

CHAPTER 7: SELF-MONITORING

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Describe students who are most likely to benefit from the Self-Monitoring intervention.
- ▶ Tell main findings of research associated with Self-Monitoring.
- ▶ Identify implementation components of Self-Monitoring.
- ▶ Design and implement Self-Monitoring as a Tier 2 intervention that is contextually relevant for your students and school but adheres to implementation of critical features.
- ▶ Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- ▶ Determine how student data will be collected and graphed.
- ▶ Monitor progress and make decisions for students who participate in a Self-Monitoring Intervention.
- ▶ Create a process for fading intervention supports.
- ▶ Determine criteria for exiting the intervention.
- ▶ Adapt or modify Self-Monitoring as a fading procedure for other Tier 2 interventions (CICO, Social Skills Intervention Groups, etc.), as well as a classroom support for all students.

Introduction and Purpose

Self-Monitoring is the practice of observing and recording one's own actions and behavior. In general, it is designed to teach students to change or maintain their own behavior (Shapiro and Cole, 1994). Using a checklist to ensure the completion of all the steps of a process, or crossing items off a "to-do" list to guarantee needed tasks have been finished are examples of Self-Monitoring. The practice of Self-Monitoring falls under the broader category of self-management. Self-management also includes goal setting (creating a behavior target), self-instruction (the use of self-talk or statements to direct behavior), self-evaluation (assessing target behavior against a set standard), and strategy instruction (following a series of steps to complete a task autonomously). In order for Self-Monitoring to occur, two conditions must be present:

1. The participant must have the skill in their repertoire.
2. The participant must be able to discriminate the occurrence of the skill.

The purpose of Self-Monitoring is to increase the frequency of a desired behavior/skill, or to ensure the accurate completion of a task. The act of monitoring a behavior forces the participant to increase focus and awareness of the desired outcome. This awareness, has been shown to increase the occurrence of desired results. Self-Monitoring may be applied to a wide range of skills, and has been found to be effective with student participants of all ages.

Research Base

Self-Monitoring has been used effectively to improve both academic and behavioral skills (Shapiro and Cole, 1994). Studies have shown Self-Monitoring to be effective with children as young as preschool (Connell, Carta, and Baer, 1993). It has been paired with class meetings where students are part of the problem solving process to improve behavior in the classroom (Carr and Punzo, 1993). It has also been used with students with a variety of disabilities as well as typically developing students (Bruhn, McDaniel, and Kreigh, 2015). It is viewed as less invasive than teacher managed strategies (Fantuzzo, Polite, and Cook, 1988) because it puts the locus of control with the student so requires less teacher time and attention. It may be more effective than teacher managed strategies for some students (Shapiro, DuPaul and Bradley-Klug, 1998), particularly those whose function of behavior is NOT teacher attention.

Self-Monitoring contributes to the acquisition of self-regulation, which is the crossover skill between academics and behavior (Wery and Nietfeld, 2010). Self-regulated learners are motivated, value personal progress, are willing to attempt difficult tasks to develop new skills, and view mistakes as a chance to learn. Learners who self-monitor have some control over their learning process, and are engaged in evaluating their work. If students develop the ability to self-monitor successfully, the practice may be applied to other behaviors and academic skills, allowing the student to become more independent.

STUDENTS MOST LIKELY TO BENEFIT

Self-Monitoring is best used with students who have escape maintained function of behavior, meaning their problem behavior is related to avoiding attention, task, or stimuli. Self-Monitoring could be considered to match other functions if reinforcement for attaining goal is manipulated. Research tells us Self-Monitoring can be effective for a wide range of ages, disabilities, and skills.

Intervention Overview

Self-Monitoring may be used as an individual support, or with a group of students. It may be applied to a variety of behaviors or academic skills. However the practice is used, the implementation steps remain consistent.

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

UNDERSTANDING THE IMPLEMENTATION COMPONENTS

1. IDENTIFY TARGET BEHAVIOR – Typically, a student will be identified for support because they are exhibiting a problem behavior. The team will determine a target replacement behavior for the student to perform instead. The target behavior should be connected to the schoolwide expected behaviors for all students.

2. DEFINE THE TARGET BEHAVIOR – The replacement behavior should be defined so it is observable and measurable—meaning it may be recognized and recorded when it is performed. The parameters of the expected performance of the behavior should be clearly communicated, with examples and non-examples discussed so there is no confusion as to when to count the behavior as accomplished. If there are steps associated with the behavior or skill, these should be listed and practiced.

