🧰 Classroom Snapshot: Error Correction

Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. It is *contingent* (occurs immediately after the undesired behavior; *specific* (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and *brief* (after redirecting back to appropriate behavior, move on).

Continuum of Response	Responses are 1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful
Redirect	Restate the desired behavior as described on the teaching matrix
Reteach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Contingent Instructions	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the *same* outcome.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Assessment for Error Correction

Observe and monitor the components of Error Correction during a 10 minute period or during predictable problematic times:

Are disruptions and problem behaviors minimal?	**No**	**Sometimes**	**Frequently**
Is a continuum of consequences to discourage rule violations (e.g., ignoring, praising others, proximity, specific reprimand) used?	**No**	**Partial/ informal**	**Frequently**
Is there a documentation system for dealing with specific behavioral violations?	**No**	**Sometimes**	**Frequently**
When correcting misbehavior, is the teacher calm?	**No**	**Sometimes**	**Frequently**
consistent?	**No**	**Sometimes**	**Frequently**
brief?	**No**	**Sometimes**	**Frequently**
immediate?	**No**	**Sometimes**	**Frequently**

Adapted from the Ecology Checklist: Observe and Monitor, Interact Positively; Cool Tool: Continuum of Strategies to Respond to Inappropriate Behavior, PBIS of VA 11.2012; Strategies to Respond to Inappropriate Behavior: Error Correction Module, Midwest PBIS

Research:
● Research consistently has shown that systematic correction of student academic *and* social behavioral errors and performance feedback have a positive effect on behavior. (JJ/SE Shared Agenda, Tools for Promoting Educational Success and Reducing Delinquency, NASDSE & NDRN, Washington, DC:January 2007)
● Further, error corrections that were brief (i.e., 1 to 2 words) were more effective than longer error corrections (i.e., 2 or more phrases), (Abramowitz, O'Leary, & Futtersak, 1988), and corrections that were delivered consistently were superior to those delivered inconsistently (Acker & OLeary, 1988).
● When teachers are inconsistent in their enforcement of expectations, students become uncertain about what those expectations are and that the expectations apply to them (Evertson, Emmer, & Worsham, 2003).
● The way you speak with a child can affect how the child responds. It's easier to avoid power struggles and get compliance from a child if you **give directions in a clear, direct, and specific fashion**, using as few words as possible, and provide a reasonable amount of time to comply (e.g., wait time). You may encourage power struggles and disrespectful behavior when the feedback is vague, **sarcastic**, or overly wordy. (Newcomer, 2008).