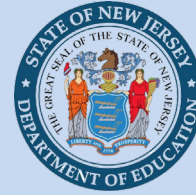




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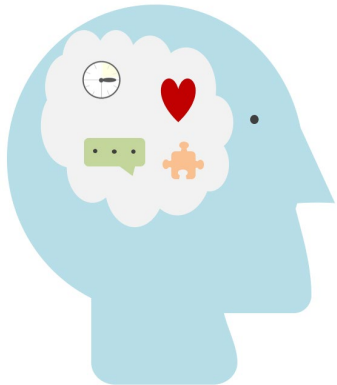
New Jersey Positive Behavior Support in Schools

Funded by IDEA Part B 2025-2026

Everyday Prevention: Precorrect Expectations

www.pbsisnj.org

At the conclusion of this video, you will be able to...

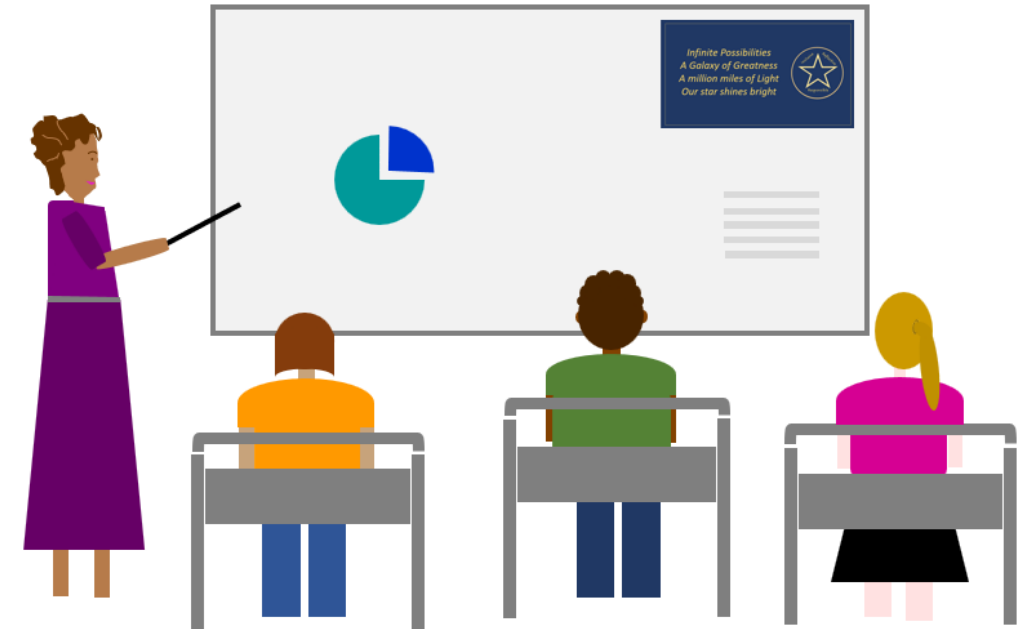


- ▶ Describe the purpose of precorrection
- ▶ State the steps for using a precorrection
- ▶ Identify class or area routines in which precorrection would be helpful

Prevention = Engagement

Prevention practices, like precorrection influence students'...

