

Five Everyday: Pre-Correction



PBSIS
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THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES
New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service
New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program

New Jersey Department of Education
Office of Special Education



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Why Use Pre-Correction?

- Research evidence suggests that across the school age span class management practices plays a role in students' perception of class climate and the types of behaviors that occur (e.g., Mitchell & Bradshaw, 2012; Stitche et al., 2009)
- Prevention oriented practices are associated with higher rates of engagement and positive class climate ratings (e.g., Mitchell & Bradshaw, 2012; Pas et al., 2015)



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What is Pre-Correction?

- A review of the skills, actions or habits needed to achieve the expectations immediately before students begin a routine
- Research on implementation in K-12th grade settings supports the use of pre-correction as a positive and proactive class management strategy (e.g., Ennis et al., 2017)



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Pre-Correction vs. Redirection

Pre-Correction



Preventative: Delivered
BEFORE an unwanted
behavior occurs

Redirection



Corrective: Delivered
AFTER an unwanted
behavior has occurred



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Implementing Pre-Correction

1. Identify the point in the routine immediately before students need to use the expectation
2. Provide a verb-specific review of what to do
3. Follow up with Behavior Specific Feedback:
 - ✓ Behavior specific praise
 - ✓ Suggestions for next time



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