4G: Self-Monitoring as a Tier 2 Strategy to Make Important Gains in Student Engagement and Other Targeted Outcomes

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ASD ON THE GO

NATIONAL INSTITUTE ON DISABILITY, INDEPENDENT LIVING, AND REHABILITATION RESEARCH
NIDILRR

Grant #90DP0058

I-Connect

Stepping Up Technology Enabled Self-Monitoring for High School Students with Disabilities.

Office of Special Education and Rehabilitative Services

Award: H327S170001

Self-Monitoring

Why it may be the most important thing we do…

- Practice new skills
- Generalization Procedures

Self-Monitoring

A person observes his or her behavior systematically and records the occurrence or nonoccurrence of a target behavior (Cooper, Herron, & Heward, 2007)

Self-Monitoring BENEFITS

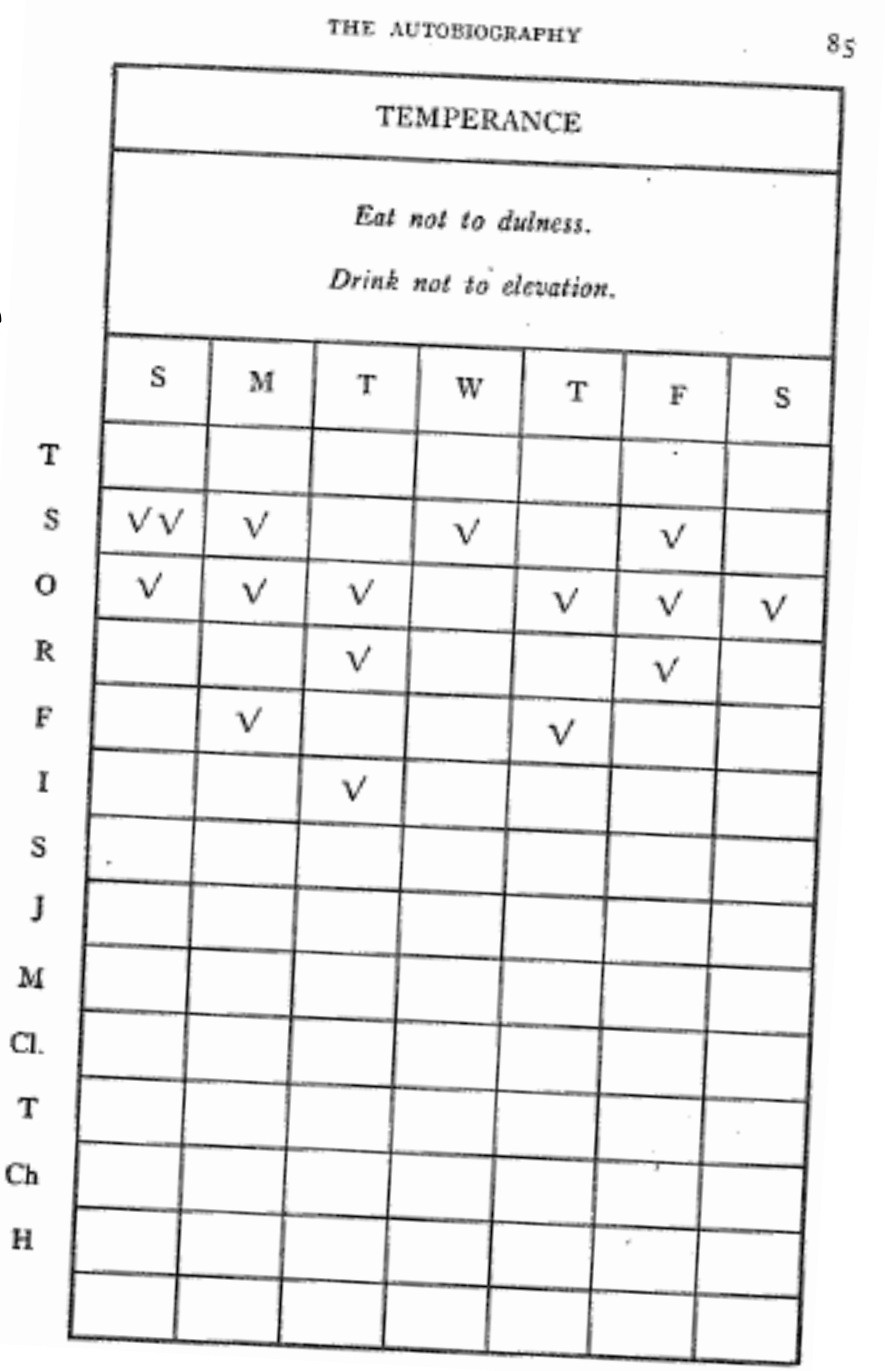
- Increase independence (Bouck, Savage, Meter, Taber-Doughty, & Hunley, 2014; Hume, Loftin, & Lantz, 2009)
- Decrease prompt dependency on an outside agent (Hume, Boyd, Hamm, & Kucharczyk, 2014)
- Increase instructional time (Wehmeyer, Hughes, Agran, Garner, & Yeager, 2003)
- Improve overall quality of life (Bouck et al., 2014; Lee, et al., 2007)

