

PEACE POWER TOOLS

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Corrective Teaching

Summary:

Corrective Teaching is a systematic approach to identify inappropriate behavior among youth and guiding them toward appropriate behavior, developed at Boys and Girls Town. Corrective Teaching has three central concepts, which include Description, Relationship, and Consequence. Description involves detailing a behavior in words or actions, role-playing, and practice. The Relationship concept entails using friendliness and warmth to show genuine concern for a young person. Consequence includes praise for appropriate behavior, feedback, and consequences for inappropriate behavior. Balancing the concepts of Description, Relationship, and Consequence are important for effective teaching.

Resources Needed:

- None

Implementation Steps:

- Corrective Teaching works best when youth are making mistakes and don't know how to correct them. Corrective Teaching concepts can be used for academic and social skill deficits.
- Showing genuine concern for the youth's feelings, empathize with him/her (i.e. "I know it can be frustrating when you don't get the grade you want")
- Describe to the youth specifically what s/he did that was inappropriate.
- Then describe the appropriate behavior to the youth.
- Be sure to provide a rationale for the appropriate behavior.
- Request that the youth acknowledges that s/he understands the appropriate behavior's description and rationale.
- Have the youth practice the appropriate behavior and then check back with you when s/he finishes.
- Remembering to be friendly and warm, offer the youth feedback about the behavior that was practiced. This involves helping the youth to feel good about him/herself.
- Offer a consequence for her/his practice effort (i.e. "By correcting your paper, you ensured a B").
- Finally, offer praise for her/his practice effort or positive correction, which offers hope when the practice effort is not successful (i.e. "I knew you could do it" or "I know you'll do better next time").

Variations:

A number of variations of Corrective Teaching have been developed at Boys and Girls Town. Some examples include:

- Not all steps in Corrective Teaching need be used on every occasion. Empathy for the situation the student is in now, statement of the appropriate behavior, practice using that positive alternative, and praise for doing so is commonly a constructive approach.
- Guided self-correction is another variation of Corrective Teaching that uses a series of questions to gradually guide a student through the problem solving process, usually requiring prompts. First, ask the youth a very general question, such as "Talk to me about what happened here." This lays a foundation for the more specific questions to be asked later. The next questions are more specific, such as "Why do you think you got mad?" Finally, ask the youth questions that guide him/her toward a positive solution, such as "What can you do now to make things better?" Guided self-correction is especially effective with older youth because it challenges them to be accountable and to solve problems themselves.

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Rationale and Evidence Base:

Research shows that Corrective Teaching provides a structured, but flexible plan for addressing situations, which directly relate to behaviors that could escalate into aggression. There is convincing evidence that Corrective Teaching facilitates consistency with students and provides youth with the opportunity to learn positive ways to get what they want. One of the key components of Corrective Teaching is the development of a solid relationship with the youth. This relationship is affected by tone of voice and word choice, and an overall communication that there is hope. It is very important that the adult remains positive and communicates that current disappointment will not negatively affect the relationship with the student.

David, J. L., Nelson, C. S., & Gauger, E. S. (2000). Proactive teaching. In J. L. David, C. S. Nelson, & E. S. Gauger (Eds.), *The Boys Town Model: Safe and effective secondary schools* (pp.89-99). Boys Town, NE: Boy's Town Press.

Mattaini, M. A. (2001). *Peace power for adolescents: Strategies for a culture of nonviolence*. Washington, D.C: NASW Press.

Prepared by Julia M. Wesley & Mark A. Mattaini, September 2007