

# PRECORRECTION

## Example Statements

General guidelines: “Get in front” of problem behaviors!

- Anticipate what activities may cause inappropriate behaviors
- Define expected behavior (reference school-wide behavior expectation matrix)
- Adjust the environment for success
- Teach expected behaviors at the start of the year and reteach as often as needed
- Provide students with opportunities to practice expected behavior
- Provide students with supports and prompts to help them engage in appropriate behavior
- Provide strong reinforcement to students when they engage in appropriate behavior

- Post school-wide behavior expectation posters in each setting: hallway expectation posters in all hallways, bathroom expectation posters in bathrooms, gym/assembly expectation posters in the gym

### Use precorrection to

- Remind students of expected behaviors in the hallway before transitioning to another school location or at dismissal.
- Review procedures and expectations for students using class materials and manipulatives such as individual white boards, math manipulatives, science experiment materials, art supplies, before handing them out to students or beginning the activity.
- Review partner or group work expectations before beginning the activity, and reinforce those meeting expectations with behavior specific praise and Ci3T tickets.

### Examples

- “It’s almost time to walk down to PE – who can remind us of one way we show respect in the hallway?”
- “In order to line up for lunch, raise your hand if you can tell us one way to be responsible in the cafeteria?” “That’s correct, push in your chair, walk to the door, and form a line.”
- “When reading an unfamiliar word, remember to point to the first letter and say its sound.”
- “Class, in five minutes we’re going to start cleaning up and transition to math work.”
- “Sonya, we are about to all go sit in our carpet spots, so remember to walk and keep your hands and feet to yourself, showing responsibility.”
- “Class, when you hear the bell remember to be respectful and wait until I dismiss you. I’ll know you’re ready because you’ve picked up one piece of trash and are sitting calm and in control at your desk.”
- “Class, when you get your microscopes for this experiment, what’s the first thing we need to do?”
- “When you return to the classroom a quiet line outside the door will show you are ready and responsible. When you enter, remember to respect each other’s personal space, go straight to your desk, and begin the warm-up activity on the board, showing best effort.”
- “I have posted the materials needed for this science lab on the board. Who would like to demonstrate for the class the setup procedures for the lab? Thank you, Eric. Jenna, will you please read each item from the board to Eric as he prepares his lab station?”