

Self-Monitoring Across Age and Ability Levels: Teaching Students to Implement Their Own Positive Behavioral Interventions

Description: This seven step intervention is designed to help students become self-sufficient at self-monitoring their own behavior. This helps give teachers some extra time once the intervention is implemented effectively because the student monitors their own progress.

Materials:

- Depends on the target behavior that is chosen.

Steps:

1. Teacher must choose a target behavior. This may be an academic behavior, social behavior, or attention to task.
 - a. The target behavior should be clearly, measurably defined so that the teacher and student both understand what behavior they are looking for. The student may participate in choosing a target behavior.
2. The teacher should talk with the student about the advantages of self-monitoring, including improvements other students have made as a result, benefits the student may gain from the system, and reinforcement the student may receive as a result of improved behavior.
 - a. The student should have input regarding what items he or she wants to earn to increase motivation to improve the target behavior.
 - b. The reinforcement menu may have many items to choose from or just one item depending on the student's comprehension of the system.
3. The teacher determines how to measure the behavior (e.g., percentage of words spelled correctly on weekly tests, the number of on-topic comments made during a 30-min lunch period), takes baseline data on the chosen behavior, and begins to graph the behavior
 - a. Baseline data should include at least three sessions or until the data show a clear and stable pattern
4. The teacher should determine a method of self-monitoring that is appropriate given the student's age and ability level.
 - a. Higher functioning and older students can use paper-based systems (e.g. coloring boxes on a graph or writing tally marks), whereas younger students and early learners may need hands-on systems (e.g., stacking blocks, tokens, coins).
 - b. The teacher also needs to determine the first criteria for earning reinforcement, based on the baseline data.
 - c. Criteria should initially be set to ensure the student receives frequent reinforcement to guarantee success.
 - d. The criteria can be gradually increased as the student's behavior improves.
5. The teacher should teach the student to self-monitor.
 - a. This involves role playing and modeling appropriate and inappropriate examples of the chosen behavior.
 - b. While role-playing the examples and non-examples of the behavior, the teacher should practice the self-monitoring system with the student until he or she can do so independently.

6. The teacher and the student begin self-monitoring.
 - a. Initially, the teacher monitors the student's behavior daily to ensure accuracy of the student's behavior counts.
 - b. If the student makes many errors, the teacher should return to Step 5 and practice self-observation of the behavior and self-monitoring.
7. When the teacher determines that the student is proficient at monitoring behavior, the teacher begins gradually to fade monitoring until checks occur only periodically.
 - a. After one behavior has been improved using self-monitoring, a new behavior may be introduced.

Reference:

Ganz, J. (2008). Self-monitoring across age and ability levels: Teaching students to implement their own positive behavioral interventions. *Preventing School Failure*, 53, (1), 39-48.