Examples of Defined Behaviors:

- ▶ Respect others = Use good words, keep hands and feet to self, and ask to use other people's belongings.
- ▶ Be responsible = Go to class on time, bring needed items, and put your things away when done.
- ▶ Follow directions = Listen to what you are being asked to do, ask questions if needed, begin the task.

Examples of Academic skills:

- ▶ Recite/write times tables 1 – 10 by Jan. 15th.
- ▶ Read 5 books a week at the 3.0 level or above, and complete comprehension questions at 80% or above.

DISCUSSION



Think about a skill or behavior you would like to improve. Write it on a piece of paper or share it with an elbow partner.

3. COLLECT BASELINE DATA – Baseline data is collected so it may be compared to performance of the target behavior after the intervention has been implemented. This allows improvement in the target skill to be seen. It is desirable to graph the baseline data, and then insert a vertical line, or phase change line, indicating when the intervention has started. Graphing daily progress allows a quick visual determination if the behavior is improving compared to baseline. Graphing progress is considered best practice.

DISCUSSION



Do you have past records associated with your skill that allows you to collect baseline? What would be an appropriate way of collecting baseline? Frequency counts?

4. DESIGN PROCEDURE AND MATERIALS – Developing intervention procedures and materials that are specific to your building and meet the needs of your students is the next step. The intervention procedures include when and where the student will be self-monitoring. Will the student only self-monitor during the most problematic times of the day or will the entire day be included? How will the student be prompted or reminded to record their use of the skill? Behaviors such as staying on task need frequent monitoring, so a cueing system should be created for skills needing frequent monitoring. A variety of timing devices are available, from simple timers to incorporating student’s personal technology. A small device called a “Motivator” is an example of a useful tool. It is small enough to clip onto the belt, and will vibrate at set intervals. Other behaviors may only need to be recorded at the end of a class period such as the use of social skills or the number of tasks completed.

Materials for implementing the intervention include the method to remind the student to monitor as discussed above, the chart for Self-Monitoring (the Daily Progress Report or DPR), and the reward for attaining goal. The DPR should specifically list the target behavior, with any steps associated, space for the student to record performance of the skill, a place to record the day’s total, and the student’s goal for the day. A code or number should be agreed upon to indicate if the skill was performed accurately. If the skill is either accomplished or not (such as being on task), only two symbols are needed to indicate yes or no. Other skills may have more variance so a three-point scale may be needed (i.e. 0 indicates the skill was not done, 1 indicates the skill was attempted but not all steps completed, and a 2 indicates the skill was accomplished to criteria). The number of possible time frames multiplied by the number points possible in each determines the possible total points for the day. Points earned out of points possible can then be converted to a percentage and graphed.

A reasonable goal should be set daily. The goal should be challenging, yet attainable for the student. Determining a goal is easiest when baseline data is available. The goal should be increased as the student consistently attains goal until a final goal is set at 80-85%. Reinforcement for attaining goal should tie into the universal school recognition program, and match the function of the student’s behavior.

Examples of Daily Progress Reports follow. DPRs may follow the same format as those for CICO or SSIG, but may need to be customized based on the goal.

Tier 2/Self-Monitoring Daily Progress Report

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	<i>Be Safe Keep hands and feet to self</i>	Teacher Check	<i>Be Respectful Follow directions</i>	Teacher Check	<i>Be Responsible Use materials appropriately</i>	Teacher Check
8:30 to Morning Break	3 2 1		3 2 1		3 2 1	
Morning Break to Lunch	3 2 1		3 2 1		3 2 1	
Lunch to Afternoon Break	3 2 1		3 2 1		3 2 1	
Afternoon Break to Dismissal	3 2 1		3 2 1		3 2 1	

Total for the day _____/36

Parent/Guardian Signature _____

I'm proud of you today because:

Figure 8.1

Wonderful High School Daily Progress Report

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	<i>Be Safe Avoid aggression</i>	<i>Be Respectful Use polite language</i>	<i>Be a Learner Follow directions first time asked</i>	<i>Be Your Best Complete and turn in required work on time</i>	Teacher Initials
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	

Parent/Guardian Signature _____

Congratulations for:

