

Positive Behaviour Support and Trauma-Informed Practice



Session 4: Precorrections

- 'Pre-' means before;
- 'Precorrection' means anticipating problem behaviour and intervening beforehand
- Problem behaviour is prevented
- Expected behaviour replaces problem behaviour

We use gentle hands on the keyboard.

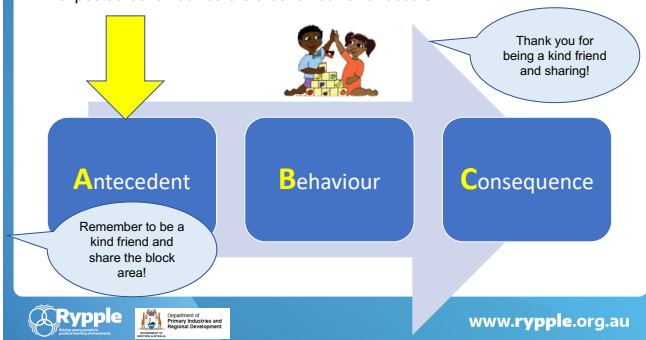
We use our quiet voices during rest time.

Key Features of Precorrection:

- Anticipate and plan ahead
- Precorrections should be delivered at the beginning of an activity or transition before problem behaviour has a chance to occur
- Precorrect for what to do – provide a prompt for the expected appropriate behaviour... do not focus on inappropriate behaviour

What is a Precorrection?

- Identifies settings and activities where behaviour errors commonly occur.
- Provides children with supports, prompts and reinforcement for engaging in expected behaviour before a behaviour error occurs.



Correction

- **Reactive**
- **Waits for the problem behaviour to happen**
- **Focuses on what not to do**
- **Involves a negative interaction with the child**
- **"Go back and pick up your rubbish!"**

Precorrection

- **Proactive**
- **Anticipates problem behaviour**
- **Focuses what to do**
- **Involves a positive interaction with the child**
- **"Remember to put all of your rubbish in the bin before you go and play"**



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Steps for using Precorrection

1. Identify the context and common behaviour errors
2. Determine the expected behaviour
3. Adjust the environment to reduce risk of problem behaviour and set up success
4. Provide children with an opportunity to practice the expected behaviour
5. Precorrect -provide prompts (verbal &/or visual) for expected behaviours before opportunity to engage in predictable problem behaviour
6. Provide strong reinforcement to children who engage in expected behaviours
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.

(Adapted from Colvin, Sugai & Patching, 1997)

Precorrection Plan

STEP 1:

Identify a recurring time or situation during your day that is challenging, and you would like to improve.

Time & Location:

Context/Routine:

Problem Behaviour:

STEP 2:

Define the expected behaviour you'd like to see instead during that time.

STEP 3:

Identify any modifications to the environment you might make to set children up for success and reduce the likelihood for problem behaviour.

STEP 4:

Identify when/how you will provide children with an opportunity to practice the expected behaviour

STEP 5:

Identify how you will precorrect - provide prompts (verbal &/or visual) for expected behaviours before the opportunity to engage in predictable problem behaviour

STEP 6:

Identify how you will give positive feedback and/or provide additional reinforcers (if necessary) when student(s) engage in expected behaviour:

STEP 7:

Develop a plan to actively support and maintain use of precorrection: include self-prompts and supports, peer, team and service wide supports as beneficial