





Exploring the Systematic Use of Self-Monitoring as a School-Wide Behavioral Intervention

Association of Positive Behavior Supports (APBS)
April 2022

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
Who are we?

[www.twitter.com/selfandmatch](https://twitter.com/selfandmatch)

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"By systematically teaching individuals how to engage in more prosocial behaviors, they are better able to access their learning and develop stronger relationships with others. Ultimately, leading to a better quality of life... and that's what it's all about!"



*Potential Conflict of Interest

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Let's take a deep-dive visual walk through the steps employed throughout the development/implementation of a school-wide self-monitoring intervention

Objectives

- 1) Participants will identify the **research-based benefits of self-monitoring** for both students & staff on a **school-wide level**.
- 1) Participants will identify the **importance of pre-treatment systematic planning** on the effectiveness of school-wide intervention.
- 1) Participants will learn the value of working **collaboratively** with a team in **developing, implementing, and progress-monitoring** systematic behavioral interventions can be used across the tiers of Positive Behavior Support.

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Self-Monitoring

What


- Self-management procedures consist of a series of steps where a person:
 - **Self-Assessment:** Determines if a specific behavior has or has not occurred
 - **Self-Recording:** Records the occurrence of behavior
 - Reinforcement
- Strengths of self-management
 - Flexible procedure that is easily adapted to individual students, behaviors, and settings.

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Self-Monitoring

Who

- Virtually **every individual** has the ability to self-monitor (including, but not limited to):
 - Neurotypical Learners
 - Individuals with Developmental Disabilities
 - Individuals with Intellectual Disabilities
- Development of self-regulation and self-management is crucial from a **very young age**




Dixon et al. (1998), Hughes & Agran (1993), Newman, Buffington, & Hemmes (1996), Newman et al. (1995), Reinecke et al. (1999), Robin, Armet, & O'Leary (1975)

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Self-Monitoring

Where

- School
 - Public
 - Private/Nonpublic
 - Parochial
 - Charter
 - Field trips
 - College Campus
- Home
- Community
- Clinics
- Camps



*In person and virtual settings

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Self-Monitoring

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Self-Monitoring

During a typical school trajectory, approximately 20% of children experience some social-emotional and behavioral (SEB) concern.

- Costello et al. (2003)

NASP (2021) now expects these rates to double or triple after the COVID-19 pandemic.

The last normal school year	
...for students in...	was
Grade 7	Grade 4
Grade 6	Grade 5
Grade 5	Grade 2
Grade 4	Grade 1
Grade 3	Kindergarten
Grade 2	never
Grade 1	never
Kindergarten	never

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Self-Monitoring

- There is an expansive body of research supporting the implementation of self-management interventions to promote positive behavior change.
- Meta-analysis such as (but not limited to):
 - The National Autism Centers' [National Standards Project](#).
 - Research Synthesis on Effective Intervention Procedures from the University of South Florida Center for Evidence-Based Practice: Young Children with Challenging Behavior (2003)
 - [National Professional Development Center](#)- Evidence Based Practices

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Self-Monitoring

Benefits of Self-Monitoring Interventions

- Promotes *Independence* & Self-Determination
- Places Responsibility on the *Individual* Instead of an External Source
- Can Be Used with Individuals with Various Levels of Intellectual Functioning
- Can Successfully *Increase Behavioral* and Classroom Performance
 - High Acceptability
 - Individualized*

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Benefits of Self-Monitoring: Including a MATCH

- Using a "Match"/social accountability component is successful & effective in teaching children how to self-monitor.
- NOTE: Student self-evaluation incorporating a teacher match is not a new concept - in fact, it's been researched since the 1970s!
 - Drabman, Spitalnik, & O'Leary (1973)
 - Turkewitz, O'Leary, Ironsmith (1975)

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About Monarch School

Who: Monarch School is a public-private partnership: San Diego County Office of Education & Nonprofit Monarch School Project

Location: Near downtown San Diego in the Barrio Logan neighborhood

Population: Students who are experiencing homelessness within San Diego County

What: Serves to about 265 students in grades K-12; utilizing a trauma-informed approach to meet each student's academic, social, emotional, and life skills

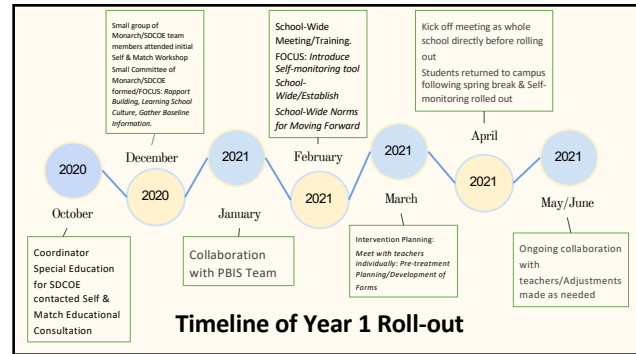
Staff/personnel: teachers, aides, therapist, behavior intervention specialist

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Why our partnership was formed...