Figure 8.2

Self-Monitoring Daily Progress Report

Student Name _____ Date _____

	Ck	Tasks Completed Monday	Ck	Tasks Completed Tuesday	Ck	Tasks Completed Wed	Ck	Tasks Completed Thursday	Ck	Tasks Completed Friday
Reading	Out of		Out of		Out of		Out of		Out of	
Math	Out of		Out of		Out of		Out of		Out of	
Social Studies	Out of		Out of		Out of		Out of		Out of	
Science	Out of		Out of		Out of		Out of		Out of	

Total for the day ____ / ____ Goal _____

Parent/Guardian Signature _____

I'm proud of you today because _____

Figure 8.3

Writing Assignment Checklist

Place a check next to the items completed.


Name _____ Class _____ Date _____

All sentences begin with a capital letter.	
All sentences have correct punctuation at the end.	
All sentences have a subject and a verb (are complete sentences)	
The first word of the paragraph is indented	
The paragraph has a topic sentence	
All sentences in the paragraph are on the same topic	
I followed instructions for the assignment	
I completed all parts of the assignment	

The goal for this writing assignment is _____

Figure 8.4

DISCUSSION



How often will you monitor your skill? Design a simple chart you would use to monitor. Make sure it lists needed steps. Determine a goal. How often and how will you be reminded to chart your behavior? Share with an elbow partner.

5. TEACH STUDENTS TO SELF-MONITOR – Students must be taught how to self-monitor. Reviewing and recognizing the target behavior is essential (remember the skill must be one they already know how to perform). Situations in which the student will be expected to perform the behavior may be role played with the student, with guidance provided in completing the DPR. Non-examples should be discussed as well, and the student should demonstrate completing the DPR under each circumstance. Progress toward accurately completing the DPR should be monitored each time until the student is accurate at least 80% of the time for a week. At this stage accuracy is the focus, so praise should be given for accurate completion and any discrepancy in recording should be discussed. The adult checks are then faded until the student is independently completing the chart with adult checks on a 1/5 average. If accuracy begins to slip, the adult should increase the frequency of checks. The adult interaction and involvement as well as tangible reinforcement of the target behavior should be faded. For many students, seeing progress and completing the chart is reinforcement enough.

6. MONITOR PROGRESS – Determining how well the student is responding to the intervention is a crucial step in the process. Each student’s DPR score should be converted to a percentage and charted on a graph. Basic graphing conventions should be followed; goal line indicated, vertical line between baseline and intervention data applied to indicate when the intervention began or when a change was made in the intervention, daily or weekly progress designated. The Advanced Tier Spreadsheet is available for this purpose on the pbmissouri.org site. These data should then be used to make decisions to; a) continue the

intervention as designed, b) make changes to the intervention based on questionable or poor performance or c) begin the fading process and graduate.

7. FOLLOW UP AND FADE – Once the student has successfully met his or her goals for a period of time and have reached the Tier 2 Team’s criteria for fading, they may be faded from the intervention. Students who begin the fading and graduating process should still be monitored intermittently to make sure the student maintains performance of the target behavior. Students may be encouraged to continue the Self-Monitoring process without adult involvement.

Resources Needed

Intervention Coordinator: As with any intervention, it is recommended to have a Coordinator to supervise the fidelity of implementation. The Coordinator would also organize materials, and help orient the student to the intervention. The Coordinator will notify parents of the student’s involvement with the intervention, and support teachers in their implementation of the intervention. The Coordinator communicates with the Tier 2 Team regarding how many students are involved in the intervention, and what progress is being made. He or she may also be the data person – the one to enter individual student progress in the Advanced Tier Spreadsheet or other Excel document.

Teachers who have students in the intervention are expected to help train the student in completion of the DPR by checking each time the student marks their chart for the first week, or until the student is accurate in assessing their target skill at least 80% of the time. The teacher checks are then faded until random checks (around 1/5) occur. The teacher will then turn the chart in to the Coordinator or data person for data entry at least weekly. Students should have the opportunity to view their data on a regular basis so they can easily see their progress. The student can be engaged in entering their daily progress onto a graph so they can view overall progress in the intervention.

DISCUSSION



Who in your building will be the coordinator of this intervention? Who and when will the staff be trained as to their role in this intervention?

