

Maio, Y., Darch, C., & Rabren, K. (2002). Use of precorrection strategies to enhance reading performance of students with learning and behavior problems. *Journal of Instructional Psychology*, 29, 3, 162–174.

#### Abstract

This study investigates the effectiveness of a precorrection procedure in teaching decoding skills to students with learning and behavior problems. Six students with learning and behavior problems from a public school in southeast Alabama participated in the study. A multiple-baseline phase, Direct Instruction (DI) was the primary teaching method. In the treatment phase, precorrection was added to evaluate the effects of precorrection on accuracy in reading on acquisition, retention, and on-task behavior. Experimentation lasted for 21 days. The results indicate that using precorrection as an intervention improves students' accuracy in reading sounds and words, and increases on-task behavior. The investigators recommended that further studies using greater numbers of students over longer periods of time.