Ask 3 Before Me

**Georgia Standards of Excellence Alignment**

**Health Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Teacher Keys Effectiveness System (TKES) Alignment**

**Standard 7 - Positive Learning Environment:** The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

**Standard 8 - Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

**Instructional Design**

**Define Simply**

Ask 3 Before Me is a strategy teachers can use when conducting small groups or during individualized instruction by having students ask up to 3 peers for help prior to asking the teacher. This learning plan will enhance instruction by encouraging students to take more ownership of their learning while minimizing the number of times the teacher is interrupted.

Introduce students to Ask 3 Before Me by explaining that sometimes support is needed. Students will be taught to seek help from up to 3 peers before asking their teacher. This strategy is meant to be utilized on questions pertaining to their assigned work only and not on questions related to safety or on personal matters. The goal is to utilize this practice in situations when a teacher is wanting uninterrupted work time with a small group of students while the other students are expected to work independently or in other small groups. Students can learn problem-solving, communication, and collaboration skills using this strategy.
Model/Demonstrate with Examples
Brainstorm with students a list of different scenarios in which they may need to ask for help (Ex: solving a math problem, reading, clarification on directions). Then, model for students by asking individuals to help the teacher with different scenarios. For example, “Jamal, can you remind me what we are supposed to do when we are finished?” Video Example

Practice in All Relevant Settings
Practice using different scenarios during small group work time. For example, put some example questions in a bowl and have a random student pick a question to ask three peers (e.g., How do you write a good thesis statement?). Make sure the teacher specifies what voice level to use when asking a peer, a question. After teaching and practicing, it may be helpful to prompt students with reminders before working in groups.

Monitor & Provide Positive Feedback and Reinforcement
Teachers can provide students with behavior specific praise when they ask three peers prior to asking the teacher. Praise should also be offered during practice time to help reinforce the routine. “Karla, thank you for asking Emily, Tonio, and Destiny for help when you got stuck. Nice job!”

Based on Data, Adjust Instruction & Reteach
Teachers should monitor if students are not using this routine. If students forget, it may be time to reteach and increase praise to reestablish the classroom routine.

Evidence of Student Success
- 80% of students ask up to 3 peers for help prior to asking the teacher working with a small group without additional verbal or nonverbal prompts from the teacher.

Student Learning Supports
- This is a universal lesson plan and an effective practice used for struggling students in the Multi-Tiered System of Supports (MTSS) process.
- Some students may need additional support or scaffolding. Consider adapting for the individual needs of the student.

Engaging Families
- Students can practice this at home with homework. If parents don’t know the answer, they can call three peers before emailing or calling their teacher.