Prompts & Precorrections

Core Components:

Presentation

- Definition of skill
- Rationale for using skill
- Examples of skill
- Critical features of skill

Activity

- Identifying examples of prompts in your context

Develop self-management strategies

- Define self-management
- Describe self-management for this skill
- Review/discuss materials needed to implement
- Practice using strategies

Review and wrap-up

Complete Acceptability and Usability Questionnaires

PROMPTS & PRECORRECTION

What are prompts and precorrections?

"*A precorrection is defined as an antecedent instructional event designed to prevent the occurrence of predictable problem behavior and to facilitate the occurrence of more appropriate replacement behavior.*"

(Colvin, Sugai, Good, & Lee, 1997, p. 346)

"*Perhaps the easiest precorrection to implement is a verbal prompt, or reminder, of appropriate social behavior.*"

(Faul, Stepensky, & Simonsen, 2012, p. 47)

Why provide prompts and precorrections?

✦ Delivering ***prompts or precorrections*** for appropriate behavior results in increases in appropriate behavior and/or decreases in inappropriate behavior across a variety of student populations (Arceneaux & Murdock, 1997; Flood, Wilder, Flood, & Masuda, 2002; Gena, 2006; Wilder & Atwell, 2006)

✦ **Specific prompts** may be more effective than general prompts (Hunsaker, 1983).

✦ More **frequent prompts** may be more effective than less frequent prompts (Lancioni et al., 2001).

✦ Combining **prompts or precorrection with active supervision** (moving, scanning, and interacting during supervision) is effective across a variety of classroom and non-classroom settings (Colvin et al., 1997; De Pry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000).

(Faul, Stepensky, & Simonsen, 2012)

What are some examples (and non-examples) of verbal prompts for appropriate social behavior?

Examples of Prompts	Non-Examples of Prompts
• *Before* the class is dismissed to go to lunch, the educator states, **"It's time for lunch. Remember to show respect during a transition by staying to the right of the hallway and allowing personal space."**	• The educator points to a poster of rules for adding fractions **and says, "On your white boards, write the answer to the equation ½ + ¼ = __ and look at me when you are done."** (*This is an opportunity to respond*.)
• *Prior* to allowing a student leaving the classroom to go to the bathroom, the educator points (directs student attention) to a poster that illustrates how to show responsibility in the bathroom and says, "**Remember to follow our expectations**."	• At the beginning of class, the teacher **provides the students instruction on how to complete a worksheet for their academic task**. (*This is instruction in a task, but not a prompt for appropriate behavior*.)
• *Before* beginning a lesson, the educator raises his hand (modeling) and says to the students, **"Remember how to get my attention appropriately during a lesson."**	• While teaching a lesson, a student calls out and the educator states, **"Instead of calling out, I would like you to raise your hand to get my attention during a lesson."** (*This is also an error correction—it came after the behavior*.)
• *Prior* to each school day, the educator greets each student and says, **"Remember, walk to your desk, quietly put materials away, and begin your warm-up activity."**	• During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word "<u>th</u>ough," and says, **"What sound?"** (*This is an opportunity to respond*.)

What are the critical features of verbal prompts?
- *Verbal statement* (i.e., not look or gesture)
- Delivered *before* the behavior is expected
- Specifically *states the appropriate behavior* that is expected

For this study, we will focus on verbal prompts for appropriate *social* behavior

How will you use verbal prompts in your classroom?
Write three (or more) specific prompt statements that you will use in your classroom during educator-directed instruction to prompt appropriate social behavior.

1._____

_____

2._____

_____

3._____

_____

How will you increase the likelihood that you will deliver verbal prompts for appropriate social behavior?

- Self-management

    - According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the manipulation of variables of which behavior is a function" (p. 228).

    - Self-management is engaging in one response (the self-management behavior) that affects the probability of a subsequent behavior (the target or desired behavior). For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).

- Self-management in this study

    - In this study we will ask you to (a) arrange your environment to increase the likelihood that you use prompts (set goals and give yourself reminders), (b) self-monitor (count) your use of prompts during a 15-min segment of instruction, (c) self-evaluate (graph your specific prompt rates daily and decide whether you met your daily goal, and (d) self-reinforce (give yourself a privilege on days you meet your goal).
        - ***Arrange your environment.*** Today, we will set an initial **goal** for your prompt rate. Your goal is the criterion you will use to determine if you can self-reinforce. This goal can be adjusted weekly based on the previous weeks' average. In addition, we'll ask you to select a strategy to **prompt** or remind yourself to use prompts.
        - ***Self-monitor***. Press button to advance **counter** each time you give one (or more) students a prompt for appropriate behavior during the selected 15-min segment of educator-directed instruction.
        - ***Self-evaluate***. Record total prompt statements in the provided Excel Spreadsheet and view the updated **graph** to determine if you met your performance goal. (We will show you how to use the Excel Spreadsheet.)
        - ***Self-reinforce***. Select a **privilege** that you'll allow yourself (e.g., a cup of coffee on the way home, an extra 15 min of TV) each day that you meet your goal. It needs to be something you like, and will allow yourself ONLY on days when you meet your goal.

    - To help, we will send you weekly reminders about prompts and precorrections and ask you to email your updated graph in the Excel file (or upload it to a Dropbox). In that email, we'll also ask you to let us know if you adjusted your goal based on your previous week's performance.

    - We will use the following table to further develop your self-management plan.

Estimate Your Current Prompt Rate:	___ prompts per minute
Initial Prompt Rate Goal:	___ prompts per minute
Plan for Increasing Prompt : *Identify how you will (a) prompt/remind yourself to use prompts, (b) use other strategies (e.g., script prompt statements into your lesson) to increase promtps, and (c) prompt/remind yourself to self-monitor.*	(a) (b) (c)
Self-delivered Reinforcement: *Identify the reinforcer you will deliver daily when you meet your goal.*	
Procedure for Self-delivered Reinforcement *Identify when you will (a) enter your prompt data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).*	(a) (b) (c)
Procedure for Email Coaching *Identify when you will check email to receive additional prompts and submit your data each week.*	

- To track your data daily, you will enter it into an Excel spreadsheet. See example below, and we'll show you how it works in the power point.