- Teacher’s request for additional resources and trainings to support students with challenging behaviors
 - Inconsistent use of school-wide interventions
 - Need for consistent language amongst all support providers
- Returning from distance learning and anticipating the impact of behaviors
- Proven success with teachers and students* who had used self-monitoring

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Year 1: December 2020

Rapport Building, Learning School Culture, Gather Baseline Information

Small Committee Including:

- School Admin
- Monarch School Project
- K-5 Teachers
- BCBA

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Year 1: January 2021

Continued Rapport Building, Learning School Culture, Gather Baseline Information

- PBIS team & Safe Return Committees

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Year 1: February 2021

Introduce Self-monitoring tool School-Wide/ Establish School-Wide Norms for Moving Forward

- Whole-School Introductory Workshop
 - Intro by the SD County Office of Ed Executive Director of Innovation
 - Ensure same “language” across campus / align with already established PBIS language
 - Included K-6 Teachers, Classroom Assistants, K-12 PBIS Team, MSP Team
 - Included General Ed teacher with prior Class-wide Self-monitoring experience

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Year 1: February 2021

Meet with teachers individually: Pre-treatment Planning

- Direct Consultation / Teacher Input
 - Grade level planning meetings, School Reopening Meetings
 - Collaboration with BCBA
 - Collaboration with Special Ed team
 - Collaboration RE: parent trainings
 - Weekly Office Hours, development of forms

**Consideration of time constraints and stress level of staff*

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Key Considerations During Consultative Meetings

What individual and classroom management procedures do they already have in place?

- What do they like about them and want to “keep”?
- What do they identify as areas to improve/enhance?

What are the core values of classroom?

Good Consultation Reminder:
Continue Rapport Building/Check-in how are you first?

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Key Logistics During Consultative Meetings

1) Decide on Platform

For Monarch	Other Tips & Tricks

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Key Logistics During Consultative Meetings

2) Identify Target Behaviors

For Monarch	Other Tips & Tricks
	<ul style="list-style-type: none"> • No more than 3-5 target behaviors • Frame positively • Avoid overlap by ensuring targets/questions are mutually exclusive • Including attainable, baseline data, frequency, intensity, duration, desired replacement behaviors, and goal

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Key Logistics During Consultative Meetings

3) Teach Expectations

When beginning the self-monitoring intervention – *systematically* teach expectations...

...How can we expect students to accurately reflect on their behavior through self-monitoring if they do not have a clear understanding of the expectations?

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5 Tips to Consider As You Set Expectations

- a) Create 3-5 clear/explicit class expectations that are stated positively.
- b) Make the expectations easy to remember, simple to understand, age-appropriate, and enforceable.
- c) **Co-construct** the expectations with your students. Allow them to have a voice in the process of creating and setting expectations.
- d) Promote fluency by *explicitly* teaching and practicing the expectations.
- e) Empower students to take ownership and responsibility for their own behavior.

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We Are:

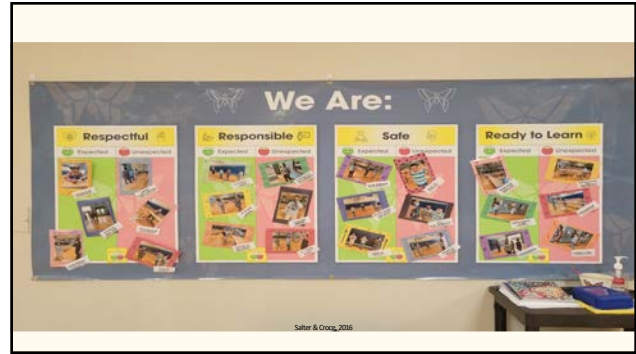
For Monarch...