STEPS FOR EFFECTIVE IMPLEMENTATION

1. Identify a Coordinator and train them in the parameters of the intervention.
2. Identify eligible students by using data decision rules (ODR, minor discipline data, or teacher nomination). Gather enough additional information (Tier 2 Adapted FACTS) to determine possible function of behavior and appropriateness for this intervention.
3. Notify parents of student participation.
4. Follow the seven steps for implementing with students.

Self-Monitoring Intervention Features and Goals

FEATURE	GOAL
1. Identify Target Behavior	<ul style="list-style-type: none"> • State in positive terms • Consider where and when the behavior occurs • Identify possible function of the behavior
2. Define the Target Behavior	<ul style="list-style-type: none"> • Use the OMPUA guidelines to help you <ul style="list-style-type: none"> – Observable, measureable, positively stated, understandable, always applicable • The skill must be in the student’s repertoire
3. Collect Baseline Data	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Determine when the student will self-monitor. How will student be cued to do so? • Create age appropriate Self-Monitoring Daily Progress Report. List the target behavior and any steps needed to complete the skill.
5. Teach Student to Self-Monitor	<ul style="list-style-type: none"> • Discuss target behavior with student. Use examples and non-examples. Explain why the behavior is important. • Determine when and where the student will monitor behavior and what will be used to cue student to complete DPR. • Teach use of DPR and have student practice. • Set a goal – allow for student input
6. Monitor Progress	<ul style="list-style-type: none"> • Positive feedback given for student accurately assessing and recording until teacher and student agree at least 80% of the time • Teacher 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	<ul style="list-style-type: none"> • 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, 1994) • When student is consistently using skill and attaining goal, reduce the times per week that student monitors • Periodically check for maintenance

Figure 8.5

Training for Staff, Students, and Families

It is beneficial to train all staff regarding their involvement in the intervention so they will be prepared when one of their students is selected. After piloting the intervention and deciding to fully implement, it is much quicker to begin the intervention if each staff member does not need individual training prior to each student starting. If all staff has a clear understanding of the basic structure and use of Self-Monitoring, an email would suffice in reminding them of their role in the intervention along with information about the method to cue the student to complete their chart and the schedule. Staff training should consist of practicing how to monitor students as they complete their chart and appropriate ways to give praise for accuracy, praise for skill attainment, as well as corrective feedback if student is not accurate in their self-assessment. Staff should understand the importance of frequent checks and feedback as the student begins the intervention, and how to slowly fade to intermittent checks (on an average of 1/5).

Students must be oriented to the intervention and clearly taught how to carry out their responsibilities. Initial training will take about 30 minutes in order to review the target skill and have the student practice with a sufficient amount of examples that they understand how and when to complete the DPR. Examples and non-examples of accurate recording and variations of the skill should be included.

Families also will benefit from knowing skills that will be taught, how the DPR is used to monitor student performance, and how often they will receive data about their child's progress in the group.

Variations in Self-Monitoring Use

SELF-MONITORING AS A CICO VARIATION

CICO is most appropriate for students who seek adult attention. The students are reinforced by the frequent teacher feedback, and teacher rating on the DPR. However, some students find teacher attention aversive. For those students, Self-Monitoring may be effective, particularly when reinforcement for attaining goal is matched to their function of behavior.

The steps for implementation would be the same. Simply use the same CICO monitoring form used for other students participating in CICO, but teach students to self-monitor.

SELF-MONITORING AS A GENERALIZATION STRATEGY FOR SOCIAL SKILLS INTERVENTION GROUPS

Generalization of social skills is viewed by leading researchers, such as Gresham (1998, author of Social Skills Improvement System - SSIS), as a need area associated with that intervention. Students are capable of demonstrating the target social skills within the controlled training situation, but fail to demonstrate those same skills in other environments.

Childs (2011) conducted a study using five elementary students who had completed at least one semester of social skills training, but continued to have social skills problems in other areas of the school. Minor discipline data and teacher ratings were used as baseline and again six weeks after implementation of Self-Monitoring. All five students showed improvement in their targeted skills with an effect size of .58 to 1.95

(effect size of .5 is considered moderate according to Cohen's ratings (1992).

To add Self-Monitoring to the SSIG intervention, simply create the chart or use the same daily chart teachers are using to rate the student on the social skills being taught. Teach students how to self-monitor following the same steps as outlined.

