Big Idea/ Topic
Prompts and Pre-corrections

Georgia Standards of Excellence Alignment
Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Teacher Keys Effectiveness System (TKES) Alignment
Standard 7 - Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
Standard 10 - Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Instructional Design

Define Simply
Pre-corrections tell students how to approach a new situation or task. When you deliver pre-corrections, you identify what may be challenging and explicitly teach the correct response using action-oriented language. Prompts sound and look like pre-corrections but they are used to remind students of expectations of familiar tasks or situations. Pre-corrections and prompts set students up for success by reminding them, prior to any problem, what behavior is expected. These proactive strategies are best used after expectations have been taught to your students. When used with behavior specific praise, pre-correcting and prompting reduces behavior problems and increases academic engagement.

Model/Demonstrate with Strategies
One example of using a pre-correction is when teachers are taking students to the first school assembly of the year. Before leaving the classroom, the teacher might say, “I know this is our first assembly; we’re going to be active listeners during the presentation by staying quiet when the speaker is talking.” An example of using a prompt before heading to an assembly might sound like, “Remember, we need to be active listeners during the presentation and stay quiet when the speaker is talking.”
**Practice in All Relevant Settings**
These pre-corrections and prompts might be delivered as gestures, verbal statements, visual prompts and/or modeling delivered to an entire class, a small group of students, or with an individual student. These strategies set students up for success by giving a reminder, prior to any problem, what is expected. For additional information and examples on how to establish and use prompts and pre-corrections you may view this website: [https://www.classroomcheckup.org/using-precorrection/](https://www.classroomcheckup.org/using-precorrection/)

**Monitor & Provide Positive Feedback and Reinforcement**
Teachers will positively acknowledge appropriate use of these skills. When the expected behavior occurs, teachers can provide behavior specific praise to let students know specifically what behavior was done correctly. For example, after returning from the assembly, the teacher could say, “Thank you all for being active listeners during the assembly today. You showed our guest speaker respectful behavior which is one of our school-wide expectations. Thank you!”

**Based on Data, Adjust Instruction & Reteach**
Teachers should consistently monitor behavior on the way to, during, and after the activity and provide behavior specific praise and feedback as needed. Pre-corrections and prompts are flexible by design. Students who struggle to process information verbally benefit from gestures and visuals. Students who may interpret a teacher’s words differently may benefit from the use of different types of prompts depending on their linguistic and diverse background.

### Evidence of Student Success
- 80% or more of students should meet the desired behavior without any additional verbal or nonverbal prompting from the teacher.

### Student Learning Supports
- Pre-corrections and prompts are flexible by design. Students who struggle to process information verbally benefit from gestures and visuals ([video example](#)). Students who may interpret a teacher’s words differently may benefit from the use of different types of prompts depending on their linguistic and diverse background.

### Engaging Families
- Parents can use prompts and pre-corrections at home or when they take their children on outings. An example of a prompt would be, “Remember, when we go into the grocery store, you will need to stay close to me as we move around the store.” Parents could use a pre-correct when taking their child to a new activity so the child will know what is expected in the new environment.