2.4 PROMPTS AND PRECORRECTIONS
MAKE THE PROBLEM BEHAVIOR IRRELEVANT WITH ANTICIPATION AND REMINDERS

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?*
Reminders that are provided *before* a behavior is expected that *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 table as student enters room (to remind where to sit) • A student looks at a picture sequence prompting effective hand washing and successfully washes hands prior to snack or lunch	• 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 pre-corrections 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/abri/primarylevel/prompting/group http://louisville.edu/education/abri/primarylevel/modeling/group