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

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.