Targeted Behaviors

- Social skills (Koegel, Park, & Koegel, 2014; Parker & Kamps, 2011; Reynolds, Urrela, & Devine, 2013)
- Daily living skills (Pierce & Schriebman, 1994)
- Stereotypic behaviors (Crutchfield et al., 2015; Koegel & Koegel, 1990)
- Academic productivity (Callahan & Rademacher, 1999)
- On-task behaviors (Callahan & Rademacher, 1999).

Benjamin Franklin

1. Temperance
2. Silence
3. Order
4. Resolution
5. Frugality
6. Industry
7. Sincerity
8. Justice
9. Moderation
10. Cleanliness
11. Tranquillity
12. Chastity



TEMPERANCE

Eat not to dulness.

Drink not to elevation.

	S	M	T	W	T	F	S
T							
S	√√	√		√		√	
O	√	√	√		√	√	√
R			√			√	
F		√			√		
I			√				
S							
J							
M							
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T							
Ch							
H							

Example: How many times does the behavior take place?

- Nina puts a chip in her cup each time she raises her hand

- Levi writes a tally mark each time he turns in an assignment

Monday	𝍸
Tuesday	𝍸
Wednesday	𝍸
Thursday	
Friday	

Example: Did the target behavior take place within a specific time period?

- After each period Taylor decides if she used a quiet voice and marks her chart

Taylor will use a quiet voice.		
Math	+	
Reading		-
Writing		-
Art	+	

- Evan's timer beeps every 10 minutes. If he is in his seat the whole time he draws a smiley face on his sheet.

1:00	2:00	3:00
1:10	2:10	3:10
1:20	2:20	3:20

Example: Is the behavior taking place at a specific time?

- Mrs. Smith signals Evan every 5 minutes by raising her hand. If Evan is focused on the teacher he sees the sign and adds a sticker to his card.

- Jerry has a small timer at his desk that vibrates every 4 minutes. He marks his sheet if he is in his seat when it vibrates.

Am I in my seat when the timer vibrates?		
Time	Yes	No
4.00	+	
8.00	+	
12.00		-
16.00	+	
20.00		

Example: Am I organized and prepared?

- Each time a class begins Julie checks to see if she was ready for class.
- At the beginning and end of the school day Mark completes an organizational checklist.

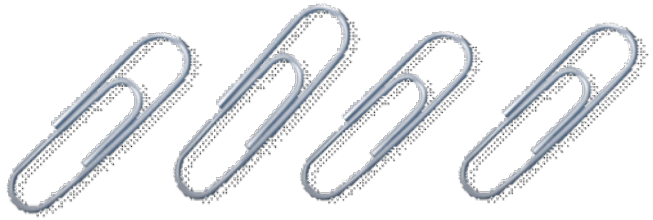
Am I ready for class?			
	Math	Reading	Science
	✓		✓
	✓		
		✓	✓

Am I ready to go home?	
	Done
I check my planner to see what classes I have homework in.	✓
I have any text books needed to complete homework assignments.	✓
I have any worksheets needed to complete homework assignments.	
I have a pencil and paper in my back pack.	

