

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

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Session Overview

- ✓What is self-monitoring?
- ✓Who can use this procedure?
- ✓Benefits of self-monitoring
- ✓When can students self-monitor?
- ✓Self-monitoring steps
- ✓Data collection
- ✓Sample forms
- ✓Implementation with an urban school

Classrooms Today are More Diverse



Classrooms Today Consist of Students with Different

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

● Teacher Challenges

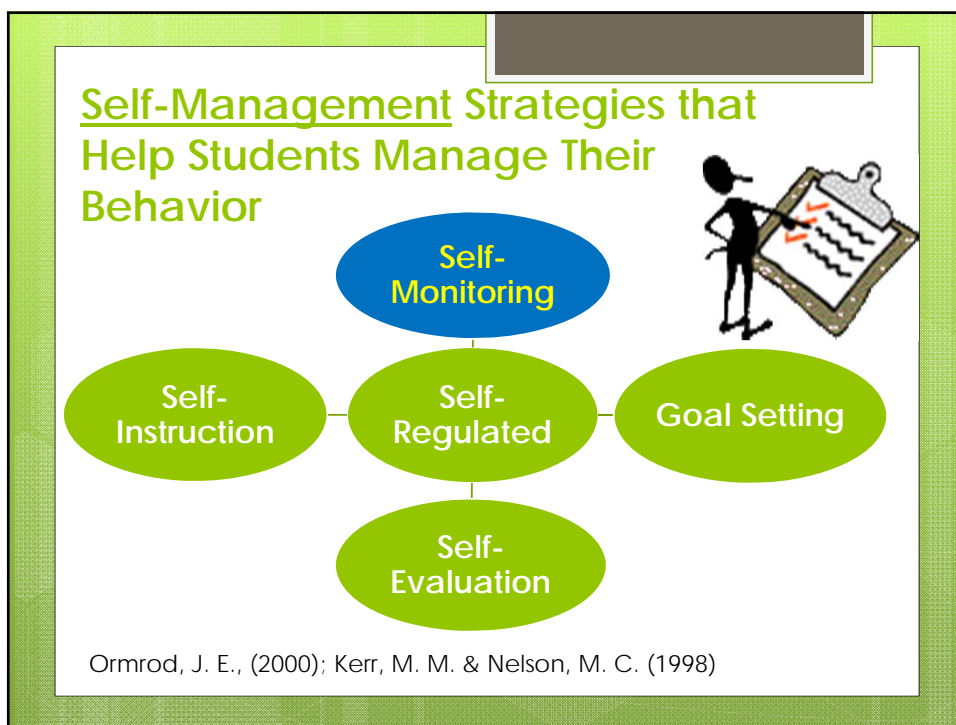
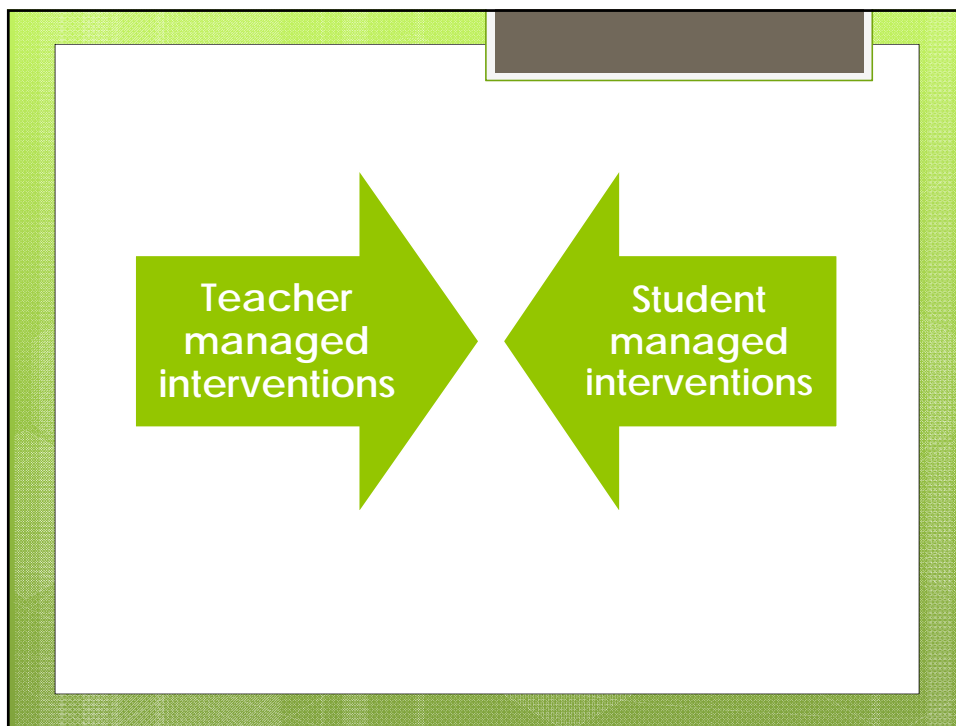


Increase student performance

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?



