

Pre-Correction Checklist

Grade: 1st

Presenting Problems: Disruptive

Intervention: Pre-Correction

Background

Mrs. Douglas's kindergarten class struggles with quiet transitions. Particularly in situations like walking through the hallways to lunch and recess, her students get overly excited, talk to one another, and ignore instructions. This has caused distractions for other classrooms and resulted in missed directions for her students.

Getting Started:

- **Identifying behaviors:** Mrs. Douglas identified the behaviors she wants to decrease as speaking out of turn and ignoring instructions. Instead, she wants her students to remain quiet during transitions and in the hallways.

Implementation:

- **Explain:** Before taking her students to lunch, Mrs. Douglas sets aside time to explain to her class the importance of staying quiet in the hallways. She reminds them that this is the only way for them to hear directions and that being too loud can distract other classrooms.
- **Engage:** Mrs. Douglas asks her class if they have any ideas on keeping quiet in the halls, acknowledging that it is exciting to go to lunch and recess. One student gave an example of "walking like a mouse." She then asks the student to come up to the front of the class and demonstrate. She then asks the whole class to practice "walking like a mouse" and being quiet and respectful in the hallway.
 - **Hand Signal for Silence:** Mrs. Douglas introduces a special hand signal of holding two fingers up above her head to signify silence. She explains that when she uses this signal, it means stay silent and listen for directions.
- **Review and Praise:** Her class was exceptionally respectful on the way to lunch that day. Mrs. Douglas told her class what a great job they did and how proud she was of them. Before each transition, Mrs. Douglas reminds her class to be quiet in hallways, using the hand signal as a visual cue and provides praise when they follow the expectations.