Respectful	Responsible
<ul style="list-style-type: none"> • Expected: "I use kind words", "I listen to my teacher & friends", "I live at home", "I share my things", "I walk home & wait to be called on" • Unexpected: "Using unkind words", "Talking back", "Talking back", "Talking back", "Talking back", "Talking back" 	<ul style="list-style-type: none"> • Expected: "I carry school supplies", "I stay focused on tasks", "I listen to my teacher", "I follow directions", "I stay in my seat", "I raise my hand to answer questions", "I clean up my desk", "I follow directions", "I follow directions", "I follow directions" • Unexpected: "Talking back", "Talking back", "Talking back", "Talking back", "Talking back", "Talking back", "Talking back", "Talking back", "Talking back", "Talking back"
Safe	Ready to Learn
<ul style="list-style-type: none"> • Expected: "Mask covers nose and mouth", "I stay a safe distance from others", "I wash hands with soap and water", "I wear a mask", "I stay away from face" • Unexpected: "Mask off or worn incorrectly", "Spitting", "Coughing", "Coughing", "Coughing", "Coughing", "Coughing", "Coughing", "Coughing", "Coughing" 	<ul style="list-style-type: none"> • Expected: "I start work right away", "I try my best on all assignments", "I stay busy", "I listen to my teacher", "I follow directions", "I follow directions", "I follow directions", "I follow directions", "I follow directions", "I follow directions" • Unexpected: "Not starting work until asked", "Not giving it my best shot", "Not following directions", "Not following directions", "Not following directions", "Not following directions", "Not following directions", "Not following directions", "Not following directions", "Not following directions"

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Key Logistics During Consultative Meetings
 4) Consider the Procedures: "Think Smarter, Not Harder"

- Create an individualized (or class-wide/school-wide) self-monitoring program to meet the needs of the classroom/student(s)
- Meet as a team to systematically discuss all considerations prior to implementation.
- Consider Zone of Proximal Development of the students

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Individualized Development of Self-Monitoring Forms

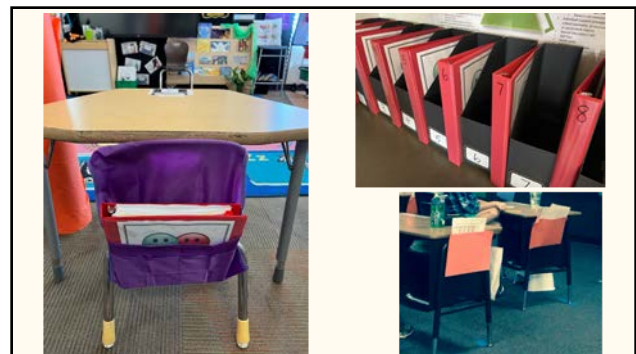
 A grid of self-monitoring forms. The top row lists four categories: 'Can Respond', 'Can Remember', 'Can Self', and 'Can Match to Labels'. Below these are several rows of forms, each with a grid of 'YES' and 'NO' checkboxes. The forms are designed to track student progress in various skills.

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Key Logistics During Consultative Meetings
 4) Consider all the details: "Think Smarter, Not Harder"
 Such as: Where will the student keep his/her Self & Match form throughout the day?

 A close-up view of a 'Self and Match Journal'. The journal is open, showing a grid of 'YES' and 'NO' checkboxes. The cover of the journal is white with a logo and the title 'Self and Match Journal'.

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Key Logistics During Consultative Meetings
 4) Consider all the details: "Think Smarter, Not Harder"
Such as: Who will introduce the *Self & Match* system to the students (& how)?



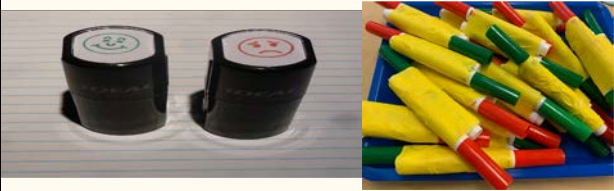

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Key Logistics During Consultative Meetings
 4) Consider all the details: "Think Smarter, Not Harder"
Such as: How will we remember to fill out form?




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Key Logistics During Consultative Meetings
 4) Consider all the details: "Think Smarter, Not Harder"
Such as: How will students respond?



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Key Logistics During Consultative Meetings
 4) Consider all the details: "Think Smarter, Not Harder"
Such as: How will details of the self-monitoring tool be shared with parents as rolling out?



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Key Logistics During Consultative Meetings
 4) Consider all the details: "Think Smarter, Not Harder"
Such as: How will progress be shared with parents?



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Key Logistics During Consultative Meetings
 4) Consider all the details: "Think Smarter, Not Harder"
Such as: Determine Reinforcement Procedures

Item	Quantity	# of Days to Distribute	Estimated Cost	Price per Item	Total Cost	Number of Items
Staple	100	1 Day	\$10.00	\$0.10	\$10.00	100
Stapler	1	1 Day	\$10.00	\$10.00	\$10.00	1
Staple Remover	10	1 Day	\$10.00	\$1.00	\$10.00	10
Staple Remover	10	1 Day	\$10.00	\$1.00	\$10.00	10
Staple Remover	10	1 Day	\$10.00	\$1.00	\$10.00	10



Thanks to Monarch School Project!

