

# PRE-CORRECTION

## DESCRIPTION

Pre-correction occurs when a teacher provides a prompt to a student *before* an inappropriate behavior occurs. When using pre-correction, teachers anticipate a student's inappropriate response and respond by prompting the student to demonstrate the appropriate behavior. Pre-correction can be used within a task or before a transition and is effective for academic and social behaviors.



## BENEFITS

- Pre-corrections are associated with a decrease in undesirable behavior. Pre-correction also increases the likelihood that teachers can use positive reinforcement to reinforce a desired behavior.

## IMPLEMENTATION

- Step 1.** Identify context
- Step 2.** Choose a predictable target behavior
- Step 3.** Operationally define the replacement behavior
- Step 4.** Modify the context (e.g., assignment, environment)
- Step 5.** Provide direct instruction in the target behavior and give the student opportunities to practice
- Step 6.** Provide immediate, corrective feedback and positive reinforcement
- Step 7.** Prompt the desired behavior before a student demonstrates an inappropriate response
- Step 8.** Monitor student performance and adjust the plan as needed (e.g., fade prompting, choose another target behavior)

## ADDITIONAL RESOURCES

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

Crosby, S., Jolivette, K., & Patterson, D. (2006). Using precorrection to manage inappropriate academic and social behaviors. *Beyond Behavior, 16*(1), 14-17.

[http://www.interventioncentral.org/student\\_motivation\\_high\\_probability\\_requests](http://www.interventioncentral.org/student_motivation_high_probability_requests)

<http://www.ci3t.org>

# BEHAVIORAL MOMENTUM

## DESCRIPTION

The process of building on previous compliance by introducing a succession of high-probability requests (*requests that usually result in student compliance*) before delivering a low-probability request (*requests usually met by student noncompliance or other inappropriate related behavior*). In essence, the teacher gets the student on a roll of successful compliance.



## BENEFITS

- This strategy leads to improved likelihood that a student will successfully comply with directions or engage in challenging situations or task. Behavioral momentum can be used to target social behavior or academic responding

## IMPLEMENTATION

**Step 1.** Identify tasks or requests that often lead to noncompliance or problem behavior

**Step 2.** Identify easy requests (8-15) that are highly likely to lead to compliance

**Step 3.** Test easy requests to ensure that the student responds willingly

**Step 4.** Implement intervention, presenting 3-4 easy requests before difficult requests

Tips:

- ❑ Vary the easy requests, and reinforce after each instance of compliance
- ❑ Once a student is successful, gradually reduce number of easy requests used
- ❑ Ensure the student is capable of performing the difficult task/request prior to implementing behavioral momentum, or it will not be successful
- ❑ Instructional activities and tasks can be designed to incorporate this strategy (e.g., including several easier problems on a worksheet before the more difficult material)

## ADDITIONAL RESOURCES

Landrum, T.J., & Sweigart, C.A. (2015). Simple, evidence-based interventions for classic problems of emotional and behavioral disorders. *Beyond Behavior*, 23(3), 3-9.

Lee, D. L., Belfiore, P. J., & Budin, S. G. (2008). *Riding the wave: Creating a momentum of school success*. *Teaching Exceptional Children*, 40(3), 65-70.

[http://www.interventioncentral.org/student\\_motivation\\_high\\_probability\\_requests](http://www.interventioncentral.org/student_motivation_high_probability_requests)

