



Self-Monitoring

Behavior Interventions in the Classroom

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Teaching Strategy: Self-Monitoring

Prevent	Teach	Respond
<p>What can we do to prevent problem behaviors from occurring in the first place?</p>	<p>How can we use effective teaching techniques to teach new and replacement behaviors?</p>	<p>How can we respond to behaviors in ways to reinforce school appropriate behaviors?</p> <p>How do we respond in ways that do not reinforce the problem behavior and prevent further escalation of behavior?</p>

Self-Monitoring

Increases an individual's awareness of a particular behavior so they can learn to take responsibility for their own behavior and control what they do

Activity 1

Think about a time when you have set up a system to monitor your own behavior

- What contributed to the success of your self-monitoring?
- What contributed to the failure of your self-monitoring?
- Put your response in the chat box when prompted

Why Self-Monitoring for Students?

- Some students are not aware of their own actions
- Problems may arise out of impulsiveness and the students can perceive themselves as irresponsible, distractible, obnoxious, sloppy, or bad
- This can result in students seeing their problems as a result of who they are, rather than the result of actions they have taken
- Puts students in touch with their actions and empowers the students to take control

What Self-Monitoring Is & What It Is Not

What it is:

- Two processes:
 - Data Collection: The student observes and collects data on their own behavior
 - Accuracy: Teacher practices the self-monitoring with the student until they accurately self-monitor at 80% or more
- The process of self-monitoring & the targeted social skill are taught simultaneously to fluency
- Both must be reinforced

What it is not:

- Not simply a self-evaluation checklist
- Not Punitive

6 Steps to Implementation

1. Establish prerequisite conditions
2. Identify & define behaviors (teach new behavior)
3. Design procedures & monitoring form
4. Teach procedures to student
5. Monitor progress
6. Conduct maintenance & follow-up



Self-Monitoring
Equipping Students to Manage Their Own Behavior in the Classroom

This guide was produced by Project Support & Include at Vanderbilt University—one of seven projects across the state funded by the Tennessee Department of Education to provide training and technical assistance to schools as they address the academic, social, and behavioral needs of students. This brief was authored by Lindsay Bell, Lauren Magill, Erik W. Carter, and Kathleen Lynne Lane, 02/2013

WHAT IS SELF-MONITORING?
Self-monitoring is a low-intensity, secondary prevention strategy designed to improve students' self-management skills and to support their academic, behavioral, and social development. It involves teaching students how to independently observe and record whether they are engaging in appropriate behavior at a particular time. This flexible strategy can be used to increase the occurrence of desired behaviors or to decrease inappropriate behaviors.

Self-monitoring can be used in virtually any instructional setting (e.g., general education classrooms, cafeterias, vocational programs) to address a variety of student needs (e.g., improving motivation or task fluency) and to promote greater independence. For example, self-monitoring strategies can be used to help students maintain attention, complete an assignment, remain on task, solve problems, or track their own progress toward a goal. This strategy also can be used by a particular student across multiple settings to help him or her develop self-determination skills and greater autonomy.

WHO MIGHT BENEFIT FROM SELF-MONITORING?
Although many students will be successful academically, behaviorally, and socially when given the usual instruction and supports that schools provide to all students, approximately 10-15% of students may benefit from secondary prevention efforts. A smaller proportion of students may require even more individualized and intensive tertiary supports. Self-monitoring can be especially beneficial for those students needing either secondary or tertiary supports.

Because self-monitoring is a flexible strategy, it can be tailored to address the academic, behavioral, and/or social deficits of students at the elementary, middle, or high school level. Self-monitoring plans can be simple to create and usually require no additional financial cost. Students must be able to recognize the occurrence of and need for the desired behavior or skill for the intervention to work most effectively. Therefore, it may be necessary to first teach students to recognize and accurately perform the target behavior.

IS SELF-MONITORING EFFECTIVE?
When implemented well, self-monitoring strategies can positively affect behavior, productivity and accuracy which may lead to improved academic performance (see selected research reviews). This intervention strategy may also result in students gaining the skills and confidence to navigate learning responsibilities more independently and to transfer responsibility for this learning from the teacher to the student.

Studies have found self-monitoring has high social validity among students across school levels, with many students reporting they enjoy using this strategy. Self-monitoring is among the most commonly used self-management strategies. Furthermore, students with emotional behavioral disorders (EBD) and/or Attention Deficit Hyperactivity Disorder (ADHD) have shown improvements in specific, targeted academic skills when using this approach. Evidence suggests these outcomes may generalize outside of the classroom and be maintained over time.

For more information about the technical assistance project funded to support schools in your region, please see page 4 of this guide.

27

(Vanderbilt University, Project Support & Include, 2012)

Classroom Application: Mrs. Hunter's Third Grade

- Use of a replacement behavior strategy with interdependent group contingency to increase direction following and reduce negative and disrespectful responses to requests
- Each team had 2 recorders
- Tally marks for every time team member replied to teacher request with “Sure I Will” or other selected positive group phrase and followed the direction
- Compared tallies at lunch and end of day
- Bonus points for being within 2 tallies of each other; extra 2 if team being compared was within 2 tallies of teacher

Classroom Application: 5 Point Report Out

- Taught “learner behaviors” expected during instruction
 - Feet flat on floor
 - Square shoulders
 - Eyes on teacher
 - Hands on desk
 - Mouth closed
- Freeze! Write down and report out
- Teacher recorded and secretly wrote her own rating
- Individual feedback
- Graphing

Activity 2

- In your breakout room, discuss what class-wide behavior you would want your students to monitor and how you might implement this strategy
- Consider:
 - Where will students record behaviors?
 - What will signal them that it's time to record?
 - How will you record in order to compare results for accuracy checks?
 - How will students monitor / graph progress?