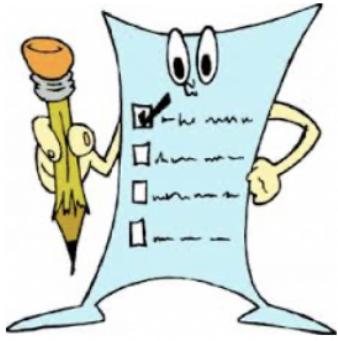


Precorrection Checklist and Plan	
Teacher: <u> Sarah Endow </u>	
Student: <u> Dominic Smith </u>	
Date: <u> 11 </u> / <u> 15 </u> / <u> 91 </u>	
<input type="checkbox"/> 1. Context	<i>Students entering classroom immediately after recess.</i>
Predictable behavior	<i>Students shouting, laughing, and pushing before complying with teacher directions.</i>
<input type="checkbox"/> 2. Expected behavior	<i>Enter the room quietly, go to desks, begin task, keep hands to self.</i>
<input type="checkbox"/> 3. Context modification	<i>Teacher meets students at door, has them wait and then go to desk to begin entry tasks.</i>
<input type="checkbox"/> 4. Behavior rehearsal	<i>Teacher reminds students just before recess of expected behaviors. Asks Dominic to tell what are expected behaviors.</i>
<input type="checkbox"/> 5. Strong reinforcement	<i>Students are told that if they cooperate with teacher requests, they will have additional breaks and 5 extra minutes for recess.</i>
<input type="checkbox"/> 6. Prompts	<i>Teacher gives signals at the door to be quiet and points to activity on chalkboard. Teacher says "hush" to noisy students and praises students who are beginning work.</i>
<input type="checkbox"/> 7. Monitoring plan	<i>Teacher uses a watch to measure how long it takes for all students to get on task and counts how many students begin their tasks immediately (within 10 seconds).</i>

Figure 4. Example of a completed precorrection checklist and plan for Dominic.

(Colvin et al., 1993)



Precorrection

Precorrection is a proactive strategy designed to prevent problem behavior from occurring by identifying contexts in which the predictable target behavior is likely to occur and prompting the occurrence of appropriate behavior (Ennis, Royer, Lane, & Griffith, 2017). It involves simple statements and gentle reminders of appropriate behavior (Ennis, Schwab, & Jolivet, 2012). Precorrection is a versatile strategy that can be used across settings and is quick to implement (Lane et al., 2015).

Steps to Implement Precorrection

Adapted from Colvin, Sugai, & Patching (1993)

1. Identify the context and predictability of the behavior.

- Plan for when you want to use precorrection.
- Can be done on the spot as well.

2. Explain the expected behavior.

- Remind the student of the steps or the expected behavior.
- Be brief, but clear.

3. Modify the context to support student success with the behavior.

- What is one thing you can put in place to help the student succeed with the skill or behavior?
- Ex: visual, number line, verbal prompt to context clues, pointing to a prompt, something to hold in their hands, highlight the spot to write on, prompt to put a “bubble” in their mouth, etc.

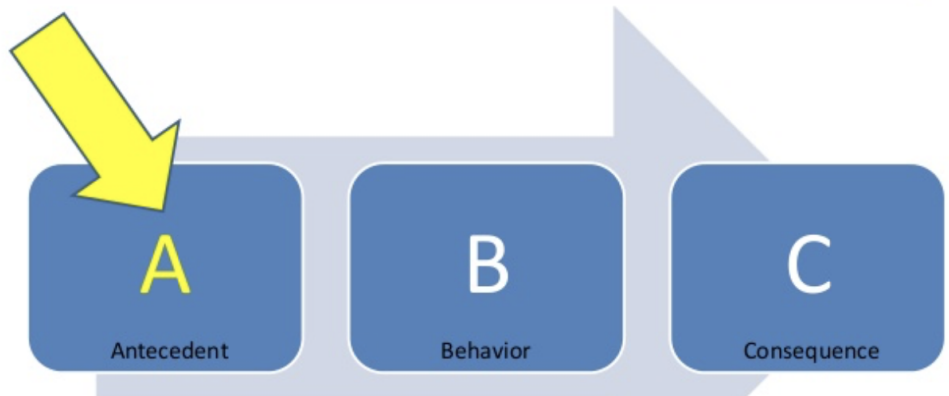
4. Practice the behavior/skill.

- Repeat directions back, model "show me" the skill/behavior, verbalize what they will do, etc.

5. Prompt the behavior/skill.

6. Provide reinforcement.

- BSP, token, physical gesture, etc.



Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior