



Behavior Management TOOL: Teaching Others through Online Learning

Module 3: Precorrection

Learning Task # 1

Directions: Reflect on your classroom, or a classroom you have been in, and brainstorm a list of events, times, transitions, or activities in which precorrection would be useful.

Learning Task # 2

Directions: For each example below, write or share a precorrection statement that would be appropriate.

1. Mrs. Johnson is having the students line up to walk to gym class.
2. Mr. Gonzolaz tells the students to read quietly with a partner.
3. Ms. Pearson takes the class outside on the playground for recess.
4. Mrs. Garcia tells students to complete their math paper independently and to check their work with a friend.
5. Mrs. Washington told students to use the art materials on the back table to make a poster for science class.

Learning Task # 3

Directions: Using the example scenario, complete the chart below for each step of delivering a precorrection.

Ms. Williams tells the students to line up for walking down to gym class. She knows that in the past her students have experienced a lot of difficulty with touching lockers, keeping their hands to themselves, keeping a quiet voice, and walking without running. Ms. Williams wants to use precorrection prior to the students lining up to help with transitioning down the hall to gym class.

1. Identify the context and predictability of the behavior.	
2. Explain the expected behavior.	
3. Modify the context to support student success with the behavior.	

4. Practice the behavior/skill.	
5. Prompt the behavior/skill.	
6. Provide reinforcement.	

Learning Task # 4

Directions: Using the fidelity checklist in the module, watch one of the precorrection videos and complete the fidelity checklist. Then, share your results and discuss the following questions.

1. What percentage of steps did the teacher complete?
2. What step did you feel was most evident?
3. Did the teacher provide reinforcement at the conclusion of the precorrection?
4. What was the item or context used by the teacher to visually or auditorily support the students?
5. How did the teacher have the students demonstrate comprehension of the desired behavior/skill?
6. What do you feel the teacher did really well?
7. Is there anything you would do differently?

Learning Task # 5

Directions: Share the following examples with the participants and decide whether or not it is an example of a precorrection statement. Then, have them state why or why not.

1. Before she passes out their papers, the teacher tells Susan and Marcus to write their names on top of their papers and to complete the first two problems independently.
2. The teacher tells the students to remember to sit on their own carpet squares and to keep their hands to themselves when they get into the gym for the assembly.
3. The teacher tells the students that they did an excellent job spelling all of their spelling words during the activity.
4. The teacher reminds the students to use their inside voices, track with their fingers, and to take turns reading when they complete their partner reading assignment.
5. Before Johnny returns the art materials to the cupboard, the teacher reminds Johnny to carry his scissors facing down and to close the cupboard after he is finished.

Learning Task # 6

Directions: After viewing several of the precorrection videos in this module, compare and contrast the common characteristics of the strategy being implemented. Complete the figure below as the participants watch the videos. Then, discuss the findings.

