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The Use of Pre-Correction by Pre-Service Teachers

Brook Heard

Georgia Southern University, bh04366@georgiasouthern.edu

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Theoretical Framework

The use of pre-correction strategies by pre-service teachers can, in theory, reduce the number of problem behaviors in the classroom, and greatly increase desired behaviors. By reducing the amount of problem behaviors through pre-correction, the pre-service teachers will spend less classroom time having to address the undesirable behaviors and instead, will be able to increase the amount of time he/she has to teach the lesson planned for the day.

Methodology Data

The pre-service teacher will choose a focus learner and identify a behavior that can be operationally defined such as, the focus learner getting out of his/her seat. The pre-service teacher will then do an anecdotal recording and an ABC chart to determine the time, setting, and recurring antecedent to the target behavior. After this, the teacher will then use the Tally Counter app for the iPad by Pixel Research Labs Incorporated, to count how many times the target behavior occurs when no pre-correction strategies are used during an identified time or activity that occurs every day. The pre-service teacher will then use pre-correction strategies directly before the same time identified above, and will count how many times the target behavior occurs after pre-correction is used. The data will be collected twice a week over a period of six weeks and put into a comparison chart to track the difference between the amount of times the target behavior occurs with and without pre-correction. After the data is placed into a comparison chart the pre-service teacher will then be able to see how much the target behavior decreases with the use of pre-correction strategies.

Reported Outcomes

Currently, the research is being conducted and is pending results and analysis.

Field Significance

One of the primary struggles for pre-service teacher candidates is positive behavior management. Often, pre-service teachers spend large portions of the lesson managing problem behaviors in the classroom and, as a result, lose valuable time teaching the lesson planned for the day. By showing pre-service teachers how pre-correction strategies successfully reduce problem behaviors in the classroom, they will be more inclined to implement the strategies to help use the time they are given to teach their lessons more efficiently.