<http://ebi.missouri.edu/?p=123>

*General web-based Resources for evidence-based practices*

<http://ebi.missouri.edu/>

<http://autismpdc.fpg.unc.edu/evidence-based-practices>

<http://iris.peabody.vanderbilt.edu/>

# PRECISION REQUESTS

## DESCRIPTION

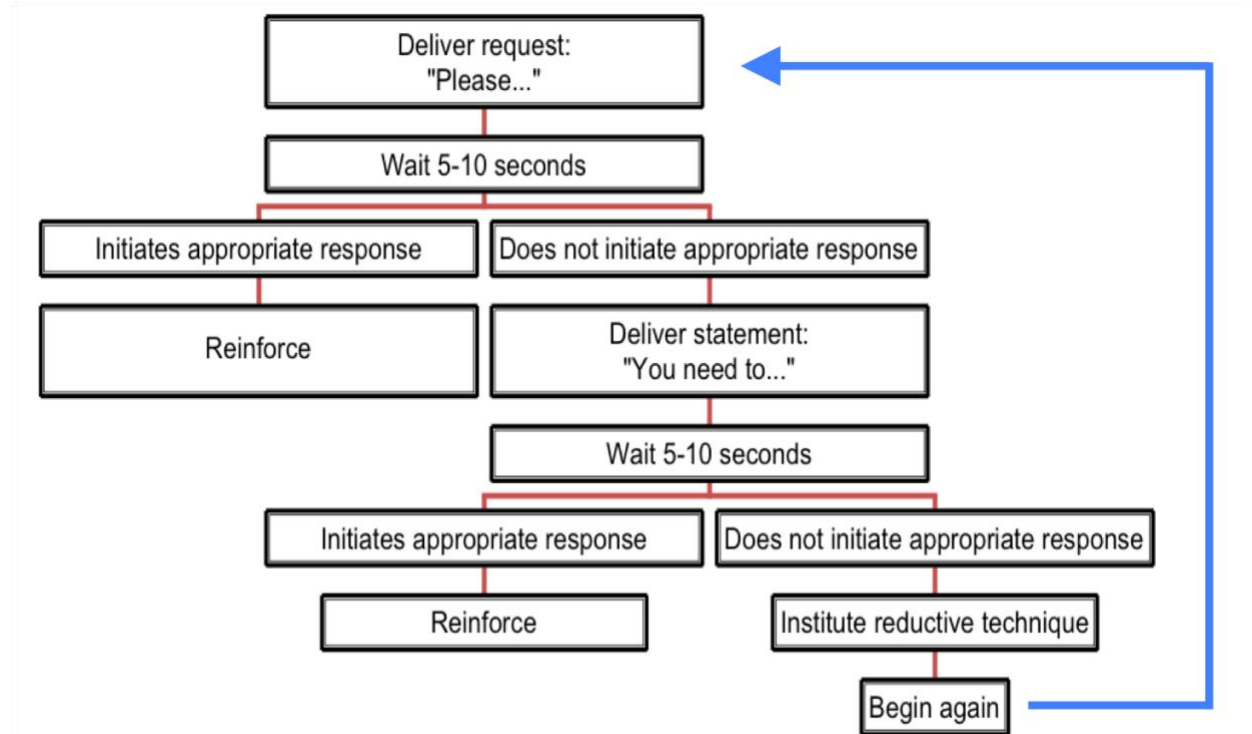
A structured method of delivering directions to students that includes several characteristics designed to enhance student compliance. Precision requests include the following characteristics:

- non-question format
- specific
- given in close proximity
- eye contact
- provides time to comply
- one request at a time
- compliance reinforced
- procedure is taught

## BENEFITS

- Following these procedures increases the likelihood a student will successfully comply with directions; further, the clear, predictable structure for both teacher and student promotes stable, positive interactions with less opportunity for conflict

## IMPLEMENTATION



## ADDITIONAL RESOURCES

Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

<http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/Precision.pdf>

<http://www.sbbh.pitt.edu/Precision-Requests/103/Default.aspx>

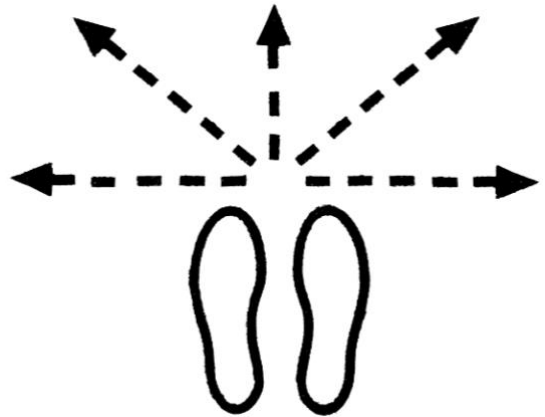
[https://www.interventioncentral.org/sites/default/files/pdfs/pdfs\\_blog/behavior\\_management\\_precision\\_request.pdf](https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/behavior_management_precision_request.pdf)