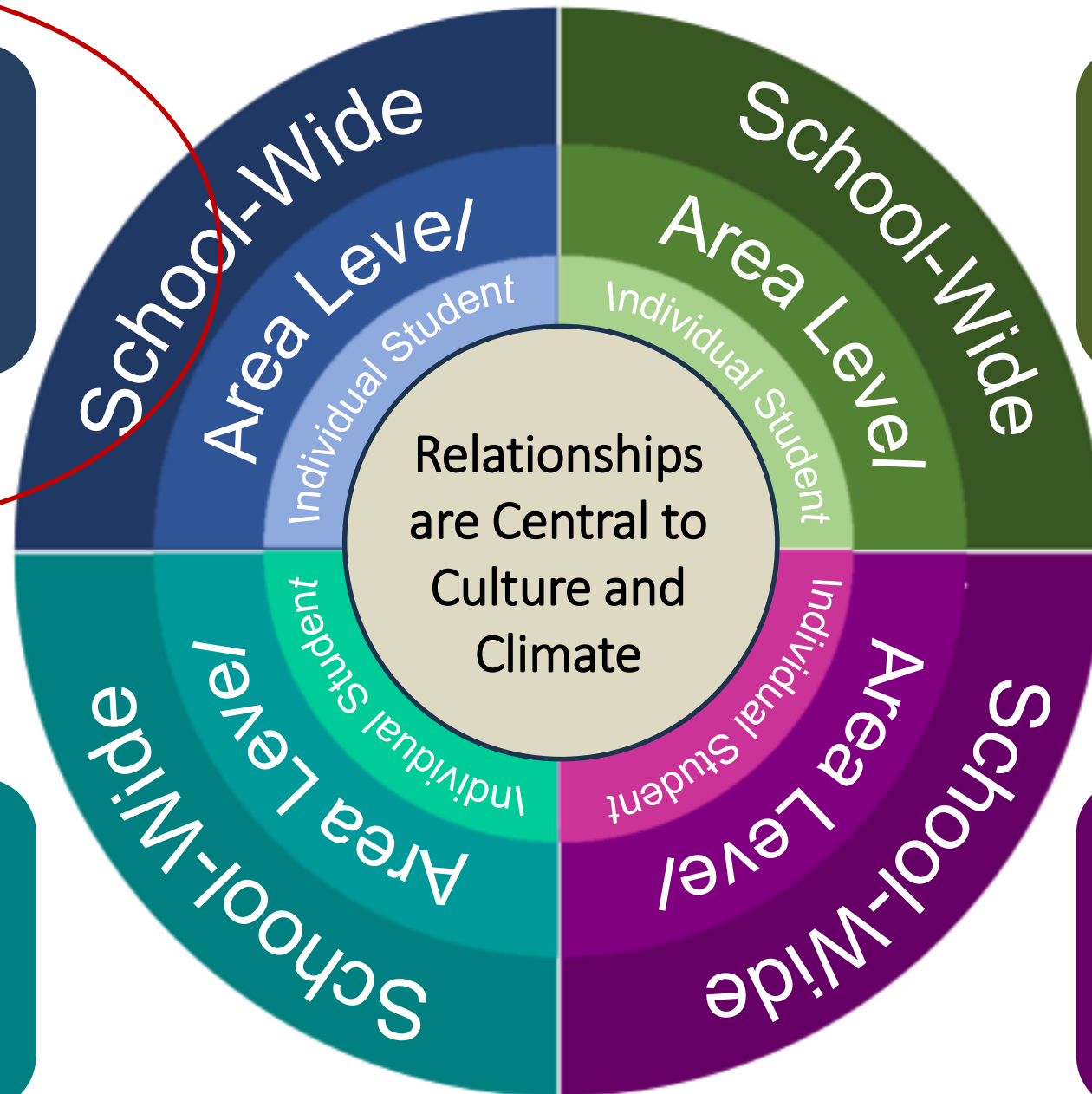
- ✓ Engagement in learning activities
- ✓ Display of contextually congruent behavior
- ✓ Perception of class climate



(Mitchell & Bradshaw, 2012; Pas et al., 2015; Stichter et al., 2009)

Predictable

Consistency and stability in expectations allows students to anticipate what is expected of them across school locations



Positive

Interactions students receive from staff result in their feeling valued and connected to school

Present

Staff actively interrogate their own beliefs, perceptions, and unconscious biases to ensure that decision making is free from negative influence

Empowering

The learning environment is supportive of student voice and choice to activate and direct their own learning experience

Brief review that provides explicit information about what to do:

- ✓ Explain
- ✓ Model
- ✓ Practice

Occurs immediately before students begin a routine

Effective in K-12th grade settings
(e.g., Ennis et al., 2017)



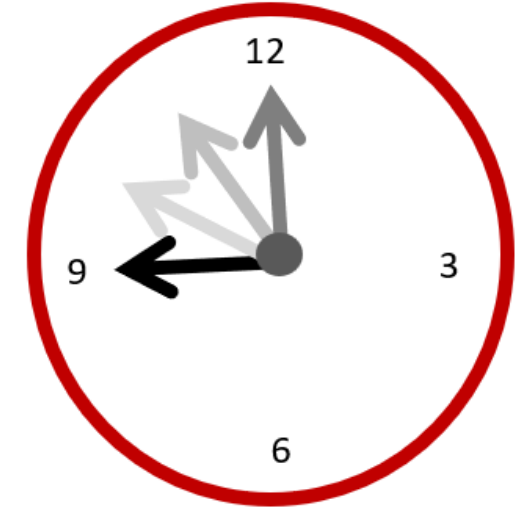
Calculating Instructional Time Lost

Formula:

minutes per day x 180 days = # minutes

minutes / 60 = # hours

hours / 6.5-hour day = # school days lost



Example:

