

The research supports the use of providing pre-corrections:

- To reduce problem behaviour and improve academic performance.
- To decrease transition time, frequency of teacher redirection statements and office discipline referrals when used with active supervision.
- To teach and promote self-regulation.
- To increase the quality of teacher-student relationships.
- To be a low-intensity, effective evidence-based strategy effective across K-12 in both general and special education classrooms.

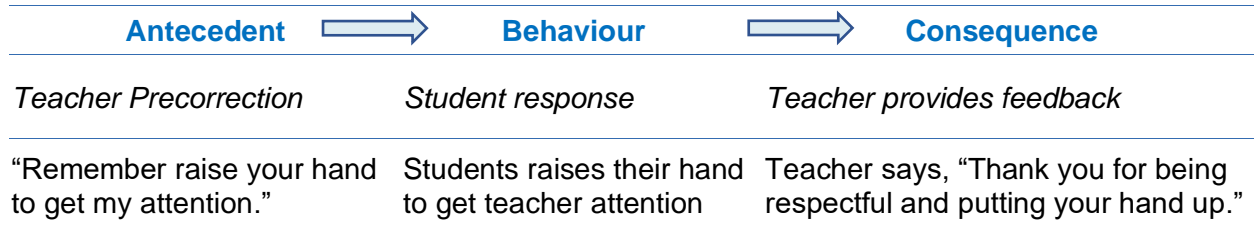
Definition Teacher describes desired social behaviour/expectations before it is required

Examples

- *Remember to be safe and keep your hands to yourself*
- “Before we line up, remember walk in a straight line, please use quiet voices and keep your hands to yourself”
- As students enter the classroom, the teacher points to a visual schedule that prompts students to go straight to their desk, and to get started on the warm-up activity on the board, saying, *“Make sure to follow the morning routine”*.
- Teacher raises hand above head as a visual prompt, saying, *“If you know the answer to this question, raise your hand.”*

Non-Examples

- *“Don’t run on the concrete.”*
- *“Instead of calling out, I would like you to raise your hand.”*



What are the guidelines?

- Precorrections are framed positively, occur prior to anticipated problem behaviour and can include encouragement, behaviour rehearsal, modelling and verbal prompts.
- 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
- Specific prompts may be more effective than general prompts
- More frequent prompts may be more effective than less frequent prompts
- Combining precorrection with active supervision and positive feedback will increase the effectiveness of pre-corrections.

Planning for practice

Precorrection Plan	
<p>STEP 1: Identify a recurring time or situation during your day that is challenging, and you would like to improve.</p>	Time & Location:
	Context/Routine:
	Problem Behaviour:
<p>STEP 2: Define the expected behaviour you'd like to see instead during that time.</p>	
<p>STEP 3: Identify any modifications to the environment you might make to set students up for success and reduce the likelihood for problem behaviour.</p>	
<p>STEP 4: Identify when/how you will provide students with an opportunity to practice the expected behaviour</p>	
<p>STEP 5: Identify how you will precorrect -provide prompts (verbal &/or visual) for expected behaviours before the opportunity to engage in predictable problem behaviour</p>	
<p>STEP 6: Identify how you will give positive feedback and/or provide additional reinforcers (if necessary) when student(s) engage in expected behaviour:</p>	
<p>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</p>	

(Adapted from Colvin, Sugai & Patching, 1997)

Selected References

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For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behaviour Support website: <http://pbmissouri.org/>



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