SELF-MONITORING AS A FADING PROCEDURE

Self-Monitoring has been discussed as a fading procedure for other interventions presented in this workbook. It is a good transition from teacher led intervention to student autonomy. Students are slowly transitioned from having the teacher complete a chart or progress report (DPR) to completing it independently. Periodic teacher checks at random intervals ensures the student is accurately recording performance, and maintaining the target skills.

USING SELF-MONITORING AS A CLASSROOM SUPPORT FOR ALL STUDENTS

This intervention may easily be adapted to use with all students in the classroom to either work on one agreed upon skill, or for each student to work on an individual skill.

If each student is monitoring an individual skill, a teaching session should be conducted to discuss how to choose an appropriate skill to improve and how to set appropriate goals. (Or the teacher discusses with each student a skill of focus based on baseline data such as spelling test scores, minor discipline data, etc.) The teacher would then lead students in defining the skill, determining the frequency of charting, designing their individual DPR, and setting a goal. Students could be paired with a buddy to help check accuracy of DPR completion with the teacher randomly double checking. This can be highly effective as a tool for improving individual academic progress.

Self-Monitoring is a great way to motivate students to improve on a collective skill. This skill may be determined through class meetings or by the teacher.

Example:

A teacher is frustrated with the amount of student tardiness to class. They discuss with the class the importance of being on time (replacement behavior). Being on time must be clearly defined (is it toe in the door or sitting in seat). The class discusses barriers to being on time and problem solve for each. The teacher shares baseline data with the class by posting the graph in a prominent place showing the number of students on time to class the last five days. Two students can be asked to monitor the chart/graph each day immediately after the bell rings by counting the number of students on time and indicating the number on the graph. A goal is set and reinforcement for meeting goal determined. Because two students have been selected, they may double check accuracy so teacher involvement is minimal. The teacher would only need to provide the reward or reinforcement for attaining goal on the agreed upon schedule. For older students, weekly is sufficient. Younger students may need daily reinforcement. This method of using entire class Self-Monitoring is effective for a variety of classroom behaviors such as; coming prepared to class, completing homework, monitoring students getting along with each other, to name a few.

On-Going Monitoring of the Intervention

Once an intervention is developed and fully implemented, several aspects will need to be monitored, including:

- ▶ Monitoring Fidelity of Intervention Implementation
- ▶ Monitoring Social Validity of Intervention
- ▶ Monitoring Intervention Outcomes

FIDELITY OF IMPLEMENTATION

Fidelity of implementation refers to how well an intervention is applied in the way that it was designed. Fidelity checks for any intervention should be designed and conducted as part of the Tier 2 Team's regular routine. Two common methods for assessing fidelity include permanent product review and observation or interviews.

Permanent product review means looking at documentation to determine implementation. The easiest way to check fidelity of implementation is to look at the DPR. Is it completed using the designated time intervals? Has the teacher observed the student completing the chart and have they periodically checked accuracy?

Teachers or another adult may need to observe the student Self-Monitoring to determine if they are following the schedule.

It may be necessary to interview the teacher and/or student to determine any problems associated with implementation.

SOCIAL VALIDITY

Social validity is also referred to as treatment acceptability. It focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

Typically, social validity is measured through the use of structured interviews or rating scale questionnaires. Rating forms created to measure other interventions may be appropriate. Questions for the interview or completed as a questionnaire center on how clear and easy the intervention was to implement and if the results were worth the effort or made the intended improvements in behavior.

MONITORING INTERVENTION OUTCOMES

All school interventions should be periodically evaluated to determine the value added to students' school success. One possible format is to count the number of students who participated in each intervention and then those who had positive outcomes or graduated from the intervention.

Chapter 4 shows one simple format, which would provide this basic information. Schools that choose to apply for MO SW-PBS recognition at the Silver or Gold Levels will submit data in this format.

Self-Monitoring Intervention Development Checklist

The skills and products pivotal to Self-Monitoring intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the “Completed” column as final decisions are made.

PROGRAM DESIGN	
	Completed
1. An intervention coordinator is identified.	
2. A name for the Self-Monitoring Intervention has been determined for your school.	