30 minutes per day x 180 days = 5,400 minutes

5,400 minutes / 60 = 90 hours

90 hours / 6.5-hour per day = **13.84 days per year**

Precorrection vs. Redirection

Pre-Correction



Preventative: Delivered
BEFORE an unwanted
behavior occurs

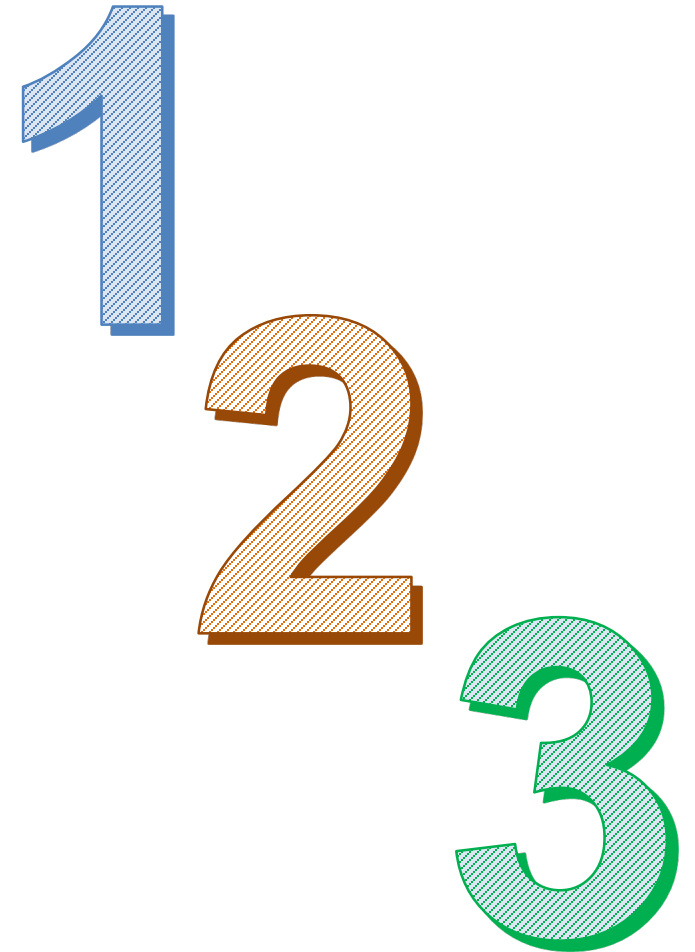
Redirection



Corrective: Delivered
AFTER an unwanted
behavior has occurred

Implementing Precorrection

1. **Insert Point:** Identify the point in the routine immediately before students need to use the expectation
2. **Describe Action:** Provide a verb-specific review of what to do
3. **Provide Feedback:**
 - ✓ Behavior specific praise
 - ✓ Suggestions for next time



Phrasing Precorrections

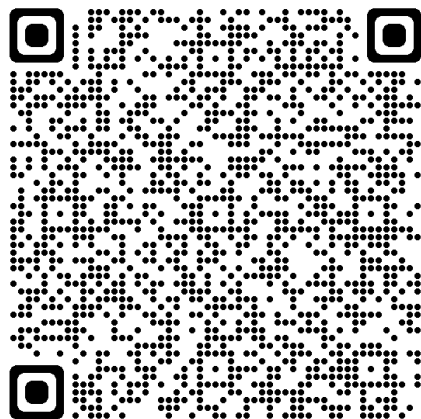


Maximize the impact of precorrections by using:

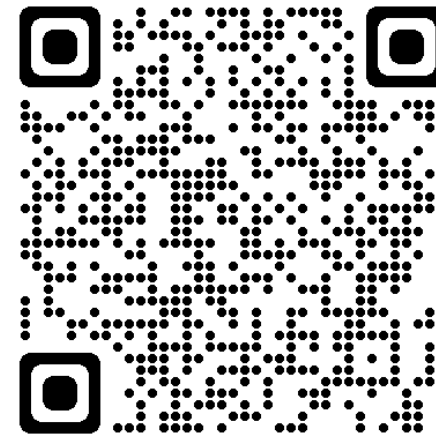
- ✓ Positive phrasing
- ✓ Action words

Precorrection Video Examples

Elementary



Secondary



Personal Practice Plan

Implementation Outcome: Use pre-correction at least 3 times a day to provide students with proactive, positively statement reminders about school-wide, area, or routine expectations.

