## 2.4 Prompts and Precorrections

**Make the Problem Behavior Irrelevant with Anticipation and Reminders**

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<td>What key strategies can I use to support behavior in my classroom?</td>
<td>How can I use this practice in my elementary classroom?</td>
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<td>What should I avoid when I'm implementing this practice?</td>
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Reminders that are provided *before* a behavior is expected *describes* what is expected:

- **Preventative**: take place before the behavior response occurs
- **Understandable**: the prompt must be understood by the student
- **Observable**: the student must distinguish when the prompt is present
- **Specific and explicit**: describe the expected behavior (and link to the appropriate expectation)

Teach and emphasize self-delivered (or self-managed) prompts

- Before students begin seatwork, provide a reminder about how to access help and materials, if needed
- Before the class transitions, a teacher states, "Remember to show respect during a transition by staying to the right and allowing personal space"
- Pointing to a sign on the board to indicate expectation of a silent noise level prior to beginning independent work time
- Review of group activity participation rubric prior to the start of group work
- Sign above the homework basket with a checklist of "to dos" for handing in homework
- A student checks her planner, which includes visual prompts to write down assigned work and bring relevant materials home to promote homework completion
- While teaching a lesson, a student calls out, and the educator states, "Instead of calling out, I would like you to raise your hand" (This is an error correction—it came after the behavior)
- Prior to asking students to complete a task, the educator states, "Do a good job," or gives a thumb's up signal (This is not specific enough to prompt a particular behavior)
- Providing only the "nos" (e.g., No running, No talking) instead of describing the desired behavior or failing to link to expectations
- Delivering prompts and precorrections for appropriate behavior results in increases in improved behavior\(^{19}\)
- Use prompts during transitions to new routines and for routines that are difficult for students to master\(^{20}\)

**Videos:**
- [http://louisville.edu/education/abr/primarylevel/prompting/group](http://louisville.edu/education/abr/primarylevel/prompting/group)
- [http://louisville.edu/education/abr/primarylevel/modeling/group](http://louisville.edu/education/abr/primarylevel/modeling/group)