DAILY PROGRESS REPORT (DPR)	
	Completed
1. The positively stated behavioral expectations that will be listed on the DPR have been determined.	
2. A method for identifying target behaviors necessary for meeting expectations included on the DPR is in place (if applicable).	
3. The DPR consists of a minimum of 4 rating periods with scoring intervals no longer than 75 minutes.	
4. A range of scores to be listed on the DPR for rating behavioral performance has been determined (e.g., 1, 2, 3).	
5. Specific criteria to define how points are earned has been determined (e.g., never, sometimes, often). *Note – it is helpful to have the rating “key” documented on the DPR as a reminder of how points are awarded.	
6. Adaptations have been made (if applicable) so that the DPR is age appropriate for all students you serve (e.g., use of pictures; start and end time for class periods).	
7. The DPR includes space for total points earned, percentage of points, and the student’s daily goal.	
8. A process for daily DPR data to be shared with families has been determined (e.g., send DPR home or make a separate parent reporting sheet).	
9. A process for parents respond to indicate they have seen and discussed DPR data with their child has been determined.	

IDENTIFYING PARTICIPANTS	
	Completed
1. Criteria have been set for accepting students into the intervention.	
2. A process for acquiring parental consent for a child’s participation in the intervention is in place (if applicable).	
3. A process for considering students who transfer into the school is in place.	
4. Criteria for determining whether some students will begin a school year by participating in the program have been established.	

DATA MANAGEMENT

	Completed
1. A process for storing, graphing and reviewing student data is in place (e.g., SWIS, Excel, by hand).	
2. Someone has been assigned to examine student data and review it regularly (minimum is twice per month).	
3. Someone has been assigned to summarize student data and bring it to the team meeting.	
4. A process for sharing data with parents, participating classroom teachers, and the full staff has been determined.	

PLANS FOR FADING, GRADUATION, AND MAINTENANCE

	Completed
1. Criteria for when students are to begin fading the intervention have been established.	
2. The process for fading has been clearly defined.	
3. A flowchart that describes plans for gradually fading out use of the Self-management and daily data intervention components is developed.	
4. Criteria for the graduation process have been determined and a plan for how graduations be celebrated is in place.	
5. A plan for providing supports for students after graduating from the intervention is in place.	
6. A process for monitoring student data after the DPR is no longer being implemented has been established.	

TEACHING STAFF TO IMPLEMENT THE PROGRAM

	Completed
1. A plan for providing instruction to classroom and specialist teachers for implementing the intervention is in place and includes: <ul style="list-style-type: none">• Eligibility for participation• Baseline data collection procedures• Providing positive and corrective feedback statements• Cueing students to record data• Monitoring student rating on DPR• Initiating interactions with students• Response to major or minor referrals	
2. A process to provide teachers with coaching and implementation feedback has been established.	
3. A process for re-teaching staff is in place for components that are not implemented correctly.	
4. A plan and timeline for providing booster sessions for full staff about the purpose and key features of implementing the program is in place.	

TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM

	Completed
1. A plan for providing instruction to students participating in the intervention is in place and includes: <ul style="list-style-type: none">• Purposes of the intervention (e.g., positive, time-limited, goal of self-management)• Behavioral expectations• Earning points and point goals• Getting feedback from teachers• Role play for accepting positive and corrective feedback• Menu of reinforcers• How to handle disappointment if goal is not met• Plans for fading, graduation, and maintenance	
2. A plan for providing information about the intervention program to other children (if applicable) is in place.	

TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM

	Completed
1. A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child.	

EVALUATE PROGRAM OUTCOMES

	Completed
1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.	
2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.	
3. A plan for monitoring intervention outcomes is developed and includes: <ul style="list-style-type: none">• Number of students who participated• Number of students that graduated• Number of students that required more intensive support	
4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.	

Intervention Essential Features

As your team has developed and piloted the Self-Monitoring Intervention, the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant to your site. Then, use this as a tool for communicating with team members, staff and other important stakeholders. See the following for an example of Self-Monitoring Intervention Essential Features.

