

Strategies for Success: Precorrection

What is Precorrection?

Precorrection is a proactive teaching strategy that involves manipulating the classroom environment to prevent possible challenging behaviors and increase the likelihood of desirable behaviors occurring.



Why does it work?

Precorrection works because it addresses actions before they become challenging behaviors. You are explicitly telling students what they can do.

Who does it work for?

This strategy works for all students when effectively implemented. High success rate with students who have been diagnosed with autism, ADHD, and other learning disabilities. Strong support for students at risk due to poverty and race.

Reactive discipline takes away from both students and administrators – STAY AHEAD OF THEM and you'll have more time for learning.

Example Phrases:

"We are using these manipulatives for math today. This is how we will use them ____"

"As we begin our rotations, remember to stay in the center with your name card on it."

"When walking in the hall, keep your eyes facing forward and your voices off."

"This is quiet reading time. That means your volume level will be at a 0."

How to Implement in 7 easy steps! (and a bonus)

1. Be aware of when and where challenging behaviors occur – TAKE NOTES
2. Determine the expected behavior for that instance
3. Adjust the environment to better support students
 - a. Academic work: consider the difficulty of work, clarity of instruction or directions, and whether or not students have adequate opportunities to be involved.
4. Explicitly tell students the expectations you have for their behavior
 - a. Practice or demonstrate when appropriate
5. Notice and acknowledge when students are following the expectations
6. Develop a prompting plan to remind students about the expectations during activity
 - a. Gestures, verbal, environmental (posters), and manual (teacher position in classroom) prompts
7. Assess regularly what prompts work or which should be changed
8. BONUS: Student Feedback
 - a. Take time to ask them what works and what doesn't.



References

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