Training Module*

Following Directions

PURPOSE

To explore the meaning and importance of following directions as it relates to young children ages two to five.

DEFINITION

Before we begin, let's take a minute to define the term following directions. Following directions can be defined as "the ability to complete one, or a series of, verbal or written directions." Because the age group we will be discussing is not yet able to read, this training module will focus mainly on verbal directions. To further explain the concept of following directions, let's take a look at a specific example.

EXAMPLE

As you work with the children every day, you are reinforcing the skill of following directions. Take time now to think about the many times during the course of the day when you ask the children to complete a specific task. For instance:

"Now it's time to . . .

... hang up your coat."
... wash your hands."
... put on your coat."
... go outside."
... clean up."

In each case you are asking the children to follow your verbal directions. As you are probably aware, some of the children follow directions quite well, while others may have difficulty following even a very simple request. Take time over the next few days to observe the children in your class. Note who is proficient at following directions and who is not. Record your observations. Keep in mind that following directions is

a developmental skill just like large muscle development or visual discrimination. Initially, the children may be able to follow just one direction at a time such as, "Now it is time to wash your hands." As they mature they will be able to follow a series of directions such as, "Jared, please close the door and hang up your coat." Because following directions is a crucial skill for future success in school, it is important to note which children may need more reinforcement in this area. In some cases these children may require your help to complete the directions as requested.

TRY WHAT YOU'VE LEARNED!

Play a simple game of Simon Says with the children in your group. This game is great for reinforcing the skill of following directions. Begin the game with one-step directions such as, "Simon says touch your head." As the children progress, add another step to the direction such as, "Simon says rub your tummy and then pull your ear." For most children, a series of three directions is the maximum. As you play the game, note which children can follow the directions with a high degree of accuracy and which cannot. This activity will help you to evaluate each child's level of development in this area.

^{*}ATTENTION TEXAS CUSTOMERS: This training module is considered self-instructional material.

ATTENTION CDA TRAINERS: Have each CDA candidate complete this Follow-up Evaluation individually after your group presentation. Evaluate his/her performance and then discuss the results together. This evaluation does <u>not</u> need to be reviewed by HighReach Learning.

Follow-up Evaluation

Following Directions

Name	HRL Customer Number
Address	Phone
School Name	Phone
School Address	
Who is responsible for payment? ☐ Self ☐ Other	
Complete the following to the best of your ability.	
I. Define the skill of following directions.	
List several examples of how you currently promote following	directions during your daily activities.
3. What other areas of the classroom (BLOCKS, MANIPULATIV could be utilized to promote following directions? Describe so	•
4. Choose one activity and describe how this activity could be us	ed to promote following directions.

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5. Your goal is to work with each child to help him/her develop better skills in following directions. What type of activities would you plan?
6. Look through the curriculum you use in your classroom and identify two activities the children completed during
this month that helped build skills in following directions. If you cannot find two, design two yourself.
7. Play a group game, conduct a simple science experiment, or prepare a snack through a cooking activity. As you observe, note which children follow directions well and which seem to need more reinforcement. Record your observations below.

This Training Module is designed to be used in conjunction with the curriculum you are currently using in the classroom. Prior to completing the module, explore your curriculum plans and think about how the topic of the module fits into those plans. Throughout the coming months, consider ways in which you can apply the training topic to a variety of classroom activities. As with children, practicing new skills on a daily basis makes a big difference.

In order to receive credit:

- 1. Read the Training Module and complete the Follow-up Evaluation.
- 2. Enclose check or money order in the amount of \$18.00 (payable to HighReach Training Program) and your completed Follow-up Evaluation.
- 3. Mail to:

HighReach Learning
Attn: Training Department
5275 Parkway Plaza Blvd, Suite 100
Charlotte, NC 28217

Attention Customers: These modules have been approved as training credit in many states.

Call I-800-729-9988 or visit our Web site at www.highreach.com to see how many hours YOU can earn!

New states are added throughout the year, so check back often for updates!