The Classroom Check-Up

Goal Setting: Using Precorrection

Now that you are ready to incorporate precorrections into your classroom, set a goal to help determine whether or not the strategy produces the results you want. Try to set goals that are achievable. We've provided a sample goal sheet below to serve as a guide. Come up with a plan for increasing precorrections for all students, specific groups of students, or individual students.

Before class, determine your goal and write it on your goal sheet. During class, keep the goal sheet somewhere readily available to you at all times, for example, on a clipboard you carry with you.

Goal:

I will use precorrection prior to having students _____.

I expect that 85% of students will be able to complete the routine in a timely manner after teaching and practice.

I will be sure to use the following behavior-specific praise statements (e.g., "*Thank you for being safe by keeping your hands and feet to yourself as you move quietly to the carpet.*") **when students are meeting the behavior expectation:**

1.
2.
3.

Behaviors I expect to see:

Simple Data [1] (actively scan to determine which students met expectation)

% students who met expectation: _____

Did I meet my goal? Yes No	
If YES, what went well?	If NO, what were the challenges?

How will I meet my goal next time?

[1] **Using Simple Data**

In general, if you can get 85% or more of students to meet behavior expectations, your precorrection was a success. If not, you may want to re-teach and spend more time reviewing and practicing the expectations. There are often a few students who will benefit from additional individualized training in the expectations or more frequent precorrection.

If you met your goal

Give yourself some praise! Keep it up. Set another goal.

If you did not meet your goal

Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.

Challenges	Tips from the Field
Certain students seem to need a lot of reminders, whereas other students learn right away.	Consider developing individualized precorrections for students who struggle. Also, you may want to take them aside to re-teach the expectation using modeling and practice. Collect data on student progress. If progress isn't seen, try to use additional support such as a visual reminder or an extra incentive.
Following a break from school, students seem to struggle even when I use precorrection.	Following a break (e.g., school vacation, snow days, substitute teacher) you may want to spend a little time re-teaching those expectations that students struggle with the most. Then, reinstitute the use of precorrections to make sure it sticks.