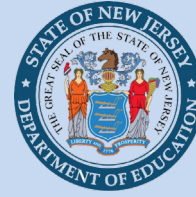




RUTGERS HEALTH

**The Boggs Center
on Disability and Human Development**

Robert Wood Johnson Medical School



New Jersey
Department of Education
Office of Special Education

New Jersey Positive Behavior Support in Schools

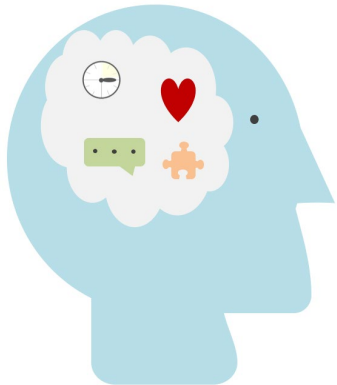
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Pre-Correction

www.pbsisnj.org

At the conclusion of this video, you will be able to...

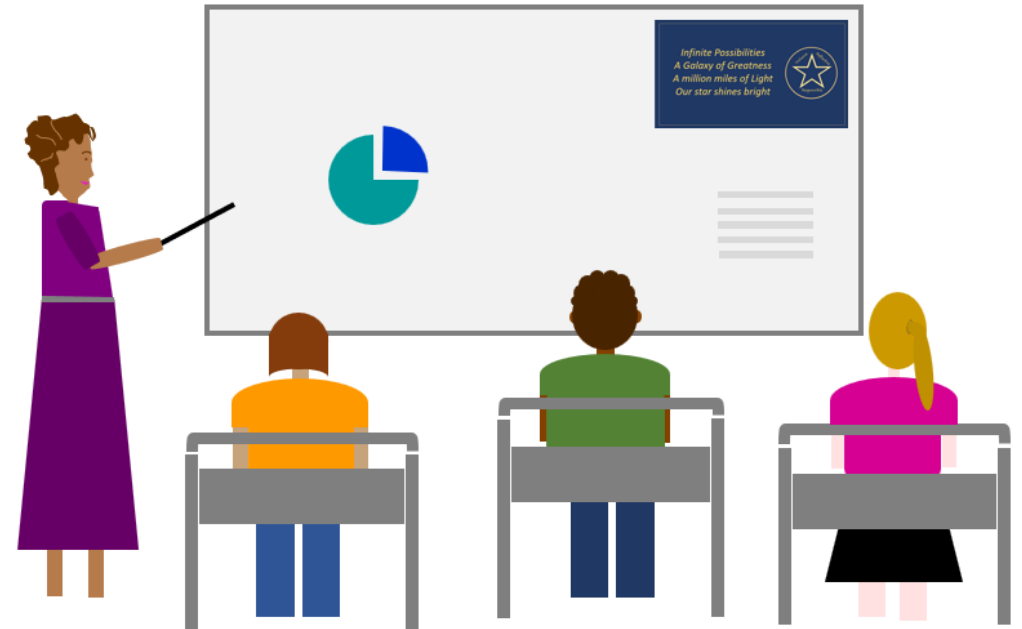


- ▶ Describe the purpose of precorrection
- ▶ State the steps for using a precorrection
- ▶ Identify class or area routines in which precorrection would be helpful

Prevention = Engagement

Prevention practices, like precorrection influence students' ...

- ✓ Engagement in learning activities
- ✓ Display of contextually congruent behavior
- ✓ Perception of class climate



