



# Corrective Strategies

Corrective strategies are responses that occur on a continuum and are designed to extinguish interfering behaviors and encourage appropriate ones (see continuum below). When utilizing a corrective strategy with a student, teacher responses are calm, supportive, and solution-focused.

The goal of using corrective strategies is to quickly manage minor interfering behaviors while maximizing student engagement and instructional time.

## Best Practice Indicators

- Delivered in a discreet manner, using expectation-based language, and offer opportunity for reinforcement
- Corrective conversations are brief and immediate
- During correction, teacher is respectful, calm, and informative

## Response Continuum for Classroom-Managed Behaviors



Corrective Strategy Name	What it is...	What it looks/sounds like...
Remove Distractions	Teacher removes or re-arranges physical objects in student's environment to minimize distractions from items, equipment, or other individuals.	Teacher proactively assesses classroom for physical objects that potentially may distract students. Items are re-arranged to maximize student time on task. (i.e., stapler, printer, computer, etc.)
Proximity Control	Teacher intentionally moves throughout the classroom in an effort to promote expected student behaviors. The teacher's proximity to the student serves as a non-verbal redirection to more desirable behavior.	Julio is off task from his given assignment. Teacher, while continuing instruction, walks close to or stands next to Julio for a few moments. When Julio returns to task, teacher provides him with descriptive feedback for meeting the teacher's classroom expectations (tied to the classroom behavior expectations matrix)  <a href="http://www.pbisworld.com/tier-1/proximity-to-students/">http://www.pbisworld.com/tier-1/proximity-to-students/</a>
Proactively prompt desired behavior	Teacher reminds students of expectations prior to activities or settings under which there is a history of high risk of failure. These gestures or statements are best delivered immediately preceding the setting in which the behavior is expected and provide students with a reminder to increase the probability of success.	<a href="http://louisville.edu/education/abri/primarylevel/strategy/precorrection">http://louisville.edu/education/abri/primarylevel/strategy/precorrection</a>
Increase opportunities for active participation	Teacher provides students with an increased number of opportunities to be engaged with the instruction by asking for regular student response to questions or statements. Students may respond with gestures, actions, or verbally and may do so either chorally or individually. This helps to maintain engagement with the content and increases success.	<a href="http://louisville.edu/education/abri/primarylevel/otr/group">http://louisville.edu/education/abri/primarylevel/otr/group</a>
Increase wait time for response	Teacher increases the amount of time allowed between teacher questions and student responses.	<a href="http://study.com/academy/lesson/non-verbal-and-verbal-communication-in-the-classroom.html">http://study.com/academy/lesson/non-verbal-and-verbal-communication-in-the-classroom.html</a>  <a href="http://www.lamission.edu/learningcenter/waitime_definition.htm">http://www.lamission.edu/learningcenter/waitime_definition.htm</a>



Redirect student	A brief, private or semi-private positively-phrased statement that reminds the student of the expected behavior. In other words, state what is expected not what the student is doing wrong.	<p><i>Example:</i> "Rachelle, remember to walk with your hands to your sides when in the hallway."</p> <p><i>Non-example:</i> "Rachelle, stop putting your hands on the walls when you are in the hallway."</p> <p><a href="http://www.pbisworld.com/tier-1/redirection/">http://www.pbisworld.com/tier-1/redirection/</a></p>
Review/re-teach expectations	Like academic instruction, teacher labels the desired skill, teaches and shows the skills, and gives the student an immediate opportunity to practice demonstrating the behavior. Teacher follows up with immediate, descriptive feedback.	<p><i>Example:</i> "Rachelle, before we exit the classroom, let's review what it looks like to be responsible in the hallway. Our hands are by our sides, mouths are closed, and we walk in a single-file line. Nice job!"</p> <p><i>Non-example:</i> "Rachelle, before we go into the hallways, remember to keep your hands off the walls, no talking, and no running."</p>
Provide opportunities for students to practice expected behavior and provide specific, descriptive feedback	Teacher allows students opportunities to engage with the behavior expectations through hands on efforts based on teacher demonstrations. Practice should be supervised by the teacher with consistent feedback faded out as success increases. This helps students to develop independent mastery and maintenance of the academic or behavioral skill.	<p><i>Example:</i> When teaching classroom entry expectations, teacher models what it looks like and sounds like to enter the room ready, respectfully, and responsibly (if guiding principles of matrix are the 3Rs), and provides descriptive feedback as students practice the skill.</p>
Private conversation with student/student conference	Problem-solving opportunity when behavior is more frequent or intense. Teacher discusses interfering behavior, expected behavior, and a plan to ensure future expected behaviors. Modeling and practice may be needed.	<p><i>Example:</i> "Jane, we have talked many times today about waiting your turn to speak. When you want to speak in class, please raise your hand. Don't yell out of turn. Tell me what you'll do when you walk to talk in class? If it's hard for you to do that, how can I help you?"</p> <p>[Student responds] "Great! One last thing, show me what you'll look like when you want to speak in class. [Student raises hand] Good job!"</p> <p><a href="http://www.pbisworld.com/tier-1/speak-with-student-in-hallway/">http://www.pbisworld.com/tier-1/speak-with-student-in-hallway/</a></p>
Contact parent/guardian	<p>Problem-solving opportunity with parent/guardian when behavior is more frequent or intense. Using a calm, neutral tone:</p> <ol style="list-style-type: none"> <li>1. Provide student's strengths</li> <li>2. Describe the interfering behavior</li> <li>3. Explain interventions tried</li> <li>4. Gain input from parent</li> <li>5. Develop plan of action including parent input</li> </ol>	<p><a href="http://www.pbisworld.com/tier-1/call-parent-or-note-home/">http://www.pbisworld.com/tier-1/call-parent-or-note-home/</a></p>

Scott, Terry, Regina Hirn, Shannon Martin, Susan Robertson, Sandy Owens, and Diane Clare. "What Does the Three-Tiered Intervention Model at the Primary Level Look Like?" *Videos-College of Education and Human Development*. University of Louisville, n.d. Web. 2 June 2015 • Myers, Diane, and Simonsen, Brandi. *Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management*. New York: Guilford, 2015. Print.