Pre-correction

Study Guide
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Pre-correction can be defined as specific behavior prompts given to students. Pre-correction describes in detail what the students SHOULD do when preparing for any task, transition or setting. These prompts reduce the students chance to make a behavioral error.

**BE…**
- Safe
- Honest
- Responsible
- Respectful
- Cooperative
- Kind

THINK! BEFORE YOU DO!
Glossary

☑ RPM - Rate Per Minute
☑ SW-PBS - School-wide Positive Behavior Support
☑ EBD - Emotional and behavioral disorders
Case Study

Middletown H.S. in Middletown, NY is comprised of roughly 1,000 students. Lately faculty members have been complaining about disturbing problematic behaviors. Students have been getting into physical confrontations, cursing and speaking in loud voices in the hallways which are disturbing other classes from learning. These behaviors continue into the cafeteria during the lunch as the students are in chaos, they are loud and use inappropriate language and they can’t keep their hands and feet to themselves. The behaviors get even worse during the students recess period. Students still continue cursing and using inappropriate language. Teachers are forced to break up a lot of physical confrontations between the students. After recess the students are seen hanging out at their lockers and loitering in the hallways. Students have been showing up to their post-recess classes tardy and impulsive; consequently the vicious cycle continues.
FAQ’s

Q: What age group should pre-correction be applied to?
A: Pre-correction can be used with children of all ages.

Q: Is there a limit to how many students pre-correction can be used for?
A: Pre-correction has been used to facilitate good behavior over school districts as well as classrooms. However, studies show that it is better monitored in smaller group settings.

Q: Are there any short term or long term effects of pre-correction?
A: The short term effects will be the reduction of problem behaviors. The long term effects are that students will build good behavioral habits, and will not need to be supervised. They will simply do the correct behaviors expected of them.
Discussion Questions

- What are reasonable consequences for students that go against the rules?
- How does providing structure in students’ free time play a role in classroom behavior?
- How does providing activities for students with a particular set of rules and expectations play a role in their social and problem-solving skills?
Annotated Bibliography


This article goes into depth regarding the many interactions within a classroom setting dealing with students who have emotional and behavioral disorders (EBD). This article discusses many different research methods and practices dealing with the relationships inside a classroom environment with middle-school students that have EBD. The authors implement new measurement strategies and considerations, such as pre-correction, for the students. The results were proven to be effective, the student’s problem behaviors decreased.


This article focuses on students with emotional behavioral disorders (EBD) who have learning disabilities as well. The authors believe that the relationship between EBD and learning disabilities stem from many other background factors. One of the learning issues that influence children with EBD are the ways that the teacher may behave within a classroom, such as her teaching style. The authors implement pre-correction along with teacher “praise statements” within their research to help aid the student’s behavioral issues. The results were effective. Pre-
correction gave the students constant reminders of expected behaviors which in turn allowed them to self-regulate their behavior.


This study mainly discusses teacher’s use of program-wide positive behavior support. During this intervention teachers increased their use of pre-correction and praise as a method to decrease their student’s problematic behaviors. This new form of PBS was proven to be effective. The program used public posting throughout the school to enforce the rules and regulations. When students did wrong teachers positively corrected them. There was a major decrease in problem behaviors because of the teacher’s patience and pre-correction.


This study consisted of a multi-component Positive Behavior Support which incorporated pre-correction along with many other support systems to prevent problematic behaviors in hallways, cafeterias and playgrounds. The intervention lasted five weeks in duration and was successfully able to implement positive techniques that the students adhered to. In conclusion this intervention made the school environment much safer.

This article examines elementary school students during their recess period. With recess being a time allotted to children to expand their development and meet their educational needs, supervising recess is a way to learn and effectively deal with challenging behavior in the school system. Pre-correction was a strategy used during this intervention to reduce some of the problem behaviors that were being displayed during recess periods. The issues that the school was dealing with included: kicking, pushing and cursing. Interestingly, this intervention did not increase the rates of active supervision on the students by the playground monitors. It was the pre-correction and the public posting on the playgrounds that gave the monitors more authority and respect from the students. Thus the students took the playground monitors and the rules more seriously after being pre-corrected.