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 | ○ Social skills |
| ○ Out-of-seat behavior | ○ Disruptions |
| ○ Talk-outs | ○ Assignment completion |
| ○ Inappropriate comments | ○ Following directions |
| ○ Class preparation | ○ Organization skills |
| ○ Homework completion | |

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

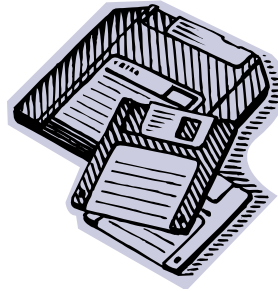
Data Collection Methods

● 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

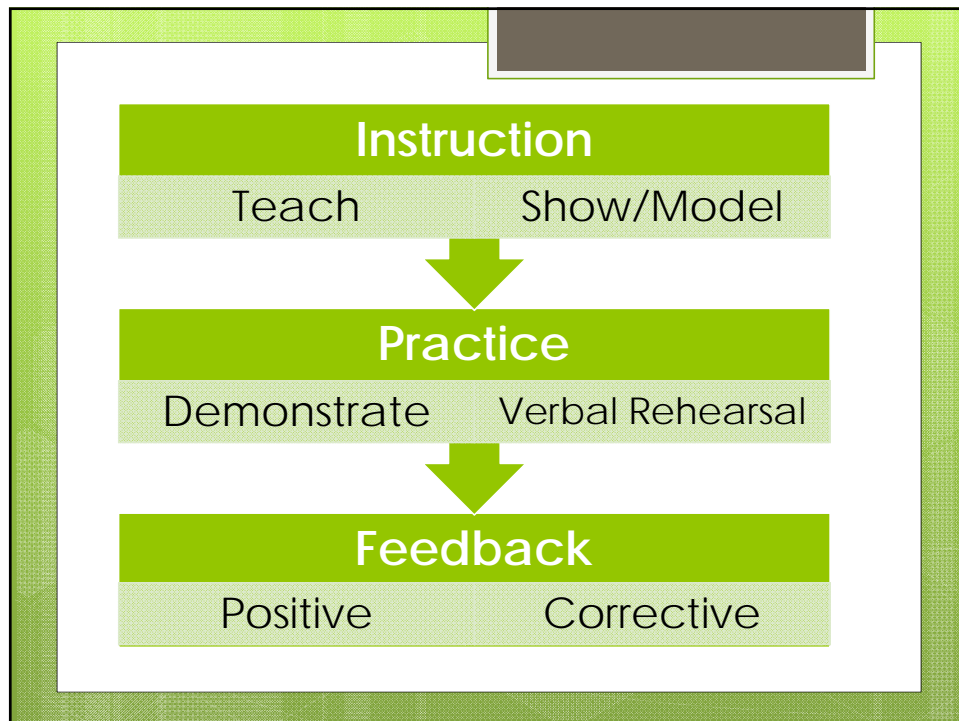


Forms should -

- 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))*



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

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



9. Follow-up

- Check for maintenance and generalization
- Reinstigate 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

WEEK

TARGET BEHAVIOR:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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.

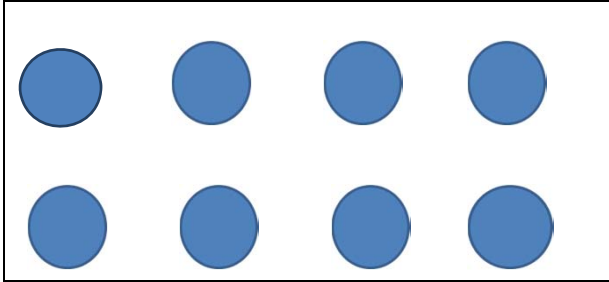
I was successful with my behaviors in class today. Yes No

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.



TOTAL _____

Name _____ Date _____

Daily Assignment Checklist

Student: _____ Date: _____

Class: _____

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

[Redacted]

Self-Monitoring Sheet Student Week of

Off Task Behavior

1.
2.
3.

I AM ON TASK CHECK YES OR NO Three Minute Observation Interval Observation Time

Monday	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	

Tuesday																			

Wednesday																			

Thursday																			

Friday																			

[Redacted]

Example of a Content Area Self-Monitoring Sheet
Writing Assignment Checklist

Circle the correct response.

Name: _____ Class _____ Date: _____

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



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