No tech- Recording Systems

- Using clicker devices

- Using charts
- Moving paper clips from one pocket or side of desk to the other
- Moving rubber bands from one wrist to the other



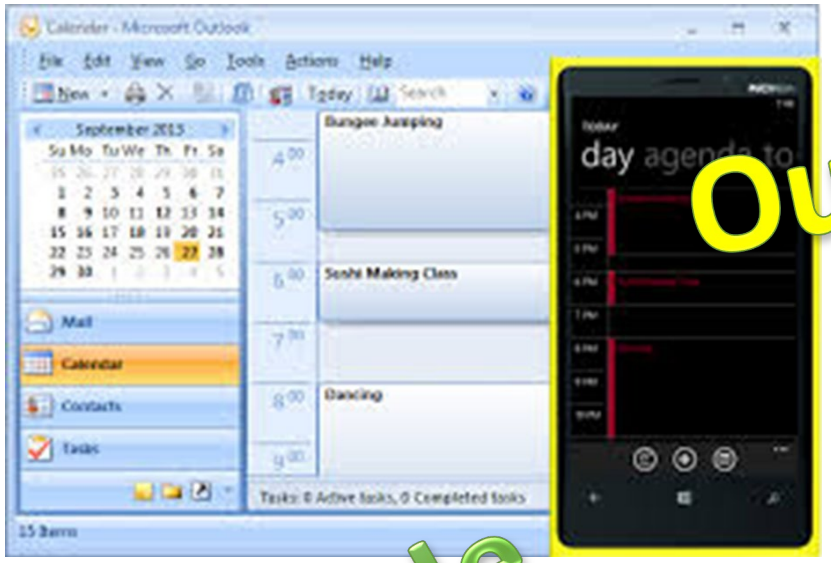
Low Tech Cueing devices

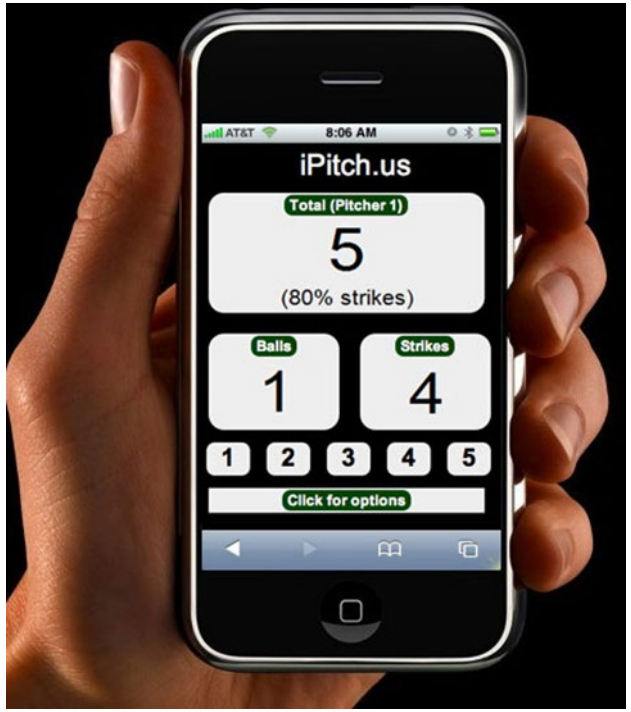
- Timers or watches

Low Tech Cueing devices

Wristwatches with beeping /vibrating alarms

Low Tech Cueing/Recording devices





Strategytools.org

Customize Forms to Print and Use

Including Topics:

- Getting Organized
- Organizing and Learning New Information
- Solving Personal Problems (monitoring card)
- Moving into the Future (action planner)

