Self-Monitoring

Behavior Interventions in the Classroom

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Teaching Strategy: Self-Monitoring

Prevent	Teach	Respond
What can we do to prevent problem behaviors from occurring in the first place?	How can we use effective teaching techniques to teach new and replacement behaviors?	How can we respond to behaviors in ways to reinforce school appropriate behaviors? How do we respond in ways that do not reinforce the problem behavior and prevent further escalation of behavior?

Self-Monitoring

Increases an individual's awareness of a particular behavior so they can learn to take responsibility for their own behavior and control what they do

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Activity 1

Think about a time when you have set up a system to monitor your own behavior

- What contributed to the success of your self-monitoring?

- What contributed to the failure of your self-monitoring?

- Put your response in the chat box when prompted

Why Self-Monitoring for Students?

- Some students are not aware of their own actions
- Problems may arise out of impulsiveness and the students can perceive themselves as irresponsible, distractible, obnoxious, sloppy, or bad
- This can result in students seeing their problems as a result of who they are, rather than the result of actions they have taken
- Puts students in touch with their actions and empowers the students to take control

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What Self-Monitoring Is & What It Is Not

What it is:

- Two processes:
  - Data Collection: The student observes and collects data on their own behavior
  - Accuracy: Teacher practices the self-monitoring with the student until they accurately self-monitor at 80% or more

- The process of self-monitoring & the targeted social skill are taught simultaneously to fluency

- Both must be reinforced

What it is not:

- Not simply a self-evaluation checklist

- Not Punitive

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6 Steps to Implementation

1. Establish prerequisite conditions

2. Identify & define behaviors (teach new behavior)

3. Design procedures & monitoring form

4. Teach procedures to student

5. Monitor progress

6. Conduct maintenance & follow-up

(Vanderbilt University, Project Support & Include, 2012)

Classroom Application: Mrs. Hunter's Third Grade

- Use of a replacement behavior strategy with interdependent group contingency to increase direction following and reduce negative and disrespectful responses to requests

- Each team had 2 recorders

- Tally marks for every time team member replied to teacher request with "Sure I Will" or other selected positive group phrase and followed the direction

- Compared tallies at lunch and end of day

- Bonus points for being within 2 tallies of each other; extra 2 if team being compared was within 2 tallies of teacher

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Classroom Application: 5 Point Report Out

- Taught "learner behaviors" expected during instruction
  - Feet flat on floor
  - Square shoulders
  - Eyes on teacher
  - Hands on desk
  - Mouth closed
- Freeze! Write down and report out
- Teacher recorded and secretly wrote her own rating
- Individual feedback
- Graphing

Activity 2

- In your breakout room, discuss what class-wide behavior you would want your students to monitor and how you might implement this strategy

- Consider:

  - Where will students record behaviors?

  - What will signal them that it's time to record?

  - How will you record in order to compare results for accuracy checks?

  - How will students monitor / graph progress?