**Self-Monitoring Intervention Features and Goals**

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| FEATURE | GOAL |
| 1. Identify Target Behavior
 | * + State in positive terms
	+ Consider where and when the behavior occurs
	+ Identify possible function of the behavior
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| 1. 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
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| 1. Collect Baseline Data
 | * + 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.
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| 1. Design Procedure and Materials
 | * + 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.
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| 1. Teach Student to Self- Monitor
 | * + 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
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| 1. Monitor Progress
 | * + 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.
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| 1. 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, 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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