I-Connect

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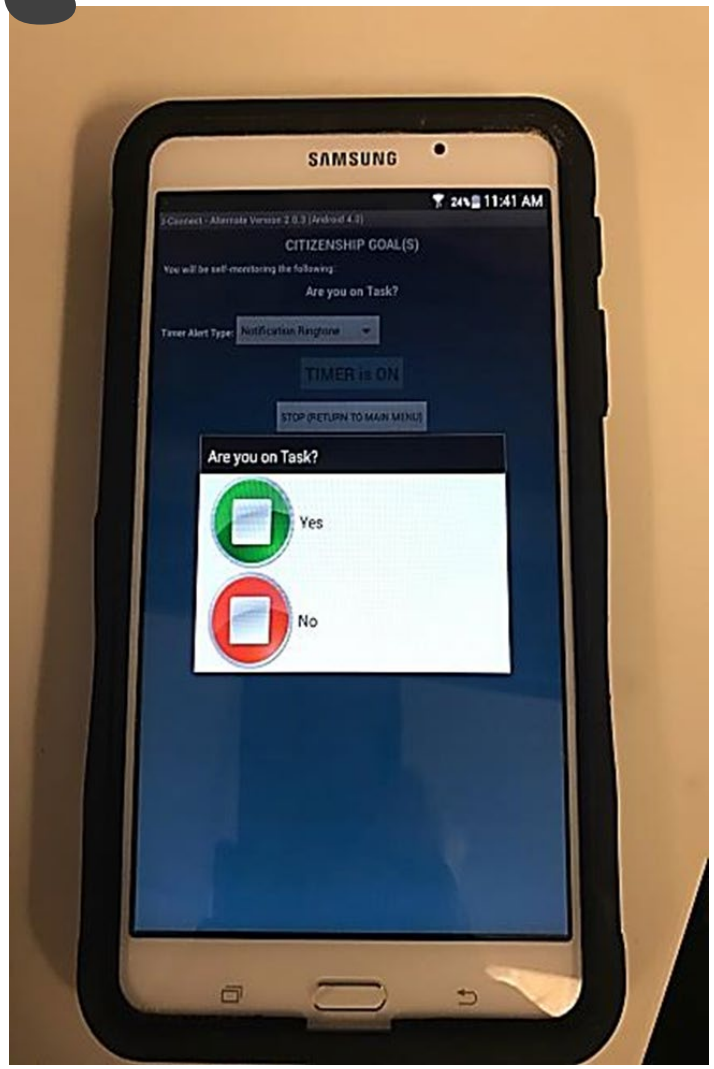
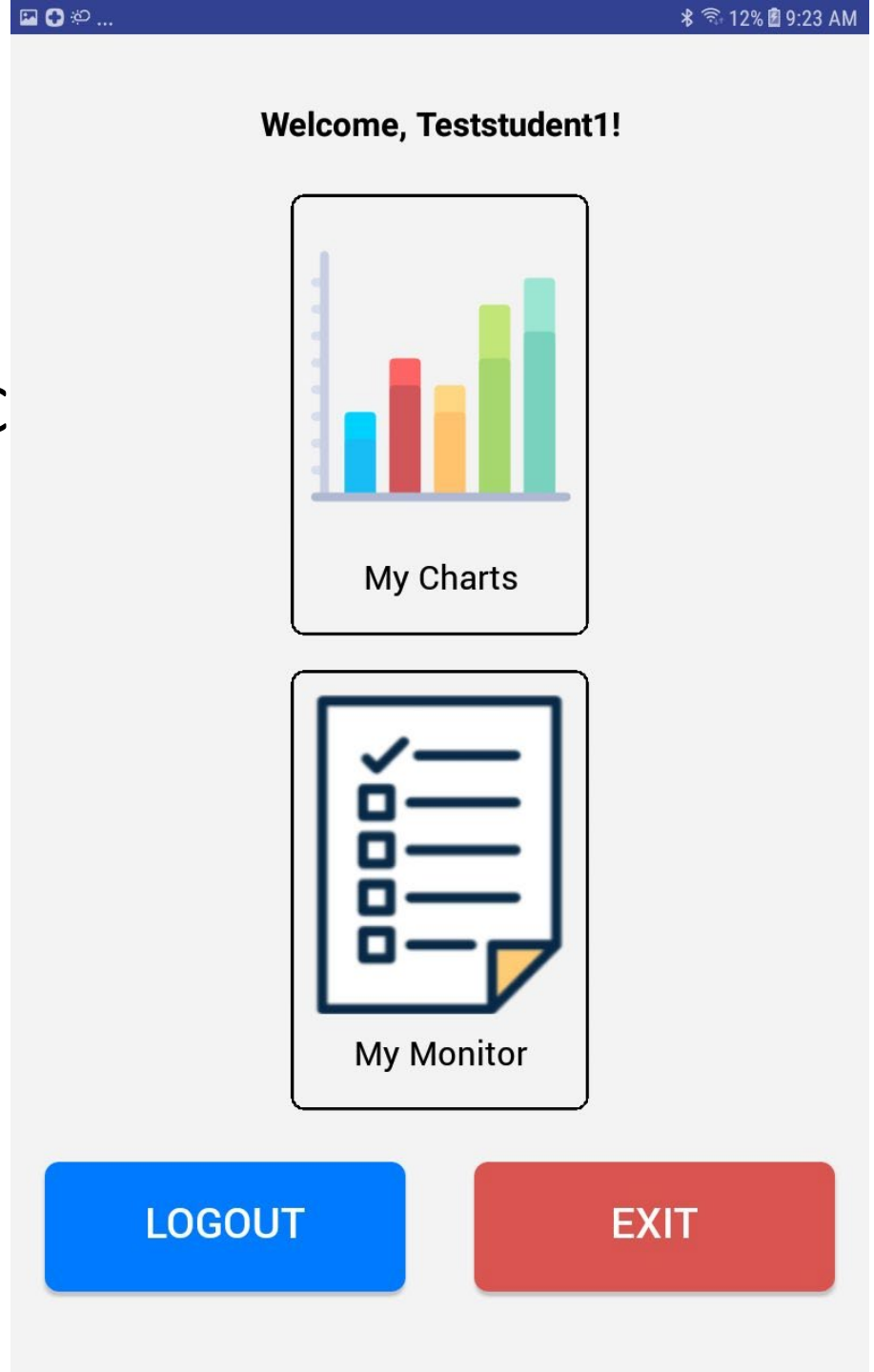
