



Student _____ Date _____

PRECORRECTION

Social Validity

“Before we get started, please tell me what you think about precorrection.”

	Strongly Disagree 	Strongly Agree 
1. I would like to have a precorrection plan in my classroom (reminders of what is expected, rewards).	----- ----- -----	
2. Having a precorrection plan would help improve my behavior in class.	----- ----- -----	
3. Having a precorrection plan would help other students.	----- ----- -----	
4. Having a precorrection plan would help me do better in school.	----- ----- -----	
5. Having a precorrection plan would help me get along better with my teacher.	----- ----- -----	
	1 2 3 4	
	Total	
	Pre Acceptability (total ÷ 20 × 100)	%

Comments:

Adapted from:



Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. New York, NY: Guilford Press. Figure 7.3, p. 170

Student _____ Date _____

PRECORRECTION

Social Validity

“Now that you’ve received the precorrection plan in the classroom, please tell me what you think about it.”

	Strongly Disagree 	Strongly Agree 
1. I liked having a precorrection plan in my classroom (reminders of what is expected, rewards).	----- ----- -----	
2. Having a precorrection plan helped improve my behavior in class.	----- ----- -----	
3. Having a precorrection plan would help other students.	----- ----- -----	
4. Having a precorrection plan helped me do better in school.	----- ----- -----	
5. Having a precorrection plan helped me get along better with my teacher.	----- ----- -----	
	1	2
	3	4
	Total	
	Post Acceptability (total ÷ 20 × 100)	
	%	

Comments:

Adapted from:

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. New York, NY: Guilford Press. Figure 7.3, p. 170