Self Monitoring

As a Tier 2/3 Intervention

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Session Outcomes

• List steps for implementing Self-monitoring
  – Understanding self-monitoring and function of behavior

• Self-Monitoring:
  – As a Tier 2 Intervention
  – As a modification to CICO
  – To help generalize Social Skills
  – As a fading procedure for a Tier 2 Intervention
  – As a Tier 3 Intervention
What is Self-Monitoring?

A process of self-observation and recording of a skill.

• Student must be able to discriminate the occurrence of the behavior
• Student must have the skill in their repertoire
What does the Research Tell Us?

- Effective for ALL students K-adult (Jolivette & Ramsey, 2006)
- Is effective as a classroom system of behavior management (Carr & Punzo, 1993)
- May be used with academic and behavior skills (Shapiro & Cole, 1994)
What does the Research Tell Us?

• Is less invasive than teacher managed strategies (Fantuzzo, Polite, Cook, & Quinn, 1988)
• May be more effective than teacher managed strategies for some students (Shapiro, DuPaul & Bradley-Klug, 1998)
• Contributes to the acquisition of self-regulation which is the crossover skill between academics and behavior (Wery & Nietfeld, 2010)
Steps for Implementing Self-Monitoring

1. Identify target behavior
2. Define the target behavior
3. Collect baseline data
4. Design procedure and materials
5. Teach student to self monitor
6. Monitor progress
7. Follow up and fade
1. Identify Target Behavior

• State in positive terms
  – What do you want the student to do?

• Consider where and when the behavior occurs
  – This will help determine the location or type of activity to monitor

• Identify possible function of the behavior
  – Ideal for escape maintained students
  – Attention maintained students will need additional reinforcement by adults
ABC’s of Understanding Chronic Behavior Patterns

• What happens **before (A or antecedent)** the behavior occurs? What is the trigger?
• What is the **behavior (B)?**
• What happens **after** the behavior occurs? What is the **(C or outcome/Consequence)**

A → B → C
*If you look at the **ABC’s** of a specific Behavior you will better understand the **FUNCTION or PAY OFF** of that behavior for the student.

**Stop and Think:**

- What is the child really trying to **communicate** by his/her behavior?
- What does the child see as the real consequence/outcome? (gained or avoided what?)
- What can we do to change the behavior? How can we help?
Functions

Problem Behavior

Obtain/Get Something

- Stimulation/Sensory
  - Adult

Escape/Avoid Something

- Social
  - Peer

- Tangible/Activity
Self-monitoring and Function

• Good for Escape maintained students
• Reinforcement for attaining goal may be linked to individual student function
2. Define the Target Behavior

• Use the OMPUA guidelines to help you
  – Observable, measureable, positively stated, understandable, always applicable

• The skill must be in the student’s repertoire
  – Self-monitoring is used for performance deficits not acquisition deficits.

• Include any steps associated with the skill
3. Collect Baseline Data

How often does the target behavior occur:

• Frequency counts – record each time behavior occurs or look at permanent products

• Time sampling – observing the occurrence or non-occurrence of the target behavior during a fixed amount of time

• 3-5 data points

• Graph analysis for visual evaluation.
4. Design Procedure and Materials

• Determine when the students will self-monitor.
  – How will students be cued to do so?

• Create self-monitoring chart.
  – Should be age appropriate
  – List the target behavior and any steps needed to complete the skill
  – Have an area to write goal

Self monitoring chart samples
5. Teach Students to Self-Monitor

• Discuss with individual students their target skill or have students discuss in pairs
• Allow students to set goals – refer back to first lesson on goal setting
• Create cueing system if needed
• Allow time at the end of the designated period for completing chart and graphing results
6. Monitor Progress

- Positive feedback given for student accurately assessing and recording until teacher and student agree at least 80% of the time
  – May use peers to check accuracy
- Teacher/peer check of accuracy is faded to periodic checks (1/5 average)
- Adult provides specific verbal feedback when target skill is displayed.
7. Follow up and Fade

• Reteach or review skills as needed

• Review progress and celebrate success
  – Having student graph progress allows for quick visual evaluation and may increase student rate of improvement (Harris, Graham, Reid, McElroy, & Hamby, 1994)

• When student is consistently using skill and attaining goal, reduce the times per week that student monitors

• Periodically check for maintenance
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Self-Monitoring as a Tier 2 Intervention

