

Guiding Questions

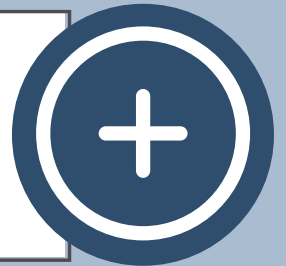
Incorporating Precorrection into the Classroom



The following set of questions can be used to help you decide why and how you can incorporate precorrection into your classroom.

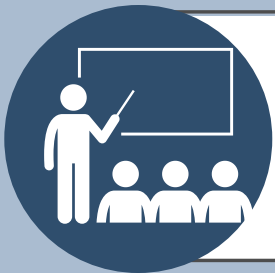
Why is Precorrection effective?

- It is proactive. Rather than waiting until problems arise, use of precorrection involves anticipating activities, settings, or times of day that could potentially result in challenging behavior
- It focuses on the positive instead of the negative. It lets students know what they *should* do instead of what they should *not* do.



When can I use Precorrection?

- Before classroom transitions
- During the time of the day where you tend to see the most problem behaviors
- As a prompt to guide students before beginning independent work



What are the challenges of Precorrection?

- Requires a mental shift from reacting to problems in the moment to trying to anticipate and head off problems before they occur.
- Need to have some knowledge of a given setting (i.e., during what parts of the daily schedule, which routines) so that you can be proactive.



How can I incorporate Precorrection?

- Change your classroom environment! Hang up expectation posters as constant, nonverbal reminders.
- Identify times of the day or activities that tend to have increased problem behaviors in which you want to implement precorrection.



For more information, please visit ci3t.org