

# A Review of Error-Correction Strategies

Katelyn Hoffert, Samantha Boyle, Megan Skrbec, Adrienne Reyerson, and Kevin Klatt Ph.D | Psychology Department

## ABSTRACT

Teaching skills using effective procedures can sometimes still result in learner errors. How a teacher should respond when an error occurs is not always clear. Given the importance of teaching skills to persons with intellectual disabilities, and the lack of a cohesive research review, the purpose of this study was to review and evaluate research pertaining to correcting errors when teaching skills.

## INTRODUCTION

- Error-correction procedures are the steps taken following an error to prevent further errors.
- Four main strategies exist that try to prevent further errors: verbal statements, modeling, delay, and remedial trials

## METHODS

### INCLUSION CRITERIA

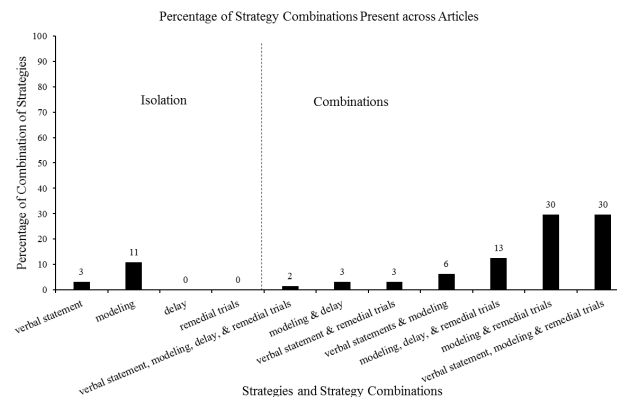
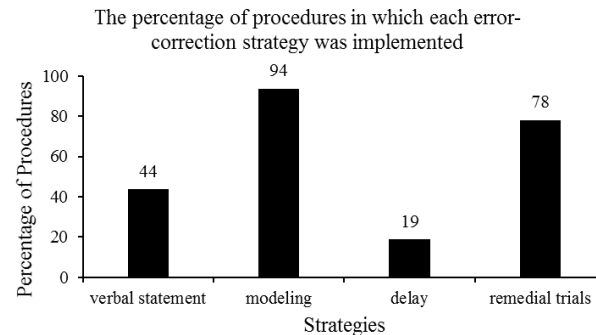
- Research published in peer-reviewed journals between 1990–2017
- Utilized single-subject design showing data for individuals
- Error-correction was the main focus of the study
- Self-correction procedures were not utilized

## RESULTS

### PARTICIPANTS

All 125 individuals from the 29 studies were included in the review.

- 71% were between the ages of 1 and 15.
- 84% had a developmental disability.
- 70% received services in a school setting; 26% in a clinical setting.
- 31% of participants were taught sight words and another 31% of participants were taught a verbal behavior. The remaining participants were taught a variety of skills.



## STRATEGIES AND PROCEDURES

- Most studies focused on comparing the effectiveness of different procedures.
- A few studies compared error-correction procedures to prompting procedures (Leaf et al. 2014) or to not using error-correction procedures (Cannella-Malone et al., 2012).
- Within the 29 studies, 64 either individual strategies or procedures were used to correct errors; some of which were repeated in multiple studies.

## DISCUSSION

No previous studies exist that examine error-correction literature. This literature review breaks down the error procedures by identifying and examining the use of individual strategies within the procedures.

## FUTURE RESEARCH

- Study effectiveness of individual strategies and procedures not previously studied
- Create or replicate assessment created by McGhan and Lerman (2013) to determine the most effective error-correction procedure for individuals.

## REFERENCES

- Cannella-Malone, H., Wheaton, J., Wu, P., Tullis, C., & Park, J. (2012). Comparing the effects of video prompting with and without effort correction of skill acquisition for students with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 47, 332-344.
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- McGhan, A., & Lerman, D. (2013). An assessment of error-correction procedures for learners with autism. *Journal of Applied Behavior Analysis*, 46, 626-639. doi: 10.1002/jaba.65