1. Data is used to determine common skill deficits of students needing Tier 2 interventions.

2. Skill is defined and any steps are listed.

3. Procedures and materials are designed
   - Monitoring form is created targeting replacement behavior (taken from matrix)
   - Time frame and cueing procedures determined
Activity

• Discuss with those at your table:
  – Most common problem behavior according to your most recent Big 5 Report.
  – What is the replacement behavior taught?
  – Can you name students in your building that display the problem behavior regularly?
  – Where is the behavior usually occurring?
Monitoring Form Example

Name__________________  Goal______________________________

Respect others by:
1. Using kind words
2. Keep hands and feet to self
3. Ask to use their things

3 – I followed all steps with 0 or 1 reminder, 2- I followed all steps with 2 reminders, 1 – I needed multiple reminders or did not demonstrate

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</table>
Self-Monitoring as a Tier 2 Intervention

4. Students are taught process for self-monitoring and target skill(s) are reviewed.
   - Could be done as a group review
   - Skill should have been taught as part of matrix

5. Staff is taught to check and reinforce initial accuracy of student self-monitoring.

What is your process for informing and training staff concerning tier 2 interventions?
Discussion Activity

• Who in your building would be available to train a group of students? (about 30 min)
• Who would train staff on how to check student accuracy and how to fade those checks?
Self-Monitoring as a Tier 2 Intervention

6. Student progress is reviewed and feedback given on a regular basis
   – Students graph results
   – Goal should be set and increased as appropriate
   – Reinforcement for goal attainment by an adult if attention maintained or student is taught to self reinforce.

7. Intervention is faded once final goal is attained
   – Don’t forget to celebrate

Celebrate
Decision Making Activity

- Who would be responsible for collecting student data?
- Who would be responsible for reinforcing students for attaining goal?
- How long would a student self-monitor and attain target goal before the intervention would be faded?
Tier 2 Intervention Example

1. Data indicate students at risk are having problems with following directions and staying on task

2. Behaviors defined:
   - Following directions = Listen to the direction, ask questions if needed, do what is asked
   - Staying on task = Look at teacher if instructing, stay in area, do your work

3. Collect baseline – teacher completes self monitoring chart for 1 week
Tier 2 Intervention Example

4. Location, time, and cueing procedure determined
5. Student is trained in self-monitoring and skills reviewed
6. Teacher checks accuracy of student self-monitoring until 80% and then slowly fades support. Data is collected
7. Teacher periodically checks accuracy and intervention is faded.
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  – As a Tier 3 Intervention
Self-monitoring as a Modification of CICO

- Student checks in at beginning of day and receives CICO monitoring form with school expectations
- Student completes rating of behavior at the end of each period with teacher checking until they agree 80% of the time
- Student completes rating of behavior at the end of each period with teacher fading checks until random and around 1/5.
- Student checks out at end of day
Self-monitoring as a modification of CICO

• Student is reinforced for attaining goal according to function of behavior
• This modification is not designed for attention seeking students
Self-monitoring as a modification of CICO

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Be Safe: Keep hands &amp; feet to self</th>
<th>Be Respectful: Follow directions</th>
<th>Be Responsible: Use materials appropriately</th>
<th>Teacher Check</th>
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<td>Morning Break to Lunch</td>
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<tr>
<td>Lunch to Afternoon Break</td>
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<tr>
<td>Afternoon Break to Dismissal</td>
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</tbody>
</table>
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Self-monitoring to Generalize Small Group Social Skills

• Students are taught social skills as part of small group social skills (SGSS)
• Skills completed are listed (with steps) on monitoring form
• Student completes form with teacher checks
• Teacher fades checks until average 1/5
• Monitoring form is turned in to SGSS instructor for reinforcement
# Self-monitoring Social Skills

<table>
<thead>
<tr>
<th>Targeted Skills</th>
<th>Monday</th>
<th>Teacher check</th>
<th>Tuesday</th>
<th>Teacher check</th>
<th>Wednesday</th>
<th>Teacher check</th>
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<th>Teacher check</th>
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<tr>
<td>Take turns in conversation</td>
<td>3 2 1</td>
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<td>Disagree respectfully</td>
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<td>Pay attention to your work</td>
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<td>Ask for help</td>
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<tr>
<td>Stay calm when receiving feedback</td>
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<td>Stay calm when pushed or hit</td>
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Self-Monitoring as a Fading Procedure

