



The power of
p r e c o r r e c t s





Session Outcomes

- Learn how to effectively use precorrects and view evidence of their power.
- Receive the Guiding Hand chart and learn how to navigate the entire process with a focus on precorrects .
- Discuss, generate and practice ways to anticipate and address inappropriate social or academic behavior.



hello!

~Introductions~

Cindi Flanegin: 1st Grade Teacher, PBS Coach

Renee Bradshaw: Title I, PBS Coach

LaDonna White: 3rd Grade Teacher

I am here because I love to give presentations.



Lewis Elementary Awards 2008 - 2014

- 2008-2009, 2009-2010 Bronze Award
- 2010-2011, 2011-2012 Silver Award
- 2012-2013, 2013-2014 Gold Award
- Model school in KC area
- Visitors came to see how expectations were set up and meet with SW-PBS team members
- 30 minute block per week in classroom schedules for SW-PBS lessons



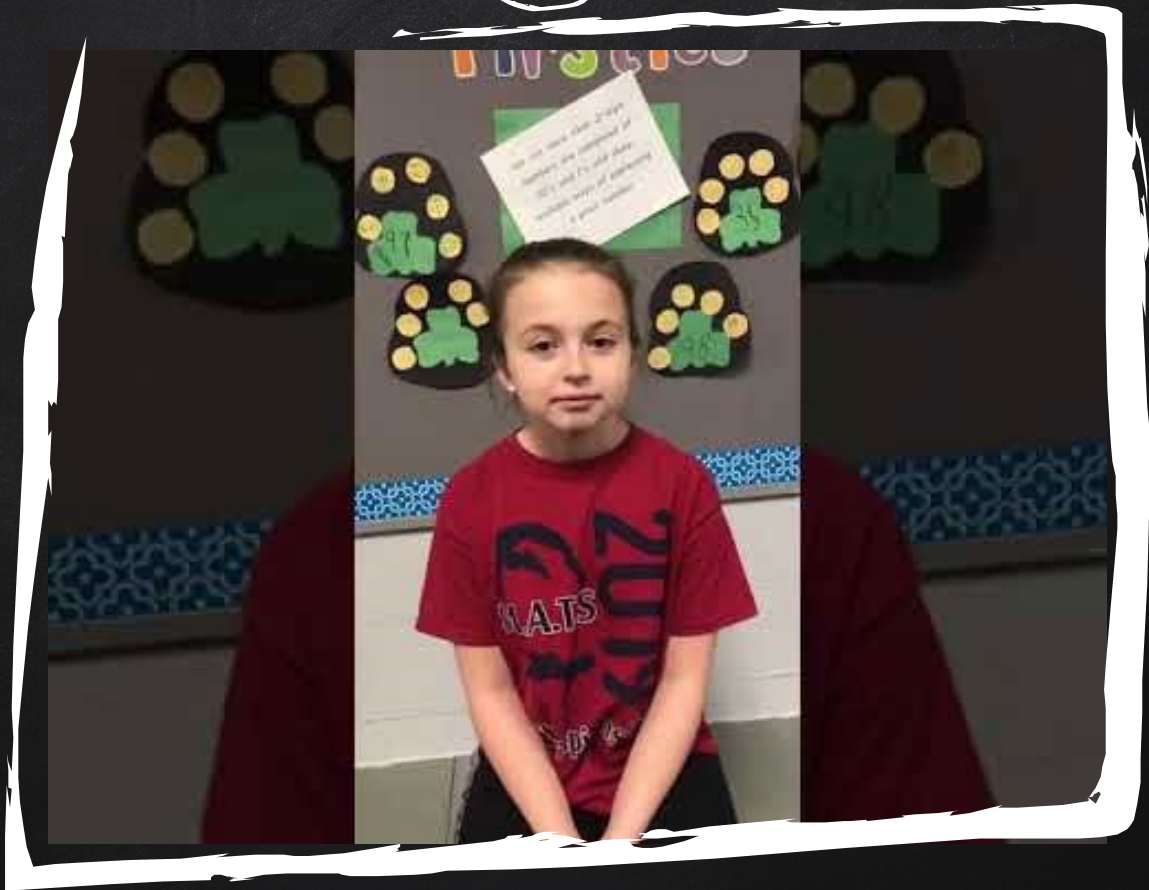
Year in review

- Staff buy in from PBS Team
- New signage/ Matrix, Guiding Hand, Tiger Stops, hallway
- Classroom Matrixes
- Tiger Ticket Board
- Staff Incentives



At your Seat

- How did you feel about what was at your seat?
- Did you know what do with it?
- Did you ask someone what to do with it?
- What did you want to do with it?
- Were you apprehensive/nervous about what to do with it?
- Do you want to be told what to do with your item?
- How did knowing what to do with your item change your thoughts?



Guiding Hand

For encouraging appropriate behavior & discouraging inappropriate behavior

Start
Here

The Power to Encourage is in the
PALM of your hand from the start:

Your Approach throughout:
Calm, Respectful, Consistent,
Specific & Immediate

Teach & Review Expectations MATRIX

Use Pre Corrects

Post- Reflect

Before:

After:

“In a moment, you
can successfully meet
expectations by
doing __, __, & __.”

“In what ways
were you just
_____ (ex/respectful)?”

4:1 Positive to Negative Ratio

Your Approach throughout:

Calm, Respectful, Consistent, Specific & Immediate

Teach & Review Expectations MATRIX



Lewis Elementary Behavior Matrix



| <u>Expectations</u> | <u>All Settings</u> | <u>Hallways</u> | <u>Cafeteria</u> | <u>Playground</u> | <u>Bathrooms</u> | <u>Bus</u> | <u>Assemblies</u> |
|-----------------------|---|---|---|---|---|--|---|
| Be Respectful | 1) Follow directions the first time given 2) Use positive language 3) Agree and disagree respectfully | 1) Walk quietly with a level 0 voice | 1) Eat your own food 2) Use proper manners 3) Line up in a level 0 voice | 1) Enter and exit the building using a level 0 voice 2) Allow others to join in 3) Share and take turns | 1) Allow for privacy of others 2) Walk quietly with a level 0 voice | 1) Follow the bus expectations | 1) Eyes on the speaker 2) Clap when appropriate |
| Be Responsible | 4) Use materials correctly 5) Straight there and straight back 6) Take responsibility for your own actions 7) Stay on task | 2) Keep up with your class 3) Keep hallway clean | 4) Place trash in proper compost, landfill, or recycle container 5) Take only the food you are going to eat 6) Keep cafeteria clean | 4) Line up with a level 0 voice after the signal | 3) Clean up after yourself 4) Wash hands with soap and water (1-2 pumps of soap, 1-2 paper towels) | 2) Keep the bus clean 3) Keep track of your belongings | 3) Stay with your class |
| Be Safe | 8) Walk face forward 9) Ask permission to leave any setting 10) Keep your body and all other objects to yourself at all times 11) Report unsafe activity 12) Stay in assigned areas | 4) Obey tiger stops 5) Stay on the right side in a single line with feet on the carpet 6) Use stairs appropriately (right hand on the handrail, feet touch every stair) | 7) 3 students on a bench 8) Raise your hand for help 9) Stay in your seat unless you have permission | 5) Use equipment safely | 5) Use supplies correctly 6) Keep water in sink | 4) Sit seat to seat and back to back 5) Follow emergency procedures | 4) Enter and exit assembly with a level 0 voice 5) Sit on bottoms silently |



Use Pre Corrects

Before:

“In a moment, you can successfully meet expectations by doing __, __, & __.”



Why set Expectations?

How many expectations do you think you give in one day?

Share a few of those expectations and when you would give them. .

What will your day feel like for you and your students if the expectations are not given.



Post- Reflect

After:

“In what ways were you just _____
(ex/respectful)?”

4:1 Positive to Negative Ratio

| | |
|---|------------------------|
| Educational SPF (Specific Positive Feedback) | Educational Correction |
| 35 | 17 |
| Behavioral SPF (Specific Positive Feedback) | Behavioral Correction |
| 57 | 82 |



4:1 Positive to Negative Ratio - Feedback

- Saw and heard lots of pre-corrects
- Majority of classroom teacher have done a good job teaching their classroom expectations and procedures
- Heard “good job” remember to be specific with your feedback
- Continue working on increasing SPF (specific positive feedback) and provide students OTR (opportunity to respond)

Coping with Classroom Chaos





Non-Contingent /Contingent Feedback

Non-Contingent:

Provided regardless of a student's performance.

- X Pat on the back
- X Smile
- X Thumbs Up
- X Conversation
- X Positive Statements

Contingent:

Give right after the desired behavior takes place.

- X Sticker
- X Blue ticket
- X Specific praise/feedback
- X SOTM/Character Kid
- X Treasure Box
- X SPF (Specific Positive Feedback)



Ahhhh





There is that
one kid.



Obstacles

Staff buy in.



I've reached that point in the school year where no nice outfit can cover up how utterly exhausted I am...

 *Bored Teachers*



Over, & Over,
& Over **AGAN**



Increasing
student
growth.



Positives

Ecstatic teachers!



Celebrating
successes!

Fidelity is Key!





Positive Language Provided by Lewis Staff





The Power of Precorrections... Takeaways

- Small classroom poster of the guiding hand.
- Guiding hand at your fingertips.
- Take a picture of the non-contingent/contingent examples.
- The power of precorrect will change how you and your students function daily by having a solid understanding of the expectations in every moment of your day.

ANY
QUESTIONS
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