



Department of
Primary Industries and
Regional Development

Regional Community Childcare
Development Fund
Positive Behaviour Support in
Early Childhood

Phase 1 – Module 4
Precorrections

Supported by the State Government's Royalties for Regions program and the Department of Communities.



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Phase One Modules

1. Trauma and brain development, effects on behaviour


2. What is Positive Behaviour Support?

3. Defining expected behaviours



a. Expectations

b. Behaviours

c. Procedures and Routines

4. Precorrections

5. Teaching behaviour to all children





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Precorrection

• ‘Precorrection’ means **anticipating** problem behaviour and **intervening before** behaviour errors occur.

• Precorrections provide children with supports, prompts and reinforcement for engaging in expected behaviour.



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The ABC of Behaviour

Antecedent **B**ehaviour **C**onsequence

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The ABC of Behaviour

Problem behaviour is **prevented**
Expected behaviour **replaces** problem behaviour

Antecedent **B**ehaviour **C**onsequence

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Correction	Pre-correction
<ul style="list-style-type: none">ReactiveWaits for the problem behaviour to happenFocuses on what not to doInvolves a negative interaction with the child“Go back and pick up your rubbish!”	<ul style="list-style-type: none">ProactiveAnticipates problem behaviourFocuses what to doInvolves 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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The use of precorrections sets children up to be successful and then gives them credit for it!

That's what good educators do!

Terry Scott 2017







Precorrection Key Features

- Anticipate and plan ahead
- Deliver precorrections prior to an activity or transition
- Precorrect for what to do



“Remember we use our quiet voices during rest time.”

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Types of Precorrection

(Neitzel & Wolery, 2010)

1. Verbal
2. Visual
3. Physical/Gesture/Modelling

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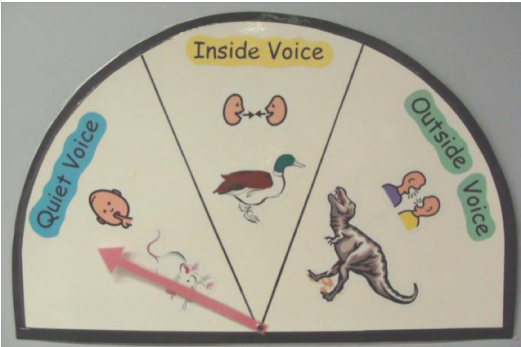
Remember, use your walking feet.



1. Verbal Precorrections




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2. Visual Precorrections



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2. Visual Precorrections



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3. Physical Precorrections

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What Are Challenges of Precorrections?

- Requires all staff to have a shift in thinking
- Need to reflect on daily schedule and routines to anticipate when problem behaviours may arise
- Must have some knowledge of a given setting

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Seven Step Precorrection Planning

Colvin, Sugai & Patching, 1997

7 STEPS

Precorrection Plan	
STEP 1: Identify a recurring time or situation during your day that is challenging, and you would like to improve.	Time & Location:
STEP 2: Define the expected behavior you'd like to see instead during that time.	Context/Behavior:
STEP 3: Identify any modifications to the environment you might make to set children up for success and reduce the likelihood for problem behavior.	Problem Behavior:
STEP 4: Identify when/where you will provide children with an opportunity to practice the expected behavior.	
STEP 5: Identify how you will precorrupt - provide prompts, practice, and feedback (or reinforcement) when students engage in expected behavior.	
STEP 6: Identify how you will give positive feedback and/or provide additional reinforcement (if necessary) when students engage in expected behavior.	
STEP 7: Develop a plan to actively support and maintain use of precorrection. Include self-prompts and supports, peer, adult and service aide supports as beneficial.	

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Precorection 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:




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Precorection Plan


STEP 2:
Define the expected behaviour you'd like to see instead during that time.


At snack time we...


*Wash Hands*



*Get your snack and water bottle*

*Sit on the Mat*

*Eat Quietly*

*Pack away your snack and bottle*





Precorection Plan

STEP 3:
Identify any modifications to the environment you might make to set children up for success and reduce the likelihood for problem behaviour.



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Precorrection Plan

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





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Step 6: Positive Feedback

Thank you
for speaking quietly.

Thank you
for finishing your lunch today.

Thank you
for using good table manners.

Thank you
for trying some new food today.

Thank you
for cleaning your plate nicely.

Thank you
for lining up calmly.

Thank you
for keeping the table clean.

Thank you
for walking carefully.

Thank you
for being polite to everyone.



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Precorrection Plan

STEP 1:

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

STEP 2:

Define the expected behavior 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 behavior.

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 behaviors before the opportunity to engage in predictable problem behavior


STEP 6:

Identify how you will give positive feedback and/or provide additional reinforcement (if necessary) when students engage in expected behavior.



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

Precorrection Practice



Share examples and discuss each step



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Think time




- What are some behaviour errors that you often have to correct?
- Share with a partner



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Precorrection Plan	
STEP 1: Identify a recurring time or situation during your day that is challenging, and you would like to improve.	Time & Location:
STEP 2: Define the expected behavior you'd like to see instead during that time.	Context/Routine:
STEP 3: Identify any modifications to the environment you might make to set children up for success and reduce the likelihood for problem behavior.	Problem Behavior:
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 behaviors before the opportunity to engage in predictable problem behavior.	
STEP 6: Identify how you will give positive feedback and/or provide additional reinforcement (if necessary) when student(s) engage in expected behavior.	
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.	

Precorrection Practice



Share examples and discuss each step

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