1. Used when student has attained final goal on a Tier 2 intervention for a minimum of 4 weeks
2. Use same form as used for daily progress (DPR) but ask student to complete with teacher checking for accuracy
3. Once student is accurately monitoring at least 80% of the time slowly reduce the frequency of teacher checks.
4. Continue progress monitoring and adjust support as needed.
Fading Example

• Check in Check out – Instead of teacher completing DPR at designated times, student is asked to complete and teacher indicates agreement.
  – Teacher feedback is slowly faded until student is independently completing DPR
  – Data is kept based on student completion of DPR
  – Teacher periodically checks accuracy
Fading Example

First Phase = Student Learns to Self-Assess

- Teacher & student rate student’s behavior *simultaneously*
- Compare ratings at end of each class period
- Success = match in ratings (even if low rating)
- If discrepancy in score, discuss
- Teacher rating assumed accurate
- Provide reinforcer for accuracy & honesty (SW ticket)

*Goal is for student rating to get closer to teacher rating until student is reliable and accurate in rating own behavior (80-85% agreement between teacher & student)*
Fading Example

Second Phase = Teacher Rating Removed

• Begins once student demonstrates consistency in accurately rating own behavior

• Gradually remove teacher rating component
  – Week 1 = teacher rates 4 out of 5 days
  – Week 2 = teacher rates 3 out of 5 days

*On days when teacher does not rate, student ratings are used for data collection and progress monitoring
Fading Example

• Check-in/Check-out continues throughout self monitoring process
  – Teacher DPR ratings are used on teacher rating days
  – Student DPR ratings are used on student rating days

• Coordinator collects, enters and analyzes data

• **Data collection is critical!**

• If behavior deteriorates, it may be too early to remove student
Fade Out of CICO

Phase 1: Teacher and student score together

Compare ratings at the end of each class period
match = success,
discrepancy = discussion and teacher’s rating assumed accurate
Provide reinforcement for accuracy and honesty
Check after 2 weeks

Success to move to Phase 2
2 weeks of 80-85% agreement
and
Student data is at or above goal line

Phase 2: Teacher fades, student begins self-monitoring

Week 1 - Teacher rates 4 out of 5 days
Week 2 - Teacher rates 3 out of 5 days
Week 3 - Teacher rates 2 out of 5 days
Week 4 - Teacher rates 1 out of 5 days
Week 5 - Teacher rates 0 out of 5 days

Success to move to Phase 3
Student data stays at or above goal line

Phase 3: Graduation

Weekly alumni check-out

Westview Elementary School
Excelsior Springs School District

Westview Elementary and Winfield Primary Fading Examples
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Self-Monitoring as a Tier 3 Intervention

• Could be part of an intervention plan following a FBA
• Replacement behavior must serve the same function of behavior
• Reinforcement for behavior should also follow function of behavior
Self-Monitoring as a Tier 3 Intervention

1. Use existing data to determine target behavior on specific child (ODR or minor)
2. Teach replacement behavior (using matrix)
3. Teacher collects 2 weeks of baseline by completing the same monitoring form student will use
4. Time frame(s) and cueing procedure for self-monitoring are determined
5. Student is taught how and when to self-monitor and target skill is reviewed
Self-monitoring as a Tier 3 Intervention

• Monitor progress
  – Goal is set
  – progress is graphed
  – Reinforcement is given according to student’s function of behavior
  – Adjustments are made as needed

• Follow up and fade
  – Don’t forget to celebrate
Self-Monitoring as a Tier 3 Intervention

Name__________________  Goal______________________________________________

Appropriate when angry or frustrated by:
1. Use your words
2. Ask teacher for help
3. Walk away to a safe place

3 – I followed all steps with 0 or 1 reminder, 2 – I followed all steps with 2 reminders, 1 – I needed multiple reminders or did not demonstrate skill

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Ratings:
- 3: I followed all steps with 0 or 1 reminder
- 2: I followed all steps with 2 reminders
- 1: I needed multiple reminders or did not demonstrate skill
My Research

• 5 students grades K-2
• All had completed social skills training with their counselor but skills had not generalized to the classroom
• Taught to self-monitor one skill in one problematic period of time
Research Results

• All students had positive trend lines
• All participants perceived an increase in use of target social skill
• All participants believed the process was effective and efficient
# PND and Effect Size

## Table 2

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<th>PND/Effect Size:</th>
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<th>Effect Size</th>
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References