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A Teacher's Guide Through The Progression Of Corrective Procedures



APOSTOLIC CHRISTIAN

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PROMPT: Provide a verbal and/or visual prompt to the child to help him participate or comply. Point to where he needs to go or show him a picture.

REDIRECTION: A suggestion of a different action to engage in. A child is about to engage in problem behavior, but it can be prevented through a redirection. For example: Johnny is trying to get in line between two children who do not want him to cut in line. "Johnny, come to the back of the line – you can be the caboose." If the child is already engaged in a mild problem behavior, such as talking out, you may be able to engage the child in appropriate behavior by redirecting his attention: "Jacob, let's sing the ABC's!"

IGNORE MINOR BEHAVIORS: This strategy should not be used with dangerous or disruptive behavior. Planned ignoring is the deliberate withdrawal of the adult's attention during and immediately following the occurrence of inappropriate behavior such as tapping a pencil, humming during instructions, or rocking during a story. It does not mean telling the child, "I'm ignoring you," and continuing to give the "teacher look". This is an example of reinforcing inappropriate behavior! The student does not distinguish between praise and correction. Ignoring a behavior means to break eye contact, disengage verbally, and walk away to do something else.

BEHAVIOR CHOICE: "Your job is to be (safe/kind/responsible). You can (do expected behavior) or if not, then that tells me you're not sure how, and we will practice what is expected."

PRACTICE: "Remember, our rule is to use our walking feet. Show me what that looks like." Don't forget to provide feedback. "Nice work using your walking feet!" Some routines will have to be practiced until everyone demonstrates fluency. Group and individual practice times are appropriate.

RETEACH EXPECTATIONS: Start like you do with practice: "Remember, our rule is to use our walking feet. Let me show you what that looks like. Now you try it." And don't forget to provide feedback. "Nice work using your walking feet!" Use the model of teach, demonstrate, practice, and reinforce.

INCREASE PRECORRECTION: A precorrect is a statement of expected behavior given just prior to the opportunity to use the behavior, such as transition times. Example: "We are going outside. We will go down the slides on our bottoms and keep wood chips on the ground." Some children may need to hear the group correct AND have an individual precorrect prior to action. It is okay to repeat the expected behavior often. Don't forget to provide positive feedback after the correct behavior is chosen.

INCREASED POSITIVE FEEDBACK: When all of the above do not result in changed behavior, it is important to focus on increasing positive interactions with the child. If she is used to getting attention for any behavior, it will take time to make the switch to "working for" attention for appropriate behavior. Find opportunities to "catch her being good" and verbally acknowledge it. This can be paired with a smile, thumbs up, high five, back rub, hug, etc.

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FULL PHYSICAL ASSISTANCE: The teacher may need to physically help a child move from one area of a room to another, from outside to inside, or from one position to another (lying on floor to sitting in a chair) while the child is resistant or in an escalated state of emotion. This would generally be necessary in order to ensure that a child is in a safer place where he cannot harm himself or others, or to help him gain self-control. Physical assistance should only be used only if necessary. It is vital to remain emotionless when addressing the child during this time.

TIMEOUT FROM REINFORCEMENT: Most schools and homes have their own way of using and implementing time out. Typically it is used when a child has acted aggressively and may harm him/herself or another child. When a child is in timeout they must be monitored by an adult. The goal of time out is to deny the student access to stimuli he finds reinforcing. This is ONLY effective if the purpose of the child's behavior is to gain attention and if the student values the activity the class is engaged in at the present. If the function of the behavior is to avoid the expected activity, time out works for the child. Proper training in how to implement timeout safely and correctly is highly recommended.

MOVETO SAFE SPOT: If a child is a danger to him/herself or others, he/she may need to calm down in a safe, quiet area. It is vital to remain under control when addressing the child during this process. If the child is in meltdown mode, then "talk or verbal directions/instructions" will not sink in very well as the brain is now completely consumed with carrying out the fit. Minimizing words used and maximizing action/follow through will be very helpful for all involved.

STUDENT CONFERENCE: This is a reflective strategy to be used after the incident is over. It could be a simple conversation: "What did you do? What should you have done? What will you do next time?" or you could use a Think-Sheet where the child marks pictures that correlate with these same questions. If you suspect that the child does the behavior to obtain this adult attention, you may just have the child draw a picture (or write) of what he did and what he will do next time. This should not be an immediate consequence. The child should be calmed first and have the opportunity to settle down.

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