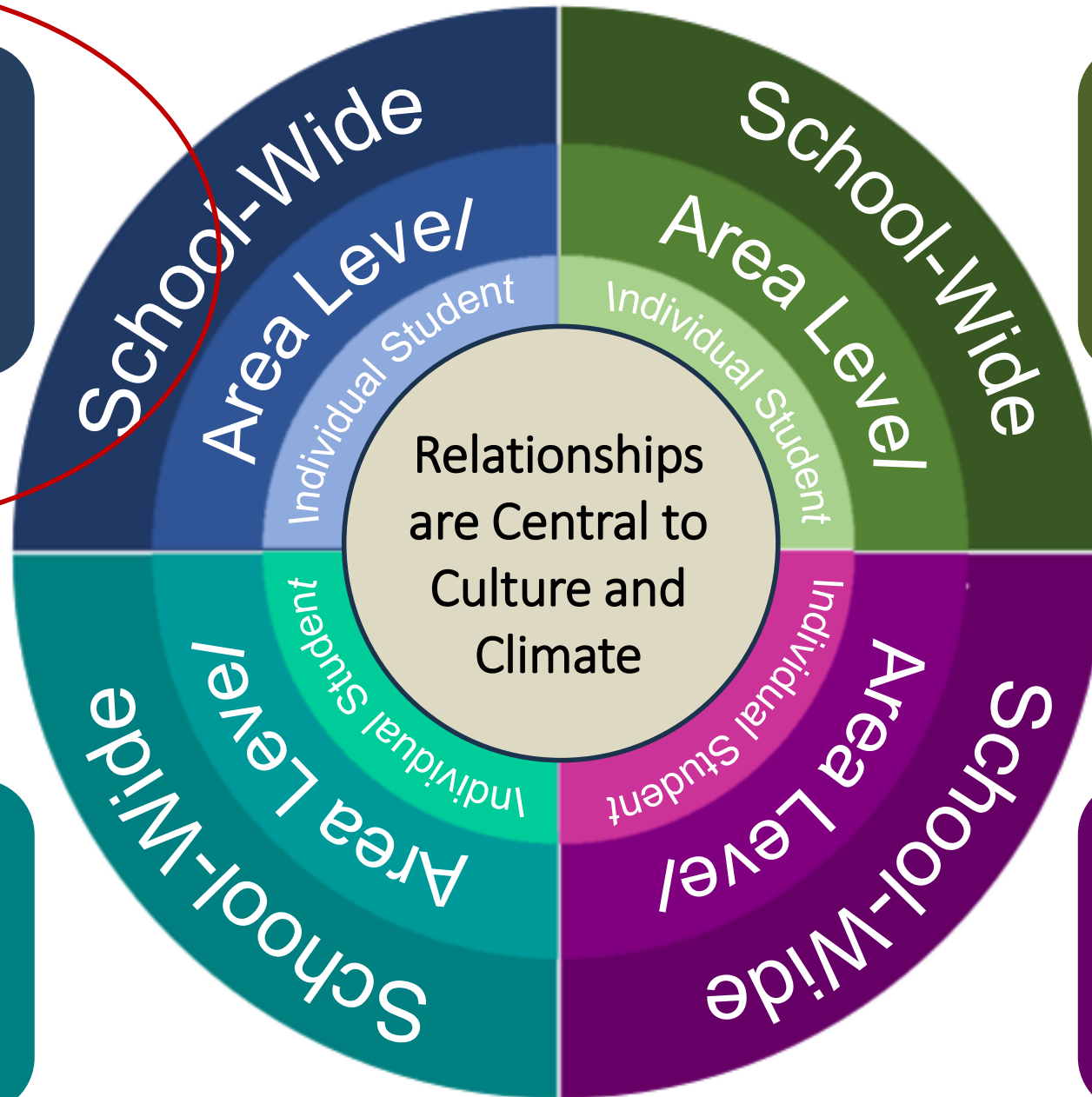
(Mitchell & Bradshaw, 2012; Pas et al., 2015; Stichter et al., 2009)

Predictable

Consistency and stability in expectations allows students to anticipate what is expected of them across school locations

Positive

Interactions students receive from staff result in their feeling valued and connected to school



Present

Staff actively interrogate their own beliefs, perceptions, and unconscious biases to ensure that decision making is free from negative influence

Empowering

The learning environment is supportive of student voice and choice to activate and direct their own learning experience

