2.5 ERROR CORRECTION
USE BRIEF, CONTINGENT, AND SPECIFIC ERROR CORRECTIONS TO RESPOND TO PROBLEM BEHAVIOR

Description and Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Empirical Support and Resources
What key strategies can I use to support behavior in my classroom?	*How can I use this practice in my elementary classroom?*	*How can I use this practice in my secondary classroom?*	*What should I avoid when I'm implementing this practice?*	*What evidence supports this practice, and where can I find additional resources?*
• An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future • Delivered in a brief, concise, calm, and respectful manner, typically in private • Pair with specific contingent praise after the student engages in appropriate behavior • Disengage at end of error correction and redirection—avoid "power struggles"	• After a student calls out in class the teacher responds, "Please raise your hand before calling out your answer" • After students are talking too loudly during group work, the teacher responds, "Please use a quieter whisper voice while working with your partner" • After a student is out of his or her seat inappropriately, the teacher responds, "Please stop walking around the room and return to your seat to finish your work"	• When a student has not started working within one minute, "Jason, please begin your writing assignment" (Later) "Nice job being responsible, Jason, you have begun your assignment" • After student is playing with lab equipment inappropriately, the teacher responds, "Please stop playing with lab equipment, and keep it on the table" (Later) "Thank you for being safe with the lab equipment"	• Shouting "No!" (This is *not* calm, neutral, or specific) • A five-minute conversation about what the student was thinking (This is *not* brief) • A teacher loudly tells a student that he is not being responsible (This is *not* calm or private) • After providing an error correction, a student denies engaging in the behavior; the teacher repeats the correction in an escalated tone and continues to debate the student—each exchange escalates until shouting ensues (This is a power struggle)	• Error corrections that are direct, immediate, and end with the student displaying the correct response are highly effective in decreasing undesired behaviors (errors) and increasing future success rates[21] Error correction article: http://link.springer.com/article/10.1007/BF02110516 Strategies to interrupt/avoid power struggles: http://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers Video: http://louisville.edu/education/abri/primarylevel/correction/group

[21] Abramowitz, O'Leary, & Futtersak, 1988; Acker & O'Leary, 1988; Baker, 1992; Barbetta, Heward, Bradley, & Miller, 1994; Brush & Camp, 1998; Kalla, Downes, & vann de Broek, 2001; McAllister, Stachowiak, Baer, & Conderman, 1969; Singh, 1990; Singh & Singh, 1986; Winett & Vachon, 1974