

Using Countoons to Teach Self-Monitoring Skills

Description:

This intervention uses countoons, which are cartoon versions of recording devices that students use to count their own behaviors. One major benefit of the countoons is that even children who may not be able to read can utilize the self-monitoring mechanism. The cartoons act as visual representations of appropriate and inappropriate behavior.

Materials:

- ❖ Paper and pencil to make the drawings
- ❖ Pictures if want to use instead of drawings
- ❖ Rewards

Preparation:

- ❖ Prepare cartoon boxes appropriate for the situation.
- ❖ Observe the child to determine what target “count” would be appropriate.
 - Ex. If the child finishes 2 math problems a day, but gets out his seat 12 times a day, then an appropriate expectation would be getting 3 or 4 math problems done and not getting out of his seat more than 10 times.

Steps in Implementing this Intervention:

Step 1: Define the desired and inappropriate behaviors.

Step 2: Draw the behaviors in the boxes with the student.

Step 3: Discuss the goal that the student is expected to reach for a reward.

Step 4: Determine a reward for following the rules.

Step 5: Practice using the countoon with the student.

Tips:

- ❖ The student can count a number of things:
 - The number of math problems completed
 - The number of spelling words practiced or spelled correctly
 - The number of problems attempted before requesting assistance
 - The number of vocabulary or sight words recognized within 2 seconds.

Reference:

Daly, P.M. & Ranalli, P. (2003). Using countoons to teach self-monitoring skills. *Teaching Exceptional Children*. 35(5) pp. 30-35