

Pre-Correction Intervention Checklist

Adherence

Getting Started

- [Identify challenging behaviors](#) you want to decrease as well as the specific situations (when and where) in which they are most likely to occur.
- [Determine appropriate behaviors](#) that should replace or prevent the challenging behavior.

Implementation

- Tell the student or group of students that you are going to start [reviewing the rules or expectations](#) before the specified activity.
 - During this conversation, model the appropriate behavior and allow students to practice the desired behavior.
- Each day, before the specified activity, review the rules or expectations.
- Provide labeled praise for appropriate behaviors, particularly in historically difficult situations.

Quality

- Frame things in the positive, stating *what to do* rather than *what not to do*.
- Be specific when explaining the expectation and why it is important to demonstrate the desired behavior.
- Keep it fun by using variety in your pre-corrections. Call and response format, songs, or gestures can further engage students by regaining attention.
- [Positive Student-Teacher relationships](#) increases the effectiveness of many interventions

Tips for Success

- Pre-corrections are proactive reminders of the forthcoming rules and are used to set the student up for success. They are different than directions or commands because they tell a student *how* to be successful in an upcoming activity.
- Sometimes expectations can be presented visually and referred to regularly. Some teachers might post a list of “classroom rules” that can be



seen and referenced. Other students might need a daily visual prompt given to them that clearly outlines expectations.

- Following rules requires behavior regulation. For some children, this is a skill that is learned through practice, repetition, and feedback. If a student continuously struggles to follow expectations, set aside time to explicitly teach the behavior.