

Instructional Classroom Management

Module Seven: Using Prompts and Reminders

HOW TO BEGIN:

Use time at the beginning of this session to review what you learned from your last meeting and how you practiced it in your classroom.

Overview:

This module is focused on the teacher's use of prompts and cues. In terms of having a positive effect on behavior, there is nothing more immediate than simply providing students with reminders. In fact, you probably use prompts more at the class level than you do for individuals. Think about all the times you put a finger to your lips, point to an expectation, or blink the lights to nudge students into appropriate behavior.

Big Ideas:

Prediction and Prevention: The more we can predict the conditions under which a student is prone to misbehavior, the better we can time prompts to be an effective prevention.

- **Non-Verbal Prompts:** Non-verbal prompts make use of the physical environment - including the teacher - to provide natural reminders. But all non-verbal prompts must be taught to students
- **Verbal Prompts:** Verbal prompts simply involve the teacher using verbal communication to prompt or remind students of appropriate behavior. The most obvious of these is the simple reminder "Remember . . ."
- **Pre-Correction:** Pre-correction is a procedure that is as its name suggests - we want to correct a predictable problem behavior before it has a chance to occur.

Activity 1:

- What types of non-verbal prompts are common across the school?
- What types of non-verbal prompts have you used with your students?
- Which of the prompts you have used have you found to be most effective?

Activity 2:

- What do verbal prompts look like in your classroom - which style do you find works best?
- How could you consider scaling those verbal prompts to smaller non-verbal prompts?

Activity 3:

- How might you best use pre-correction with your students?
- Is there a particular student or context in which you think pre-correction would be especially useful?
- Would you use the group or the individual type?

Task:

Between now and your next monthly meeting, consider pre-correction and try using it in at least 2 specific circumstances. Be prepared to describe your experiences with this at the start of the next meeting.

Further information and additional videos on Effective Instruction for Behavior can be found at the following locations:

CIBRS.com (videos)

KSDETASN.org (go to resources section and type in "Using Prompts and Reminders")

Teachingchannel.org (search for "Using Prompts and Reminders")