

Planning

1. Identify settings, activities, or transitions when students need reminders of behavior expectations.
2. Develop a plan by writing down the statements that will be used to remind and support students' use of expected behavior (precorrection and behavior-specific praise).
3. Determine if the precorrection was effective.

Setting/Activity/Transition	Precorrection Statement	Behavior-specific Praise Statements	85% met expectation?
Lining up quietly for lunch.	It is time for lunch. Remember to quietly get ready with voices off, pushing in chairs, and walking to your place in line.	Alesha is quiet, gently pushing in her chair and walking to her place - nice job! Table two, excellent job with walking to your spots in line without talking!	<input checked="" type="radio"/> Yes <input type="radio"/> No <i>(plan to re-teach)</i>
Moving to carpet spots.	It is time to go over the Smartboard - remember to walk, without talking, and sit down with your hands in your lap and feet crossed.	Table three is doing a great job walking to the carpet. David - awesome job sitting with your hands in your lap.	<input checked="" type="radio"/> Yes <input type="radio"/> No <i>(plan to re-teach)</i>