**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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| 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
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| 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.
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| 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.
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| 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
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| 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.
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| 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
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