



PBSIS

Helping Schools Build Systems of Support

Using Pre-Correction

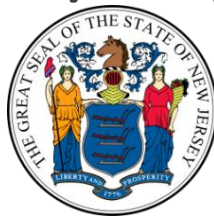
RUTGERS
Robert Wood Johnson
Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

In Partnership with the

Office of Special Education

New Jersey Department of Education



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Learning Outcomes

- Describe what a pre-correction is
- Know what the three steps to implementing a pre-correct are
- Know how pre-correction is different than redirection
- Increase use of pre-correction within daily routines



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



Operationalize Expectations

Teach Skills and Habits to
Achieve the Expectations

Use Instructional Scaffolds

Preserve Dignity When
Responding to Unwanted
Behavior & Mistakes

Data-Driven Decision-Making

Systems That Support
Sustainable Implementation



Instructional Scaffolds

Instruction



Skills Applied in
Daily Routines

Positive Greetings at the Door

4:1 Ratio

Pre-Correction

Active Supervision

Opportunities to Respond



Pre-Corrections

- Inserting a descriptive reminder of what is expected of students immediately before the start of a routine, or point within a routine
- Ex: Reviewing what is expected of students in the hallway immediately before students transition to their next class



Pre-Corrections

1. Identify the point in the routine when the unwanted behavior occurs
2. Immediately before the unwanted behavior occurs, provide a verb-specific prompt of what to do
3. Provide behavior specific feedback:
 - Behavior specific praise
 - Suggestions for next time



Pre-correction: Example Scenario

- Ms. Jones has noticed that when Amelia is working on an assignment and reaches a point where it is difficult or she doesn't know what to do, she becomes frustrated and abandons the assignment
- When Ms. Jones tries to help, Amelia is already frustrated, agitated, and tends to dismiss her attempts at assistance



Pre-correction: Example Scenario

- Ms. Jones instructs the class to begin their assignment. She tells the class that these are some problems they will find challenging.



Pre-correction: Example Scenario

- She asks Amelia to circle the problems she is confident about. These problems she will save for last or for homework.
- Next, she coaches Amelia through one of the challenging problems.
- *“Amelia, if you are not sure what to do, raise your hand to let me know you need help. I will nod at you and then you can put your hand down. I’ll be over in a minute. While your waiting try working on another problem. If you get really frustrated, you can take a couple of deep breaths or count backwards from 15. Remember, I’ll be over to help.”*



Pre-Correction vs. Redirection

Pre-Correction

- **Proactive:** Delivered before something happens

Redirection

- **Reactive:** Delivered after an unwanted behavior occurs



Pre-Correction vs. Redirection

Pre-Correction

- **Skill Focused:**
Delivered to encourages students to use skills and habits expected in the routine

Redirection

- **Deficit Focused:**
Delivered because the student has done something unwanted



Classroom Application Example

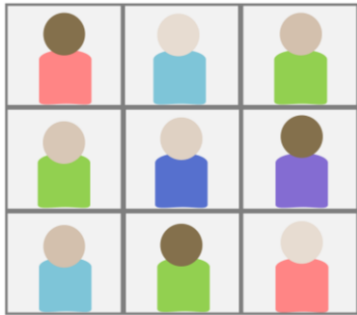
- View the video example of a 3rd grade teacher preparing her students for reading group

<https://www.bing.com/videos/search?q=teachers+using+pre+corrections&&view=detail&mid=07C33C7433EEDE893C9C07C33C7433EEDE893C9C&&FORM=VRD GAR>

- *What did you notice about how the teacher prepares the class for reading groups*
- *How does this strategy help the students?*
- *Why is this approach better than correcting after a problem occurs?*



Using Precorrection During Remote Learning



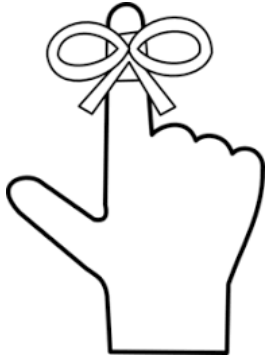
- Start virtual classes with a review of action-specific expectations.
Example: “Post your questions in the chat box. The chat box is located over here and you...”



- Create and send precorrection screencasts for common remote learning issues (e.g., ‘how to....’)



Using Precorrection During Remote Learning



- Embed real-time reminder prompts *'Google Meet beginning in 10 minutes'*



- Embed precorrections into assignment instructions, daily planners or other platform related tools



Embed Reminders Into Daily Planners or Assignment Checklists

Pre-correction for getting help and meeting time

Need help with an assignment?
Email me at email@address
Join me for a zoom check in at 9:30: zoomlink

Activity 1: Spelling City

Check-Off When Finished	Assignment Expectations	
	1. Log-on to Spelling City	<p>Ask for help if you get stuck</p> <p>Stay focused on your task</p> <p>Congratulate yourself for completing the assignment</p>
	2. Complete 2 spelling games with this week's list	
	3. Take your spelling and vocab quizzes	

Written Pre-corrections for Expectations



Precorrection

Personal Practice Commitment

- Consider the most typical redirections you need to use in your class
- What opportunities can you take advantage of to ‘pre-correct’ these behaviors before a routine starts?
- What would you say to the class as your precorrection review?



Precorrection

2-4 Week Follow-Up

- In what ways did your students respond to the precorrections?*
- What helped you to build a routine around using precorrections?*
- Now that you have had some experience, what other routines or situations would you apply the precorrection technique?*



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