Brief review that provides explicit information about what to do:

- ✓ Explain
- ✓ Model
- ✓ Practice

Occurs immediately before students begin a routine

Effective in K-12th grade settings
(e.g., Ennis et al., 2017)



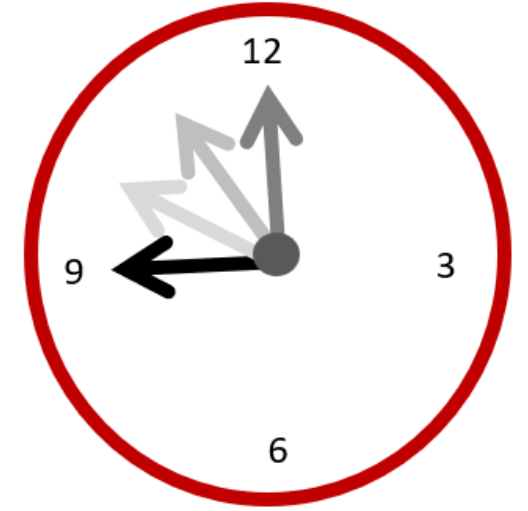
Calculating Instructional Time Lost

Formula:

minutes per day x 180 days = # minutes

minutes / 60 = # hours

hours / 6.5-hour day = # school days lost



Example:

30 minutes per day x 180 days = 5,400 minutes

5,400 minutes / 60 = 90 hours

90 hours / 6.5-hour per day = **13.84 days per year**

Precorrection vs. Redirection

Pre-Correction



Preventative: Delivered
BEFORE an unwanted
behavior occurs

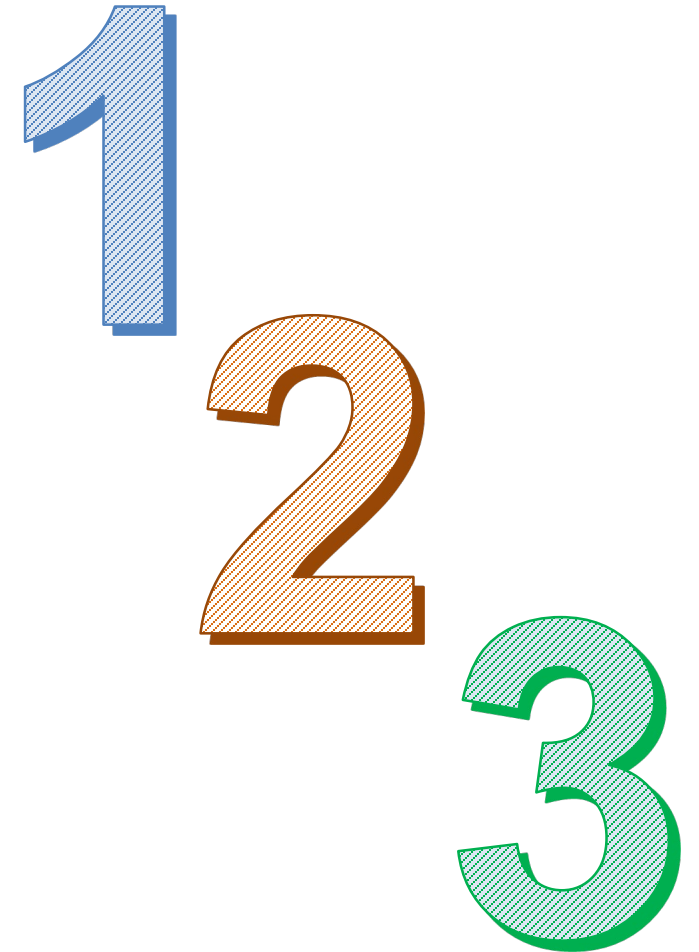
Redirection



Corrective: Delivered
AFTER an unwanted
behavior has occurred

Implementing Precorrection

1. **Insert Point:** Identify the point in the routine immediately before students need to use the expectation
2. **Describe Action:** Provide a verb-specific review of what to do
3. **Provide Feedback:**
 - ✓ Behavior specific praise
 - ✓ Suggestions for next time



