close proximity, or a note for a non-compliant student to enforce following directions
- Follow through with a mild consequence for non-compliance to directions