**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 |
| 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 |
| 3. 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. |
| 4. 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. |
| 5. 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 |
| 6. 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. |
| 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, 1994) * When student is consistently using skill and attaining goal, reduce the times per week that student monitors * Periodically check for maintenance |