

Correct Me if I'm Wrong

Part 1

The "Why" of Correcting

"If the Supt. asks to visit your classroom, you say yes!"

Remember this?

Expectation	
<p>Praise</p> <p>vocal</p> <p>tangible</p>	<p>_____</p> <p>vocal</p> <p>redo/removal</p>

"Correction" – What comes to mind? There are actually 3 categories:

_____ / _____

Q: Why do we hesitate to correct kids?

- A:
- we _____ them
 - we _____ their trauma
 - we want them to feel _____

Correction – a response meant to _____ a disruptive behavior

Q: Why should we correct kids?

- A:
- we _____ them
 - we _____ their trauma
 - we want them to feel _____

From Research:

Contrary to popular misconception, teachers who _____ correct problem behavior create environments where students feel _____ and _____.

By contrast, teachers with permissive approaches tend to encounter higher levels of _____, _____, and severely _____ student behavior.

(Simonsen et al., 2008; Walker et al., 2004)

→ When it comes to correcting, Miss Honey vs Prof. Umbridge depends on _____

The “How” of Correcting

Although...

If you are validating **call-outs**, the best corrections in the world won't be enough

And...

If you have **downtime**, the best corrections in the world won't be enough

I. Non-vocal Correction

Non-vocal correction – using the _____ to signal a desired change in behavior

Q: Why consider non-vocal correction?

A: - for some students, non-vocal is _____

- it doesn't _____ instruction

- it gives _____ to vocal corrections

Top 3 Strategies

1) Proximity – moving _____ to a student in an effort to prevent, reduce, or stop disruptive behavior

→ walking by, standing near

From Research...

The degree of _____ supervision – and not the supervisor to student
_____ – accounted for the most variance in problem behavior among students.

(Colvin et al., 1997)

2) Facial Cues – using a facial _____ in order to convey disapproval of a disruptive behavior

→ frowning, removing eye contact

3) Gestures – using an _____ in order to convey disapproval of a disruptive behavior

→ shaking head, finger to lips

Quick Tip:

Non-vocal corrections should pass the “_____ test”

VIDEO: *Body Language of Corrections*

Can you tell just by watching at what point the behavior is corrected?

(What indicates it?)

Recall: Non-v corrections are typically most effective when combined with v corrections

II. Vocal Correction

Vocal correction – _____ students the behavior to perform in the presence of disruption

Q: Why move to vocal corrections?

A: They are the _____ and _____ way to indicate a desired change

Top 3 Strategies

1) Specific – _____ students the desired behavior to perform

→ with _____

→ with _____

→ by _____ (group or individual)

Disruption: Class is lining up noisily

Correction: My class, your mouths are closed; we're going quietly.

Avoid These Common Mistakes

DON'T...

- _____ - Students, will you please line up quietly?
- _____ - Wow, lots of you are being really noisy right now.
- _____ - You guys should know how to line up by now.

From Research:

Teachers who resort to making harsh or critical comments may actually see an _____ in disruptive behavior in their classrooms.

(Van Acker et al., 1996)

- Be _____ - Uh-oh, Kaden [furrowed brow]

Which response is it?

Response	Ask	Observe	Scold	Be Vague
I hear a lot of talking that I shouldn't hear.				
You know better than to play in your desks.				
2 nd Graders!				
Can everyone please sit down on the rug?				
Okay, everyone, that's enough.				
What did I ask you to do?				
Wow, we are having a hard time working.				
Some of you are making poor choices.				
Make a better choice.				

Quick Tip:

Vocal corrections should pass the “_____ test”

Hint:

Think: What do I wish they would do instead? Then _____ that.

2) Direct – using a _____ tone when telling students the behavior to perform

→ matter-of-fact, authoritative, non-emotional, unapologetic

Disruption: Kids are fidgeting in desks.

Correction:

Disruption: Class is talking at start of lesson.

Correction:

Disruption: Jace is tapping his pencil during instruction.

Correction:

Disruption: Megan is whispering during work time.

Correction:

3) Immediate – using a _____ delay between when an expectation is stated and when students are vocally corrected for not meeting it.

VIDEO: *Correcting Whole-group/Individual Behavior*

What might be the benefits of correcting specifically, directly, and immediately?

Quick Tip:

Corrections should ALWAYS be followed by a “_____ you” or “much _____”

Recall:

How often should I praise my students? At what ratio?

_____ : _____

(Caldarella et al., 2020)

Recall:

Connection is _____ of trauma-related problems

(e.g., anger, aggression, loneliness, difficulty concentrating, emotional disturbance)

(CDC, 2017)

In Summary:

Corrections are most effective when...

- combined with _____ cues
- stated _____ and _____
- offered _____

Q: What did you like or learn about correcting disruptions?

A: