# Pre-Correcting Problem Behavior

**Pre-Correction Checklist and Plan**

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<thead>
<tr>
<th>Teacher:</th>
<th>S. Endow</th>
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<tbody>
<tr>
<td>Date:</td>
<td>4/2/14</td>
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<tr>
<td>Student:</td>
<td>Dominic</td>
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<tr>
<td>Class:</td>
<td>Grade 3</td>
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1. **Context**

   **Problem Behavior**
   Transition from recess to the classroom
   Shouting, laughing, pushing; down time before he complies with directions and becomes on task.

2. **Expected Behavior**
   Enter room quietly, hands to self, go straight to desk and begin entry task on chalkboard.

3. **Context Modification**
   Teacher meets students at door, has them wait a few seconds until everyone is in line, reminds them to go straight to their desks and begin the math puzzle that is on the chalkboard.

4. **Behavior Rehearsal**
   Teacher reminds Dominic just before recess to come into the room quietly, go to his desk and start the math activity and Dominic was asked to repeat the expectations.

5. **Strong Reinforcement**
   Dominic was told that if he could follow the rules coming into class after recess, the teacher would be very pleased and that he could earn some free time on the computer (one of his favorite choice activities).

6. **Prompts**
   The teacher meets the class at the door and gestures for everyone to be quiet and points to the math activity on the board. She catches Dominic and says, “Let’s get started real quickly on the math puzzle.”

7. **Monitoring Plan**
   The teacher uses her watch to measure how long it takes Dominic to reach his desk and begin work after he passes through the door.

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4. **Behavior Rehearsal**  
   

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6. **Prompts**

7. **Monitoring Plan**