Routine	Insertion Point	Precorrection Targets	Instructional Strategies	Success Indicators
Partner and group activities	<ul style="list-style-type: none">Immediately before transition to group	<ul style="list-style-type: none">Group normsNoise levelEngagement expectations	<ul style="list-style-type: none">Call & responseModelingPracticeBehavior specific praise	<ul style="list-style-type: none">Engagement with group workNoise level
Changing classes	<ul style="list-style-type: none">2 minutes before the bell rings	<ul style="list-style-type: none">Go straight to next classMake room for others to join the flow of trafficSafety: wear ID and only one ear pod	<ul style="list-style-type: none">Call & responseBehavior specific praise	<ul style="list-style-type: none">Continuous flow of studentsStudents arrive on time to next classIDs are visibleStudents are observed wearing only one ear pod

Personal Implementation Plan

Use the Personal Implementation Tool to plan how you will use this practice within your daily routines

Everyday Practices Personal Implementation Plan Tool

Implementation Outcome: .

<i>Who can I go to if I have questions about how to implement this practice?</i>	Name	Email or Room #

<i>When are three times during the day that I will intentionally use this practice?</i>	Opportunity 1	Opportunity 2	Opportunity 3

<i>What do I need to prepare to use this practice?</i>	Materials Needed?	Scripts or Prompts Needed?	Rehearsal Needed?

<i>How will I remind myself about using this practice?</i>	<input type="checkbox"/> Timer or alarm
	<input type="checkbox"/> Visual prompt (e.g., post note) in lesson materials
	<input type="checkbox"/> Review before students arrive
	<input type="checkbox"/> Other:

<i>How will I reflect on implementation?</i>	<input type="checkbox"/> Weekly Habit Tracker Tool
	<input type="checkbox"/> Discussion at grade level or PLC meeting
	<input type="checkbox"/> Other:

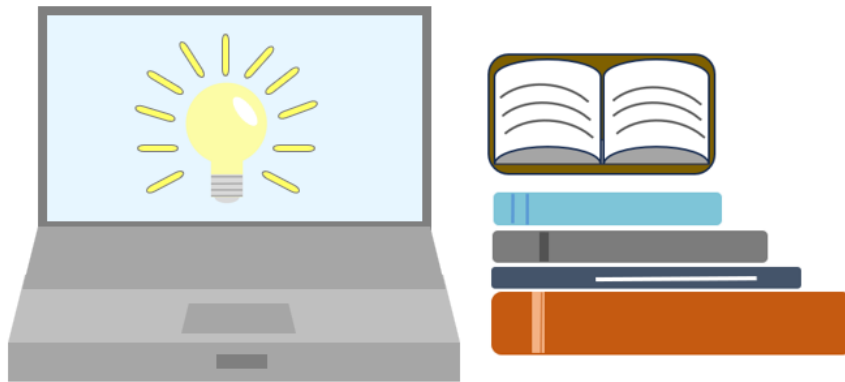
Reflection Implementation

Use the Everyday Prevention Practices Habit Tracker to Reflect on Weekly or Daily Implementation

Everyday Prevention Practices Weekly Habit Tracker

Make the Environment Predictable		Week 1	Week 2	Week 3	Week 4
Precorrect Expectations & Actions	Provide an explicit review what to do immediately before a routine begins	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Visual reminders of expectations	Visual reminders and cues (e.g., poster, checklist list, etc.) for key routines that prompt what to do are visible to students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use High Rates of Positive Interactions		Week 1	Week 2	Week 3	Week 4
Positive Greeting at the Door	Students are greeted at the door by name upon arrival to class.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Behavior Specific Praise	Short explicit statement affirming effort toward achieving an expectation are provided to students for effort toward achieving the expectations	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
4:1 Interaction Ratio	80% of messages to students are positive and affirming	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use Mindfully Present Decision Making		Week 1	Week 2	Week 3	Week 4
Active Supervision	The environment is proactively monitored by continually moving, scanning, and interacting with students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Neutralizing Routines	A brief pause is used before responding or deciding to clear the mind of unaware influences	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection	Strategic approach to re-engaging a student when they are engaging in contextually incongruent behavior				
TLC Redirection: Tone	When responding to contextually incongruent behavior, a calm, neutral, and assertive tone of voice is used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Language	When responding to contextually incongruent behavior, language is objective, labels emotions, paraphrases student statements, and uses positive fr	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Coaching	When responding to contextually incongruent behavior, a concern inquiry is made (e.g., "are you okay?", re-engagement is coached, and regulation i	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Empower Learners		Week 1	Week 2	Week 3	Week 4
Opportunities to Respond (OTR)	During instructional routines, 3-5 OTRs per minutes during fast paced instruction and 1 OTR per minute during practice opportunities are used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆

Refer to the reference list
to learn more about
behavior specific praise



Precorrection Reference List

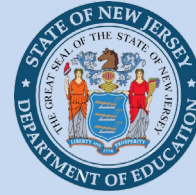
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