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Key Logistics During Consultative Meetings
 4) Consider all the details: "Think Smarter, Not Harder"
 Such as: What happens if the student does not earn his/her reward?

*Restorative Practices

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Year 1: April 2021
 Kick off meeting as whole school directly before rolling out

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Year 1: April 2021 Continued
 Start of K-5 Self-monitoring

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Year 1: April-June 2021
 Adjust as needed

Keys to Success

- BCBA on-site to troubleshoot
- Admin prioritized – Check-ins at Staff meetings, during walk-thrus
- Teachers sent photos along the way (Accountability & Feedback/Praise)
- Consultants available “as needed” to discuss ways to enhance/optimize & adjustments were made based on teacher input

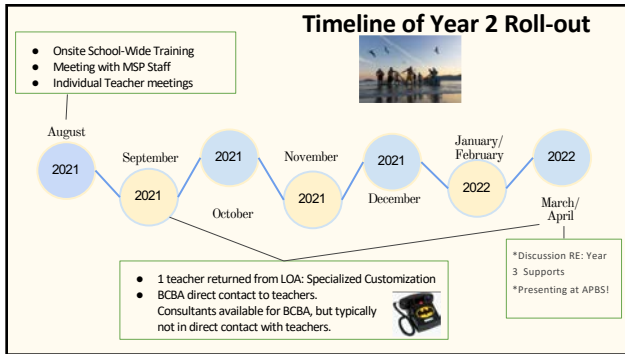
Classroom Visit FOCUS: Self and Match

It's never too late or early to reflect on certain routines and procedures that you've established at the start of the school year. What is going well with Self and Match? What is not going so well with Self and Match?

Please let me know if you have any questions, I'm happy to brainstorm with you or refer you to one of your colleagues who is finding success with the self-monitoring tool.

Also, student prizes are found in my office, please stop by when you get a chance!

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Year 2:

Site Visit & Whole-School Reboot Training & Individual teacher consultation in Aug 2021

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What's Next?: Longer Term Considerations

- Strengthening Tier 2/3 adjustments to Self-monitoring System
 - Continued work with Special Ed Team to further align with IEP goals and data-based decision making
- Continue to fade consultants and have SDCOE BCBA be primary resource for ongoing adjustments/enhancements
- Continue to collect and review data
- Middle School (6-8th grade) roll-out during 2022/2023 School Year

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So, what's changed over the past 18 months?

Fidelity...

- K -1 -2 -4 – Using with highest fidelity and least behaviors
- 3 & 5 - Increased behaviors

Data shows nationally, highest behaviors are in primary classrooms (K, 1, 2)

- Yet, at Monarch, the highest level of behaviors are currently in 3rd*

Closed the “Serenity Room” and less reliance on student advocates to intervene on behavior.

- Proactive check-ins (SEL lessons) vs. reactive behavior support

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Reality... Obstacles in School-Wide Implementation

- Population of students that Monarch supports including high Absence rates
- New Staff at beginning of Roll-out (Teresa Sept 2020 / Jamie Jan 2020)
- Time and Competing Variables Amidst a Pandemic and Concerns of Burnout
 - Slower than hoped to initially lift of the ground due to return to school plan constantly changing
- Staff Changes (January 2020 to present):
 - New Principal
 - New SPED Program Specialist/Coordinator
 - New School Psychologist
 - New SPED teacher
- Staff Absences
 - 2 of the 6 teachers (K-5) were on extended LOAs
 - Difficulty of securing consistent subs
 - Frequency of days off during school year due to year round calendar
- Change of software that tracks behavior incidence (SWIS to Synergy)

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Wrapping it all together: Core of what how to keep successful

Keeping Tier 1 behavioral supports/self-monitoring at forefront of conversations

- Admin embrace the intervention

Ongoing support from SDCOE Monarch BCBA

- Making changes as changes see fit...

Being able to adapt...Not a one size/fits all... Fit to what environment needs

- Adjusting approach to staff based on their needs

You can do it! Even with barriers you can develop a school wide system when you are committed

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Insight: What We've Learned...

- Systematic Planning Before Beginning an Intervention makes a World of Difference
 - Time and planning prior to implementation of behavior interventions leads to more effective interventions
 - Collaboration is KEY!
- Aim for Progress, not Perfection.
- Consistent and accurate implementation by the team, leads to increased success for the student
- When individuals are provided with a tool to help monitor and reflect on own behavior....
 - They become more independent and self-determined
 - Often resulting in an improved quality of life

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Stay in Touch...

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