Precorrection Checklist

Directions: Use this tool to evaluate your use of precorrection. For each step of the strategy, circle "Y" if the step was completed or "N" if the step was not completed. For steps 1-3, use the space provided to describe actions taken.

Rater: _____   Date: _____

Precorrection Step	Rating
1. I identified when and where challenging behaviors are likely to occur and what makes them likely. When: Where:	Y N
2. I determined appropriate replacement behaviors. Replacement Behaviors:	Y N
3. I modified the context to support the replacement behaviors. Modifications:	Y N
4 I taught the replacement behaviors and provided students opportunities to practice it in the natural context.	Y N
5. I provided a reminder of the replacement behavior just before the transitioning to the challenging context.	Y N
6. I prompted the replacement behavior while in the challenging context.	Y N
7. I provided reinforcement for demonstrating the replacement behavior in the challenging context.	Y N
Steps Completed	__ / 7 = __%

This tool is based on precorrection steps described in:

Colvin, G., Sugai, G., & Patching, B. (1993). Precorrection: an instructional approach for managing predictable problem behaviors. *Academic Therapy*, *28*(3), 143–150. https://doi.org/10.1177/105345129302800304

Evanovich, L. L., & Kern, L. (2018). Precorrection: Preventing Predictable Problem Behaviors in School Settings. *Beyond Behavior, 27*(2), 90-98. https://doi.org/10.1177/1074295618769892

Harlacher, J. E. (2015). Designing effective classroom management. Marzano Research.

TN-TAN TENNESSEE TECHNICAL ASSISTANCE NETWORK

Tennessee Tiered Supports Center (Tennessee TSC)

Tennessee TSC is a member of the Tennessee Technical Assistance Network (TN-TAN) and funded under Grant Contract with the State of Tennessee to provide training & support to schools and districts.

Tennessee TSC Tiered Supports Center

Precorrection Self-Monitoring Checklist

Directions: Use this tool to monitor your use of precorrection across consecutive opportunities. For each step of the strategy, circle "Y" if the step was completed or "N" if the step was not completed.

Precorrection Step	Date:	Date:	Date:	Date:	Date:
1. I identified when and where challenging behaviors are likely to occur and what makes them likely.	Y N	Y N	Y N	Y N	Y N
2. I determined an appropriate replacement behavior.	Y N	Y N	Y N	Y N	Y N
3. I modified the context to support the replacement behavior.	Y N	Y N	Y N	Y N	Y N
4. I taught the replacement behavior and provided students opportunities to practice it in the natural context.	Y N	Y N	Y N	Y N	Y N
5. I provided a reminder of the replacement behavior just before the transitioning to the challenging context.	Y N	Y N	Y N	Y N	Y N
6. I prompted the replacement behavior while in the challenging context.	Y N	Y N	Y N	Y N	Y N
7. I provided reinforcement for demonstrating the replacement behavior.	Y N	Y N	Y N	Y N	Y N
Steps Completed	__ / 7 = __%	__ / 7 = __%	__ / 7 = __%	__ / 7 = __%	__ / 7 = __%

This tool is based on precorrection steps described in:

Colvin, G., Sugai, G., & Patching, B. (1993). Precorrection: an instructional approach for managing predictable problem behaviors. *Academic Therapy*, *28*(3), 143–150. https://doi.org/10.1177/105345129302800304

Evanovich, L. L., & Kern, L. (2018). Precorrection: Preventing Predictable Problem Behaviors in School Settings. *Beyond Behavior, 27*(2), 90-98. https://doi.org/10.1177/1074295618769892

Harlacher, J. E. (2015). Designing effective classroom management. Marzano Research.