Phrasing Precorrections

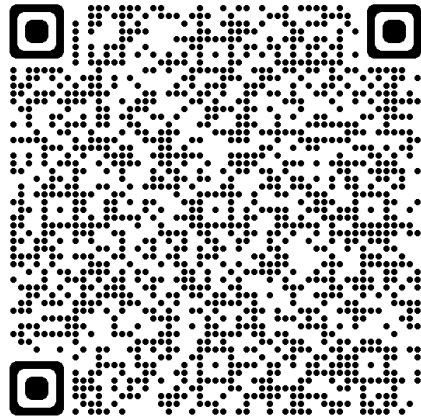


Maximize the impact of precorrections by using:

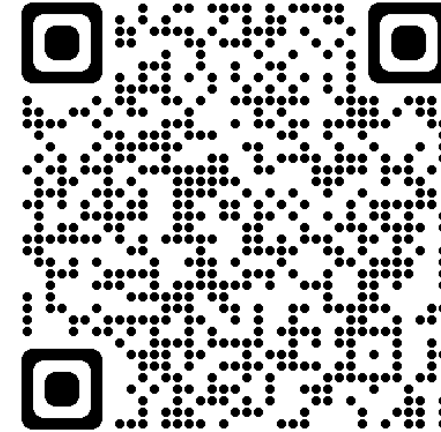
- ✓ Positive phrasing
- ✓ Action words

Precorrection Video Examples

Elementary



Secondary

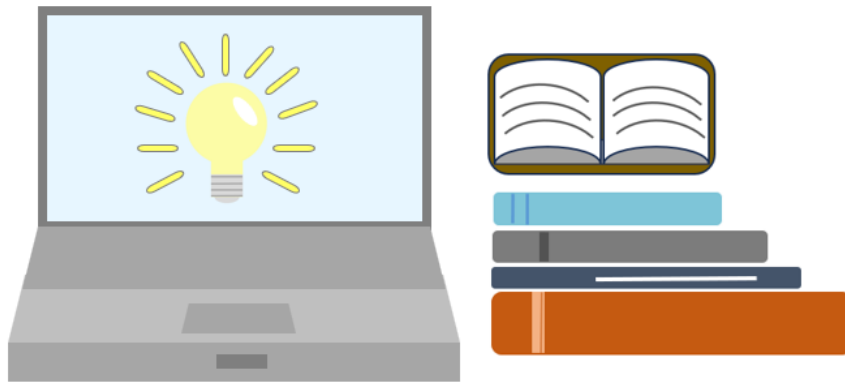


Personal Practice Plan

Implementation Outcome: Use pre-correction at least 3 times a day to provide students with proactive, positively statement reminders about school-wide, area, or routine expectations.

Routine	Insertion Point	Precorrection Targets	Instructional Strategies	Success Indicators
Partner and group activities	<ul style="list-style-type: none"> Immediately before transition to group 	<ul style="list-style-type: none"> Group norms Noise level Engagement expectations 	<ul style="list-style-type: none"> Call & response Modeling Practice Behavior specific praise 	<ul style="list-style-type: none"> Engagement with group work Noise level
Changing classes	<ul style="list-style-type: none"> 2 minutes before the bell rings 	<ul style="list-style-type: none"> Go straight to next class Make room for others to join the flow of traffic Safety: wear ID and only one ear pod 	<ul style="list-style-type: none"> Call & response Behavior specific praise 	<ul style="list-style-type: none"> Continuous flow of students Students arrive on time to next class IDs are visible Students are observed wearing only one ear pod

Refer to the reference list
to learn more about
behavior specific praise



Precorrection Reference List

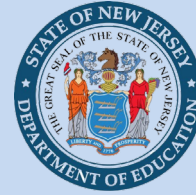
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