SELF-MONITORING INTERVENTION ESSENTIAL FEATURES EXAMPLE

Intervention Essential Features

- Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
- Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

School Name: Best Elementary

- Intervention** Check-In, Check-Out Social Skills Intervention Group
 Check & Connect Self-Monitoring

Name of Intervention	Self-Monitoring
<p>1. Description of intervention that includes function addressed:</p> <p><input type="checkbox"/> Obtain _____</p> <p><input checked="" type="checkbox"/> Avoid/Escape <u>task and/or adult attention</u></p>	<p>Students who are chosen for this intervention are given a specific behavior (defined operationally) of focus. The behavior is reviewed, including context it is used, examples and non-examples. Student is taught how to self-monitor, how they will be cued, and the form to use (DPR). Teachers monitor the student's accurate rating until they are accurate at least 80% for 5 days and then check at a rate of about 1/5 times the student rates themselves. DPR is collected by the classroom teacher at the end of the day. Rewards are given for meeting goal. A goal is set for the next day. DPR is turned in to coordinators mailbox to be entered in the Advanced Tier Spreadsheet.</p> <p>Student information is collected using the Tier 2 Adapted FACTS Part A to determine if student is appropriate for this intervention. This intervention focuses on students who engage in low level problem behaviors in order to avoid adult attention and/or avoid work tasks.</p>
<p>2. Intervention coordinator and/or facilitator(s) identified</p>	<p>Coordinator (one of the Tier 2 Team members) assists in setting up the intervention. Teachers of the participating student implement intervention.</p> <p>Coordinator: Special Education Teacher</p> <ul style="list-style-type: none"> • Responsible for prioritizing which students will be discussed during team meetings and ensuring resources are available for Mentors/Facilitators. <p>Mentors/Facilitators: Classroom Teachers, School Counselor, Para-Professionals.</p> <ul style="list-style-type: none"> • Work directly with participants and families.

<p>3. List at least two sources of data used to identify students for intervention:</p> <p><input checked="" type="checkbox"/> Existing school data</p> <p><input checked="" type="checkbox"/> Teacher/parent nomination</p> <p><input checked="" type="checkbox"/> Emotional-behavioral screening process</p> <p><input type="checkbox"/> Other _____</p>	<p>Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 Staff Handbook for details.</p>
<p>4. Description of system to determine function of student behavior that includes both:</p> <p><input checked="" type="checkbox"/> Records Review</p> <p><input checked="" type="checkbox"/> Context Analysis</p>	<p>Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior. The Tier 2 Adapted FACTS Part A includes a records review and context analysis. The Self-Monitoring Intervention is designed to provide structure for students who engage in problem behavior to avoid/escape work tasks.</p>
<p>5. Description of documented procedures for introducing/orienting new participants to the intervention for:</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Teachers</p> <p><input checked="" type="checkbox"/> Families</p>	<ul style="list-style-type: none"> • Coordinator will assist orientating teachers by providing the forms, cueing system, and behavior of focus (determined by Tier 2 Adapted FACTS Part A) • They will also discuss the teacher’s role in checking student accuracy, giving feedback at the end of the day, collecting the DPR, and setting goals. • Teacher or counselor will contact families to describe the student’s participation in the intervention and agree on how the parent will receive regular progress updates. • Coordinator or counselor will orient student by reviewing the target behavior, having the student practice completing the monitoring form, discussing examples and non-examples, cueing system to be used, and setting goals/receiving rewards.
<p>6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)</p>	<p>DPR will be collected by the classroom teacher at the end of the day and turned into the coordinator.</p> <p>The coordinator will enter the score into the Advanced Tier Spreadsheet (ATS). The teacher may also be willing to enter scores or have the student enter their scores into the ATS which could be housed as a Google Doc so coordinator would have access. ATS will be reviewed at monthly Tier 2 meetings to determine if student is making adequate progress.</p> <p>A data-based system is in place to graph daily/weekly behavior ratings; student progress is evaluated and data decisions applied at least monthly; and weekly monitoring of student progress in the intervention takes place.</p>
<p>7. Documented fading process that includes decision rules, description of process and graduation from intervention</p>	<p>Student should demonstrate approximately 4 weeks of 80% or above before fading begins</p> <ul style="list-style-type: none"> • Reteach or review skills as needed • Review progress and celebrate success • When student is consistently using skill and attaining goal, reduce the times per week that student monitors • Periodically check for maintenance • If student is not accurately monitoring skill, review of skill or monitoring procedure may be needed