<https://youtu.be/UwynJ5UjePQ?t=46>

# CHOICE

## DESCRIPTION

Choice refers to giving a student options about assignments, activities, or rewards in order to increase motivation. Choices can be within an instructional activity (e.g., where to sit, whether to write or use a computer) or between activities (e.g., what sequence to complete different content area assignments). Even when choices are minor or illusory, students—and their teachers—may benefit.



## BENEFITS

- Providing choice can result in increased task engagement, increased productivity and accuracy, increased compliance, and decreased disruptive behavior. Additionally, choice provides students with some control over their day.

## IMPLEMENTATION

**Step 1.** Identify problem behavior or activity

**Step 2.** Identify appropriate choices (for example, order of assignments, when to work on a task, what materials to use, where to work, etc.)

**Step 3.** Make any necessary modifications to materials or classroom arrangements

**Step 4.** Implement choice, providing choices prior to problem behavior

*Choice Examples:*

Order of assignments

Type of assignment (e.g., math vs. reading)

When to do assignment (e.g., morning or afternoon)

Materials used to complete assignment (e.g., pen, pencil, or computer)

Who to work with when completing assignment

Where in the classroom to work

Which reward to work for

## ADDITIONAL RESOURCES

Kern, L., & State, T. (2009). Incorporating choice and preferred activities into classwide instruction. *Beyond Behavior*, 18(2), 3-11.

<http://www.interventioncentral.org/behavioral-interventions/motivation/choice-allowing-student-select-task-sequence>

[https://coe.lehigh.edu/sites/coe.lehigh.edu/files/choice\\_preferred\\_activities1.pdf](https://coe.lehigh.edu/sites/coe.lehigh.edu/files/choice_preferred_activities1.pdf)

<http://www.ci3t.org/pl#ic>

<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/ABI-complete-2010.pdf>

# OPPORTUNITIES TO RESPOND

## DESCRIPTION

An opportunity to respond (OTR) is any teacher behavior that requires a student to engage in a motor or verbal response. Most commonly, OTRs are delivered through teacher questioning. Teachers can leverage OTRS to increase active engagement by providing frequent questions/prompts that vary across (a) individual and group (choral) responses, (b) level of questions asked (recall, application, etc.), and by using various response formats that prompt greater numbers of students to engage (e.g., response cards, gestures).



## BENEFITS

- OTRs are associated with increased student engagement and higher academic achievement along with decreased disruptive and off-task behavior. Additionally, by providing more OTRs, teachers give themselves more opportunities to provide feedback to students.

## IMPLEMENTATION

- Step 1.** Identify context or activities in which students would benefit from increased OTRs. Look for contexts in which students are less engaged, few students respond, and/or few students respond accurately
- Step 2.** Identify an appropriate format, and plan enough responses to match student needs based on the instructional level
- Step 3.** Teach students to respond using the planned format
- Step 4.** Prompt students to respond
- Step 5.** Provide sufficient wait time for responses (*at least 3 seconds*)
- Step 6.** Provide positive feedback for correct responses to reinforce learning
- Step 7.** Ensure that all students are given opportunities to respond
- Step 8.** Monitor for student accuracy, and modify lessons and OTRs to improve student success rates

## ADDITIONAL RESOURCES

- Duchaine, E., Green, K., and Jolivet, K. (2011). Using response cards as a class-wide intervention to decrease challenging behavior. *Beyond Behavior*, 20(1), 3-10.
- Haydon, T., MacSuga-Gage, A. S., Simonsen, B., & Hawkins, R. (2012). Opportunities to respond: A key component of effective instruction. *Beyond Behavior*, 22(1), 23-31.
- <http://ebi.missouri.edu/?p=89>
- <https://louisville.edu/education/abri/primarylevel/otr/group>
- <http://www.ci3t.org/pl#otr>