The Effects of Self-Monitoring on Student Academic and Social Behavior

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<td>✓ Who can use this procedure?</td>
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<td>✓ Benefits of self-monitoring</td>
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<td>✓ When can students self-monitor?</td>
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<td>✓ Self-monitoring steps</td>
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<td>✓ Data collection</td>
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<td>✓ Sample forms</td>
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Classrooms Today are More Diverse

Classrooms Today Consist of Students with Different

- Ability levels
- Backgrounds and experiences
- Cultures and languages
- Needs
- Behaviors
Teacher Challenges

Increase student performance

Classroom management and behavior issues

Let’s Discuss

- What are some typical behaviors that teachers address often in the classroom?

- How do teachers typically handle these behaviors?
Self-Management Strategies that Help Students Manage Their Behavior

- Self-Monitoring
- Self-Instruction
- Self-Regulated
- Goal Setting
- Self-Evaluation

What is Self-Monitoring?

- A process where students are taught to observe, monitor, and keep track of their own behavior
- A Cognitive Behavioral Intervention

Self-Monitoring

- An effective and powerful procedure/process for changing behavior
- A way to teach students to manage their own behavior

Daly & Ranalli (2003)
Self-Monitoring is an individualized plan to increase independent functioning in the following areas:

- Social
- Behavior
- Academic

Self-Monitoring Can Address

- Off-task behavior
- Out-of-seat behavior
- Talk-outs
- Inappropriate comments
- Class preparation
- Homework completion
- Social skills
- Disruptions
- Assignment completion
- Following directions
- Organization skills
Who Can Use this Procedure?

- **Individual Students or Whole Class**
  - Pre-school through adults
  - In general and special education settings
  - With various disabilities and ability levels

- **Teachers**
  - To monitor their behaviors in the classroom
  - Verbal praise
  - Reprimands
  - Repeated request

Benefits of Self-Monitoring

- Teaches students to take responsibility for their behavior, (Daly & Ranalli, 2003; Vanderbilt, 2005)

- Increases student academic and productivity in the classroom (DiGangi, Maag & Rutherford, 1991; Prater, 1994)
Benefits of Self-Monitoring

- Empowers students to be more in control of their behavior (Hallahan & Kauffman, 1994)

- Increases generalization and maintenance of behaviors in other environments over time (Rutherford, Quinn & Mathur, 1996; Schloss & Smith, 1998)

When Can Students Monitor their Behavior?

- Once a day at a specified time
- Only during certain activities
- At specified intervals
- At random intervals
- Whenever the behavior occurs

Source: Sprick, Sprick, & Garrison (1993)
**Self-Monitoring Steps**

1. Identify target behavior
2. Define the target behavior
3. Collect baseline data
4. Schedule conference with student
5. Select self-monitoring form
6. Teach the student to use self-monitoring procedures
7. Implement self-monitoring
8. Monitor student progress
9. Follow-up

1. **Identify target behavior to be self-monitored**

   Questions to Consider When Identifying Target Behavior (Self-Monitoring Plan Sheet Handout)
2. Define the target behavior to be monitored. Behavior should be:

- Clear
- Specific
- Observable
- Measurable

**Activity**

- Define off-task behavior
- Does your definition of off-task behavior meet the criteria listed in the previous slide?
3. Collect Baseline Data

Determine the occurrence of the target behavior before the intervention

Select an Appropriate Data Collection Method

Have a system for tracking and monitoring behavior

Data collection, monitoring, evaluating student progress is very important
Data Will Be Collected During

- Baseline
- Intervention
- Generalization

Data Collection Methods

- **Frequency Count**
  - Record every time the behavior occurs
  - Use when you want to determine how often the behavior is occurring
Data Collection Methods

- **Interval Count**
  - Requires full attention for observing and recording
  - Record whether the behavior occurs during a specified interval

- **Momentary Time Sampling**
  - Record the occurrence or nonoccurrence of the behavior at the end of the specified observation time period.
Data

- Collect
- Graph
- Analyze
- Summarize
- Make decisions

4. Schedule Conference with Student

- Have private conversation
- Discuss problem behavior
- Review rationale and replacement behavior
- Gain student commitment
5. Select Self-Monitoring Form

- Determine the type of form/format
- Determine cueing or prompting system

Creating Self-Monitoring Forms

- Forms should be tailored and targeted to meet the individual needs of the student
- Be age appropriate
- List the target behavior
- State observation procedures
6. Teach the Student to Use Self-Monitoring Procedures