<p>8. Description of documented strategies for promoting generalization and maintenance of skills across settings and over time that are linked to schoolwide expectations</p>	<p>During the Self-Monitoring Intervention, as well as during the fading and follow-up process, the students are directed back to the three major schoolwide expectations so that they can evaluate whether they are continuing to make better choices.</p> <p>Before fading, you may want to change the location or time period of monitoring to ensure generalization to other areas. Self-Monitoring may be reinstated if maintenance checks determine the need.</p> <p>Student will be faded from Self-Monitoring by slowly fading the teacher checks, the goal setting, and the rewards for attaining goal. Student will be encouraged to use the skills learned in Self-Monitoring for other goals the student wishes to achieve. Student ODR and Minor discipline data will be reviewed periodically by the Tier 2 Team to assure they are still demonstrating appropriate behavior.</p>
<p>9. Description of documented strategies for weekly family communication/feedback regarding intervention</p>	<p>Intervention facilitators communicate with home regarding the Self-Monitoring intervention in the following ways:</p> <ul style="list-style-type: none"> • sharing the daily and/or weekly ratings; extra points are earned if the DPR is signed and returned the next day • emailing and/or calling families to discuss student progress <p>Teachers also email and/or call families regarding the progress they are seeing in their classrooms</p>
<p>10. Description of documented strategies for weekly communication/feedback with participating classroom teachers</p>	<p>At the beginning of each school year, all faculty receive annual Self-Monitoring training.</p> <p>Once the student is identified to participate in the program, the designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data.</p> <p>After the Tier 2 Team reviews baseline data and a goal for the student has been set, a Tier 2 member meets with applicable teachers to demonstrate use of the DPR and effective feedback strategies.</p> <p>During the first week of intervention participation, the facilitator checks in with applicable teachers 3 days to demonstrate effective feedback, provide support for awarding student points, and answer questions.</p> <p>The facilitator provides a copy of each student’s weekly graph to all participating teachers. Prior to Tier 2 Team meetings, the intervention coordinator sends notifications to applicable staff members that their student’s data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student’s data is reviewed.</p>

<p>11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention</p>	<p>At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students:</p> <ul style="list-style-type: none"> • Who have participated to date • Are currently enrolled in the program • Who graduated from the program • Who required additional and/or more intensive intervention <p>Monthly staff meetings will include time to report how many students are participating in the intervention and how many of those are making adequate progress.</p>
<p>12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response</p>	<p>During the first week of implementation, for each student, the intervention coordinator will observe all school-based components of the intervention (observing students with their use of Self-Monitoring) using a fidelity checklist. After each observation, the coordinator will provide verbal and/or written feedback to participating staff members. When each participating staff member achieves 100% fidelity for 3 consecutive observations, the intervention coordinator will teach those staff members to complete and submit a weekly fidelity self-assessment of the intervention components implemented.</p> <p>The intervention coordinator reviews staff member self-assessments regularly and provides additional teaching and support for areas lacking fidelity.</p> <p>During Tier 2 Team meetings, if a student's data indicates response to the intervention is questionable or poor, a review of one week's DPRs will be completed. In addition, fidelity checklists and teacher self-assessments will be examined so the team can evaluate the extent to which the intervention has been implemented with fidelity prior to making decisions about modifying, intensifying, or discontinuing student participation in the program.</p> <p>If teacher checks student accuracy and does not agree with the student rating, they should discuss the discrepancy and check accuracy more frequently than the recommended 1/5 average until student accuracy improves to at least 80%.</p>
<p>13. Description of documented system for regularly assessing social validity of intervention</p>	<p>Social validity will be checked by the student and teacher within the first two weeks of beginning the intervention. For each student that graduates or discontinues the intervention, a brief social validity survey is completed by the student, the family, and the participating teachers. The intervention facilitator assists students and families as needed. The intervention coordinator collects and aggregates social validity data annually; the Tier 2 Team reviews the data and modifies the intervention as needed. This information is shared with full staff.</p>
<p>14. Description of documented system for annually evaluating intervention outcomes that includes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> # Students Participating <input checked="" type="checkbox"/> # Students Graduating <input checked="" type="checkbox"/> # Students Needing More Intensive Support 	<p>The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants.</p> <p>Student, teacher, and parent are surveyed quarterly or when student graduates as to satisfaction with the intervention process and results</p>

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Plan and Implement Small Group Interventions*



1. Select one small group intervention that will be developed in your setting (e.g., Self-Monitoring)

A. Plan and implement the selected intervention

- Use the *Intervention Development Checklist*

2. Pilot the intervention with a small number of staff, students, and families.



3. Identify and train additional Intervention Facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.

4. Document interventions that are regularly available in your setting.

A. Provide a written description of each intervention.

- Use the *Blank Intervention Essential Features Template*

