

School-wide Classroom Support PreCorrection

Corresponding Self-Assessment Item:

- Chronic problem behaviors are anticipated and precorrected.

Definitions of PreCorrection

- A systematic way of anticipating and addressing inappropriate social or academic behaviors (Kauffman, Mostert, Trent, & Pullen, 2006)
- The provision of prompts for desired behavior in certain circumstances that are determined to be antecedents for problem behavior (DePry & Sugai, 2002)

The use of PreCorrection has been demonstrated to reduce problem behavior and improve academic performance. Studies have been performed across settings (e.g. classroom, hallways, recess) from early childhood to secondary classrooms. See “Research Studies” listed below.

Critical Features of PreCorrection:

- Anticipate and plan ahead... chronic problem behaviors should provide predictable times to plan for and anticipate problem behavior
- PreCorrective statements should be delivered at the beginning of an activity or transition before problem behavior has a chance to occur... it’s crucial to know the cues that most commonly trigger the problem behavior.
- PreCorrect for what to do – prompt for the expected appropriate behavior... do not focus on inappropriate student behavior

PreCorrection Examples

- “Before we line up, remember walk in a straight line, quiet voices with hands to self”
- “Before we break into group work, if you need help -- remember you can ask a peer in your work group quietly for help, and if they don’t know the answer, go on to the next problem, and you can ask me at the break.”
- As students enter the classroom, the teacher points to a **visual schedule** that prompts students to pick up their folders, go straight to their desk, and to get started quietly on the warm-up activity on the board, while saying, “Make sure to follow the schedule”.
- Teacher raises hand above head as a visual prompt, saying, “If you know the answer to this question, raise your hand.”

Procedural Steps for using Pre-Correction (Colvin, Sugai & Patching, 1997)

1. Identify the challenging context & predictable behavior of concern
2. Specify expected behaviors
3. Modify the context to reduce risk of problem behavior and set up success
4. Conduct behavioral rehearsals of expected behavior with the students
5. Provide strong reinforcement for expected behaviors
6. PreCorrect : Provide prompts (verbal &/or visual) for expected behaviors before opportunity to engage in predictable problem behavior
7. Develop a plan to actively support and maintain use of precorrection: include self-prompts and supports, peer, team and school-wide supports as beneficial.
8. Develop a plan to monitor implementation and effectiveness of using your Precorrection plan

SW-PBIS CLASSROOM SYSTEMS PRECORRECTION

Staff Name:

STEP 1: Identify a recurring time or situation during your school day that is challenging and you would like to improve. Describe the situation (time, context/routine, and problem behavior).

Location:	Recurring Problem Behavior:
Time:	By whom?
Routine/Activity:	Desired Behavior to replace Problem Behavior
Trigger:	

STEP 2: Identify your **PreCorrection** strategies and the cue for when to use **PreCorrection** prompts

Cue	Habit	Reward
What is cue/signal to use PreCorrective Statement:	Identify PreCorrective Prompts Verbal: "Before we.... _____" _____ Remember the expected behaviors are" _____ Visual: _____	Outcome (Reward/ Pay-off for Teacher)

STEP 3: Using the steps above to Develop 2 more **PreCorrection** opportunities you could use during your day.

Time/Routine/Trigger	Problem	Cue	PreCorrection Statement

STEP 4: Develop a plan for Self-Monitoring to build your habit of using **PreCorrection**. It is important these strategies work for you:

Self-Monitoring (circle one):	Counter	Tally on tape bracelet	paperclips in pocket	Tear in 3x5 card
Other:				
Materials needed:				Start Date:

SW-PBIS CLASSROOM SYSTEMS PRECORRECTION

STEP 1: Identify a recurring time or situation during your school day that is challenging and you would like to improve. Describe the situation (time, context/routine, and problem behavior).

<p>Location: 6th grade classroom Time: 10:45 Routine/Activity: Math – when students are struggling with independent work following demonstration during large group instruction Trigger: Students told to begin Indep. work</p>	<p>Recurring Problem Behavior Off task behavior, instead talking with other students & getting increasingly disruptive By whom? Many different students who are struggling with the work and begin talking w/ each other</p>
	<p>Desired Behavior to replace Problem Behavior Students ask for help, waiting quietly and go on to try next problem while waiting for help</p>

STEP 2: Identify your **PreCorrection** strategies and the cue for when to use **PreCorrection** prompts

Cue	Habit	Reward
<p>What is cue/signal to use PreCorrective Statement: Completion of large group instruction & demonstration of math work</p>	<p>Identify PreCorrective Prompts Verbal: “Before we.... <i>BEGIN INDEPENDENT WORK, remember IF YOU ARE STRUGGLING WITH A PROBLEM, RAISE YOUR HAND & WAIT QUIETLY, IF I’M BUSY MOVE ON TO TRY THE NEXT PROBLEM UNTIL I’M FREE.</i>” Visual: _Write on board, Ask for Help OR move on to try the next problem</p>	<p>Outcome (Reward/ Pay-off for Teacher) Students stay on task, complete more work and I (teacher) don’t get so frustrated with so many students talking and off-task</p>

STEP 3: Using the steps above to Develop 2 more **PreCorrection** opportunities you could use during your day.

Time/Routine/Trigger	Problem	Cue	PreCorrection Statement
8:45 <u>Transition to Reading</u> supposed to get books out & open to page # on board	Students are noisy and take too long, talking & not on right page; slow transition	End of warm-up activity and time for reading 8:43	<i>“Before we move on to reading, remember during transition we should be quiet and quick, quietly get your book out and open it to the page number on the board”</i>
12:15 Lunch Dismissal Routine	Students are loud, rushing out of the room, leave a mess & don’t push in chairs	End of Social Studies; just before lunch dismissal 12:10	<i>“It’s almost time to head to lunch, let’s review what you need to do at lunch dismissal, clean off your desk, push your chair in and walk quietly to line up at the door.”</i>

STEP 4: Develop a plan for Self-Monitoring to build your habit of using PreCorrection. It is important these strategies work for you:

<p>Self-Monitoring (circle one): Counter Tally on tape bracelet paperclips in pocket Tear in 3x5 card Other/Describe: Each time I use specific praise, I will put a tally mark on my tape bracelet Materials needed: Strip of masking tape for my arm each day and pen</p>	<p>Start Date: Next Monday</p>
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PreCorrection

REFERENCES

Descriptive Articles

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- Stormont, M., & Reinke, W. (2009). The Importance of Precorrective Statements and Behavior-Specific Praise and Strategies to Increase Their Use. *Beyond Behavior, 18*(3), 26-32.

Research Studies demonstrating outcomes associated with the use of PreCorrection

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