Self-Monitoring strategies should be taught the same way you teach reading, writing, or math (Kaplan J. S. & Carter, J. (1998))

Instruction
- Teach
- Show/Model

Practice
- Demonstrate
- Verbal Rehearsal

Feedback
- Positive
- Corrective
7. Implement Self-Monitoring

*Provide assistance, encouragement, and feedback*

Remember to

- Provide specific verbal feedback
- Recognize and acknowledge students when they engage the appropriate behavior
8. Monitor Student Progress

- Adapt and change as necessary
- Re-teach
- Conduct reliability checks
- Review progress with students
- Gradually fade

9. Follow-up

- Check for maintenance and generalization
- Reinstitute self-monitoring if the behavior reoccurs
When implemented correctly, self-monitoring can improve the academic and behavior performance of students (Carr & Punzo, 1993; Rutherford, Quinn, & Mathur, 1996).

Sample Forms
**Self Monitoring Sheet**

*Name: Sandra M.*  
*Date: Dec 10*

Using a scale from 3 to 1, rate how you did in each class.

<table>
<thead>
<tr>
<th>Target</th>
<th>Math</th>
<th>Language</th>
<th>Gymn</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liked to tell the teacher to finish talking before responding</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Connected to 10 and thought about my answer before responding</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Used the appropriate tone of voice</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
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How would you describe your performance today?

*I did okay.*

Was it harder to meet the targets in some classes more than others? Why or why not?

*Language Arts class was hard because there are lots of students.*

What do you think would help you next time?

*Mrs. Carl talks too fast.*

---

**Self Monitoring Sheet**

*Student: ______________  Date: ______________*

I am ______________

✓ Mark your answer and get back to work.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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04/26/2011
SELF-MONITORING

WEEK

TARGET BEHAVIOR:

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<td>98</td>
<td>99</td>
<td>100</td>
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</tbody>
</table>

TOTAL _______
GOAL ________
DID I MEET MY GOAL?

Daily Self-Monitoring Contract

I will complete the following tasks in class today to the best of my ability.
1.
2.
3.
4.

Was I successful today in completing tasks? Yes No
I agree to the best of my ability to engage in the following behaviors in class today.
1.
2.
3.
4.

I was successful with my behaviors in class today. Yes No
If no, what will I do different next time?

__________________________________________
Student Signature Date

__________________________________________
Teacher’s Signature Date
Self-Check
Raise your hand before talking
FILL in a circle every time you raise your hand before talking.

1. Do I have questions? Yes No
2. Do I understand teacher directions? Yes No
3. Do I understand what is due for tomorrow? Yes No
4. Did I write my assignment in my folder? Yes No
5. Do I need extra help? Yes No
6. Did I follow teacher directions in class today? Yes No
7. Did I turn in today’s assignment? Yes No
8. Do I need more time? Yes No
9. Am I pleased how I spent my time in class today? Yes No

TOTAL

Name __________________________ Date ___________
Self-Monitoring Sheet

Student

Week of

Off Task Behavior

1.

2.

I AM ON TASK

CHECK YES OR NO

Three Minute Observation Interval

Observation Time

Monday

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Tuesday

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Wednesday

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Thursday

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
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</table>

Friday

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Example of a Content Area Self-Monitoring Sheet

Writing Assignment Checklist

Circle the correct response.

Name: __________________________ Class: __________________________ Date: __________

Yes | No

All sentences begin with capital letter.

Yes | No

All sentences have correct punctuation.

Yes | No

Sentences are written in a correct and complete format.

Yes | No

I followed instructions for the assignment.

Yes | No

I completed all components of the assignment.

Yes | No

I have what I need for class today.

Yes | No
Ways Students Can Record

- Check marks
- Answering yes or no
- Circling numbers
- Hash marks
- Coloring circles/boxes
- Stickers

Frequently Asked Questions

- How much work will self-monitoring be for the teacher?
- How disruptive will the self-monitoring procedures be to other students?
- What happens if the student is inaccurate?
- How long will the student need to continue self-monitoring?

Source: Vanderbilt, A., 2005
Self-Monitoring Devices

- Verbal and nonverbal cues
- Prompts
- Timers
- Chimes
- Stop watch
- Vibraters
- Vibrating pagers
- MotivAider
- Counters

www.timetimer.com
References


References

References


Contact Information

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