

Self-Correction Checklist

Uberti, H. Z., Mastropieri, M. A., & Scruggs, T. E. (2004). Check it off: Individualizing math algorithm for students with disabilities via self-monitoring checklists. *Intervention in School and Clinic, 29*(5), 269-275.

This targeted intervention helps students self-monitor and improve their accuracy by using a customized checklist of common errors made in order to correct those errors.

Materials:

- The teacher creates a self-correction checklist that includes the common errors made by the student on a specific type of math computation skill. (A blank self-correction checklist is provided as an example.)
- Worksheet containing math problems matched to the error self-correction checklist.

Steps:

1. The teacher reviews and analyzes the student's previous work to determine the most common errors made by the student.
2. Based on the error analysis, the teacher creates a four or five item self-correction checklist written in the first person and stated as replacement or goal behaviors (i.e., "I lined up numbers in their proper place value column).
3. The teacher provides the student with a self-correction checklist that targets the student's errors and teaches the student how to use it.
4. The student uses the self-correction checklist after every problem to check his/her work. The student marks the items with a plus sign (+) for correct and a minus sign (-) if not correct.
5. If any item receives a minus sign, the student is directed to leave the original solution to the problem and solve the problem again. Once the problem is solved again, the student uses the checklist again to check the problem.
6. The student turns in both the completed math worksheet and the self-correction checklist to the teacher.
7. The error self-correction checklist is discontinued when the student is found to perform the targeted math skills at a level the teacher defines as successful.