Name _____

Correct Me if I'm Wrong
Part 2

The "Why" of Correcting

Recall:

<u>Correction</u> – a response meant to _____ a disruptive behavior

Corrections may require…

<div align="center">

non-vocal

vocal

redo/removal

</div>

From Research:

Students who exhibit high levels of _____ behavior and low levels of socially acceptable behavior are likely to experience school _____ and peer _____.

Thus, one of the most helpful strategies a teacher can employ is to _____ respond to disruptions before they _____ to more severe problem behaviors.

<div align="right">(Beebe-Frankenberger et al., 2005; Walker et al., 2004)</div>

Remember:

Being perceived as Miss Honey vs Prof. Umbridge depends on _____

The "How" of Correcting

Note: There is no _____ between the two!

III. Redo

<u>Redo</u> – requiring that students perform a behavior _____

→ much like an academic correction

8 + 8 = 12?

(_____ or as a _____)

Disruption: Max walks into classroom karate chopping

Correction: Max, go back and walk in quietly this time. [thank you]

Disruption: Class takes out whiteboards noisily

Correction: My class, we're going to try that again with mouths closed this time.

Top 5 Redo Must-haves: Whole Class (4+ students)

Scenario:

- Teacher has used TEMPO to set expectation for lining up

- Students are initially quiet but then a small group (4-5) starts talking

1) Require redo as _____ as possible

      Sec 1: Teacher excuses students to line up

      Sec 4: 4+ students start talking

      Sec 5: Teacher stops students

2) Return to point at which disruption _____

      "Uh-oh, I need everyone to go right back to their seats."

3) Explicitly _____ expected behavior

    → in a _____ tone

      "This time when we line up, I expect everyone to go quietly. This means your mouth stays closed. It means if someone starts talking, you put your finger to your lips and stay quiet. Show me your quiet mouth."

  Quick Tip: Tone will make or break your _____ faster than anything

    AVOID:

    - I know you can do it. (_____)

    - I'm sorry, but we have to try it again. (_____)

    - It's your recess you're cutting into. (_____)

Quick Tip: _____ will also make or break your effectiveness…

Not This…	*But This…*
This time when we line up, I expect everyone to go quietly, which means your mouth stays closed, and if someone starts talking to you, you put your finger to your lips and you stay quiet. Ready, go.	This time when we line up, I expect everyone to go quietly. This means your mouth stays closed. And if someone starts talking to you, you put your finger to your lips and you stay quiet. Ready, go.

4) Give feedback _____ _____ _____ students start moving

  "Kade that's much better; Anna, that's perfect. Carson, close your mouth."

5) State _____ expectation of behavior

  "From now on, that's what I expect *every* time we line up."

VIDEO: *Requiring a Redo* (Group)

  Notice how all steps of a redo (except one!) are implemented during this transition.

    Require redo as immediately as possible

    Return to point at which disruption started

    Explicitly re-state expected behavior

    Give feedback as soon as students start moving

    State future expectation of behavior

Q: So at what point do I require a redo?

A: - after _____ has *just* been stated

   - after vocal _____ has *just* been given

Q: What if I can't do an *immediate* redo? (e.g., lining up from recess)

A: Do it at the _____ available time

   → prior to accessing _____

Q: What if only 1–2 students are off-task? Do I still have the whole group redo the bx?

A _____

    → Ask: 1–3 or 4+ ?

Scenario:

- Teacher has used TEMPO to set expectation for lining up

- students are initially quiet but then a few (2–3) start talking

Top 5 Redo Must-haves: Individual (1–3 students)

Can you find the main difference? (Whole-group vs Individual?)

1) Require redo as _____ as possible

    Sec 1: Teacher excuses students to line up

    Sec 4: 2 Students start talking

    Sec 5: Teacher addresses both students

    (everyone else keeps moving)

2) ___ 3) Return one student to [a] starting point _____ re-stating expectation

    "Jace, go back to your seat and line up quietly this time. Eli, your mouth is closed."

    (everyone else keeps moving)

4) Give _____ according to student's compliance

    "Jace, that's much better; thank you."

    (everyone else is still moving)

5) State _____ expectation of behavior

    "From now on, that's what I expect *every* time we line up."

Q: What was the main difference between a whole-group and individual redo?

A: The rest of the class kept _____

    → i.e., Prevent _____

VIDEO: *Requiring a Redo (Individual)*

    Notice how a single student is asked to redo the behavior while the rest of the class keeps moving.

Q: What if I can't require a redo right then? (e.g., flashcards)

A: Do it at the _____ available time

   → prior to accessing _____

In Summary:

Redos are most effective when…

   - implemented _____

   - given with _____ correction/expectation

   - combined with _____

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

A: