Name _____

Correct Me if I'm Wrong
Part 3

Recall:

Corrections include…

non-vocal

vocal

redo/removal

Steps of a redo…

1 – Require _____

2 – Return to _____ point

3 – Restate _____

4 – Give _____

5 – State _____ expectation

IV. Removal

Removal – removing the _____, the _____ of disruption, or a _____

→ much like in real life…

Disruption: Ruby and Gwen are talking during Calendar.

Correction (*student*): Ruby, go back to your seat until I think you're ready to sit quietly.

Disruption: Conner is playing with his pencil during instruction.

Correction (*object*): [take pencil] "Your arms are in power position."

Disruption: Class is still talking after vocal correction.

Correction (*reinforcer*): [remove class point] "My class, I've asked for mouths to be closed."

PS: This is the only time removing points (i.e., reinforcers) will be mentioned!

Top 5 Removal Must-haves
Removing Objects

Scenario:

- Teacher has asked students to park pencils; sit in power position

- Students initially comply, but then Ty starts fidgeting with/tapping pencil

1) Remove object as _____ as possible

      Sec 1: Teacher asks students to park pencils

      Sec 4: Student starts tapping pencil

      Sec 5: Teacher removes pencil

2) [as appropriate] Re-state _____

      "Ty, I've asked for pencils to be parked."

3) State _____

      "I'll give this back when I think you're ready to keep it parked."

4) _____ object after stating expectation

      "I'm happy to give this back to you if you're ready to keep it parked."

      (set down; walk away)

5) Give _____ according to student's compliance

      "Ty, that's much better (thumbs up); thank you."

VIDEO: *Removing an Object*

    Notice how a removal is implemented during this task.

        Remove object as immediately as possible

        Re-state expectation

        State contingency

Q: Would I ever need to remove an object from the whole class?

A: Likely _____

    → consider the _____ rule…

        If you don't have 80% compliance: _____ and re-try

Q: How long do I keep the object? (*They can't work if they don't have materials…*)

A: 1 min-_____

    → _____, not length, is the key

Q: What was common between the "how-to" of redos and removals?

A: _____

VIDEO: *Mimi and Math Manipulatives*

    Notice what this teacher says about the importance of immediacy in removals.

Top 5 Removal Must-haves
Removing Students

(Notice the similarities!)

Scenario:

- Teacher is inviting choral response while introducing new vocab words at rug

- Ruby and Gwen are whispering/giggling on back row (despite previous correction)

1) Remove student as _____ as possible

    Sec 1: Teacher asks for "eyes up here; say it with me"

    Sec 4: Two students start to whisper/giggle

    Sec 5: Teacher removes one student

2) [as appropriate] Re-state _____

    "Ruby, I asked for eyes up here; go back to your seat."

3) State _____

"I'll have you come back when I think you're ready to try it again."

4) Invite student to _____ while stating expectation

"Ruby, you're welcome to join us if you're ready to keep your eyes up here."

(look away; continue lesson)

5) Give _____ according to student's compliance

"Ruby, go back to your seat; we'll practice this later."

Q: But what if I don't know which student "started it"?

A: _____

→ _____, not accuracy, is the key

Q: Did you notice the similarities?

Object	Student
Remove _____	Remove _____
Re-state _____	Re-state _____
State _____	State _____
_____ items	Invite student to _____
Give _____	Give _____

Q: Should I remove a student to the hall if we're at seats?

A: NO!

→ remove _____; remove to new _____;

require later _____; _____ hallway

VIDEO: *Removal as Correction*

Check whether the student, object, or reinforcer is removed in each clip.

	Student	Object	Reinforcer
Clip 1			
Clip 2			
Clip 3			
Clip 4			

Q: But what if she hadn't moved?

A: Require a _____ later

How would you correct the disruption? *Redo or Removal*?

Disruption 1:

Student is scribbling on whiteboard

Possibly:

Quick Tip: To be most effective, this requires having paper _____ available

(so that the rest of the class can keep… _____!)

Disruption 2:

Student is lying down on rug

Possibly:

Q: Should student get to choose when s/he rejoins the group?

A: _____, not if you want to maintain control of the disruption

Disruption 3:

Students are taking too long to line up after recess

Possibly:

Disruption 4:

Everyone is lining up quickly from recess except one student

Possibly:

Disruption 5:

Student is hurting other students on the playground

Possibly:

Quick Tip: Teacher may want to release parameter _____ in order to
maintain safety

Disruption 6:

Students are following teacher around classroom

Possibly:

Disruption 7:

Student works ahead on whole-group assignment

Possibly:

Quick Tip: To be most effective, this requires having eraser _____
available (so that the rest of the class can keep…_____!)

Disruption 8:

Student isn't getting right to work

Possibly:

Disruption 9:

Students are calling out during instruction

Possibly: