**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.

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

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| **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. |  |

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| **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. |  |

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| **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. |  |

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| **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. |  |

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| **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:  • 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. |  |

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| **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:  • 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. |  |

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| **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. |  |

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| **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:  • 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. |  |