

# Pre-Correction

**WHAT IS IT?** An antecedent strategy where the teacher reminds or teaches the students the expectations or rules prior to the start of an activity to prevent an error.

## WHY IS IT IMPORTANT?

- More time is spent teaching positive behaviors and less time is spent giving students consequences and reacting to their failures.
- Students are provided with a new set of academic and social skills as opposed to being punished for their academic and social-skills deficits.

It requires teachers to anticipate the conditions under which errors or inappropriate behaviors are highly likely to occur, teach the student how to avoid the mistake, and then teach the student what is expected.

## WHEN CAN IT BE USED?

## HOW TO IMPLEMENT?

1. *Identify the context and the predictable behavior of concern.* Example: Running in hallway.
2. *Specify expected behaviors.* Example: Walk in hallway.
3. *Modify the context.* Example: Visual supports for hallway behavior posted in the hallway and by the classroom door to remind the students about walking in hallway with hands to self.
4. *Conduct behavior rehearsals.* Example: Students should practice walking in the hallway and be reminded about hallway behavior prior to any transitions. For a student who runs frequently, give reminders or additional instruction using visual supports prior to transitioning.
5. *Provide strong reinforcement for expected behaviors.* If the new behavior isn't paired with reinforcement, the child might revert back to inappropriate behavior because the reinforcing value is greater.
6. *Prompt expected behaviors before performance.* **Prompting expected, appropriate behaviors serves as a reminder to students of what is expected of them. Thus, the teacher focuses her attention on appropriate student behaviors rather than on inappropriate student behaviors. Providing reminders to students may increase the likelihood that the desirable behavior will occur again and increases the likelihood of success for the student.**
7. *Monitor the plan.* Example: The teacher records whether or not the student who engages in hallway running is complying with her prompts. If, after a few days, the student does not appear to be responding to prompts, the teacher may alter the nature of the reinforcer and/or the schedule of the reinforcer.



To view short videos, scan here:



## REFERENCES

Colvin, G., Sugai, G., Patching, B. (1993). Precorrection: An instructional approach for managing predictable problem behaviors. *Intervention in School and Clinic*, 28, 143-150.

Crosby, S., Jolivet, K., & Patterson, D. (2006, October). Using precorrection to manage inappropriate academic and social behaviors. Retrieved from <http://modelprogram.com/resources/ARTICLE---PreCorrection-2.pdf>