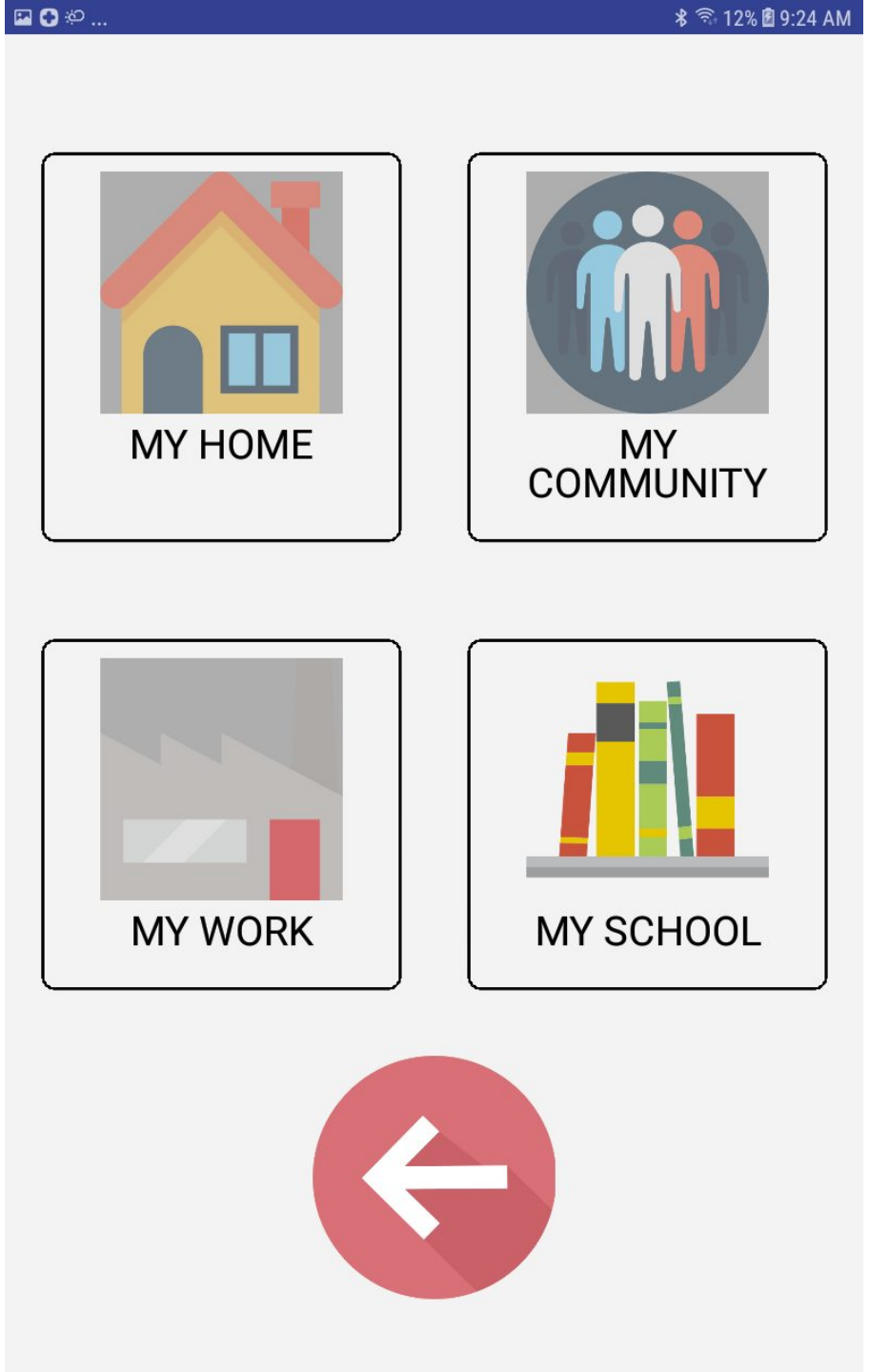
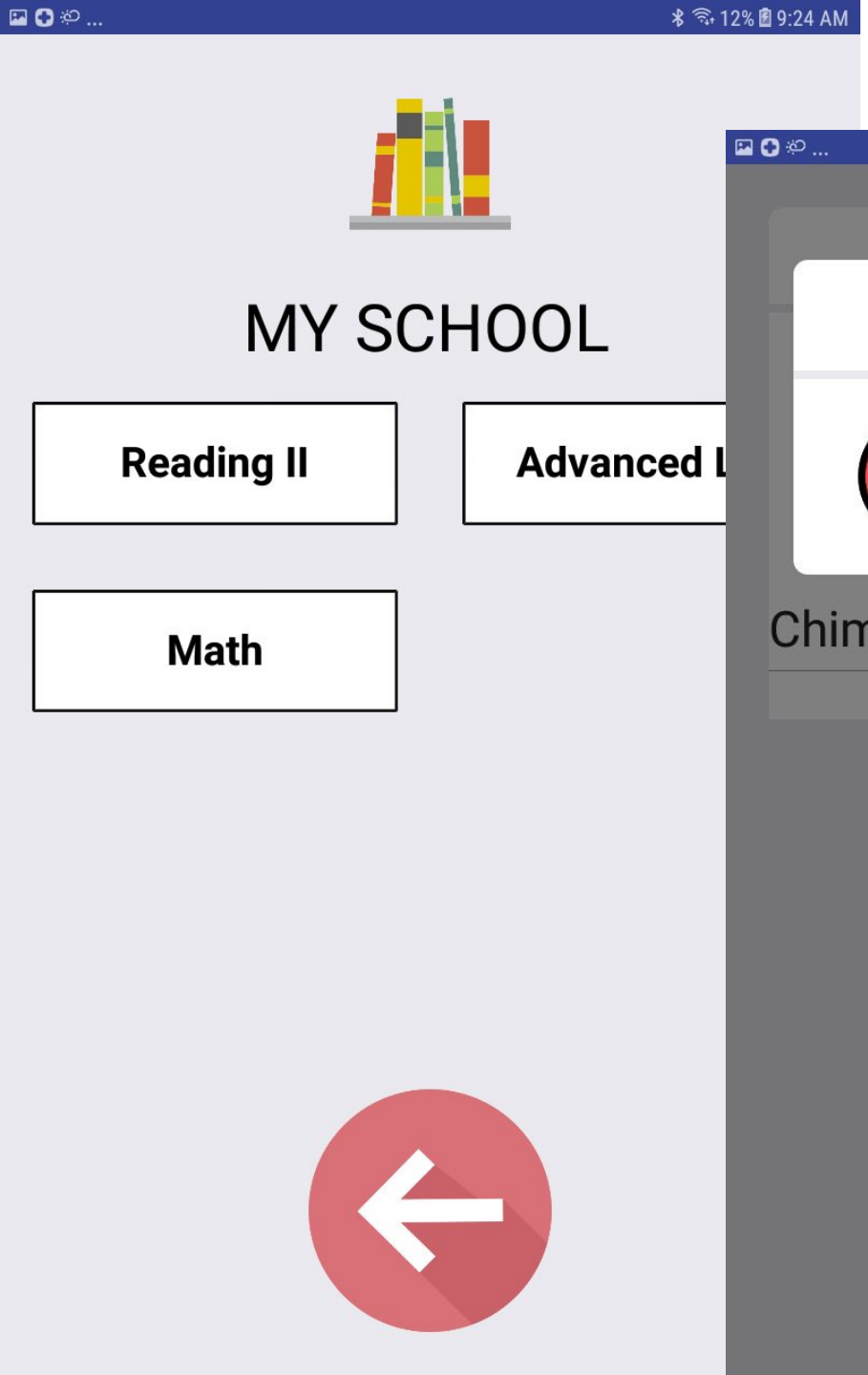
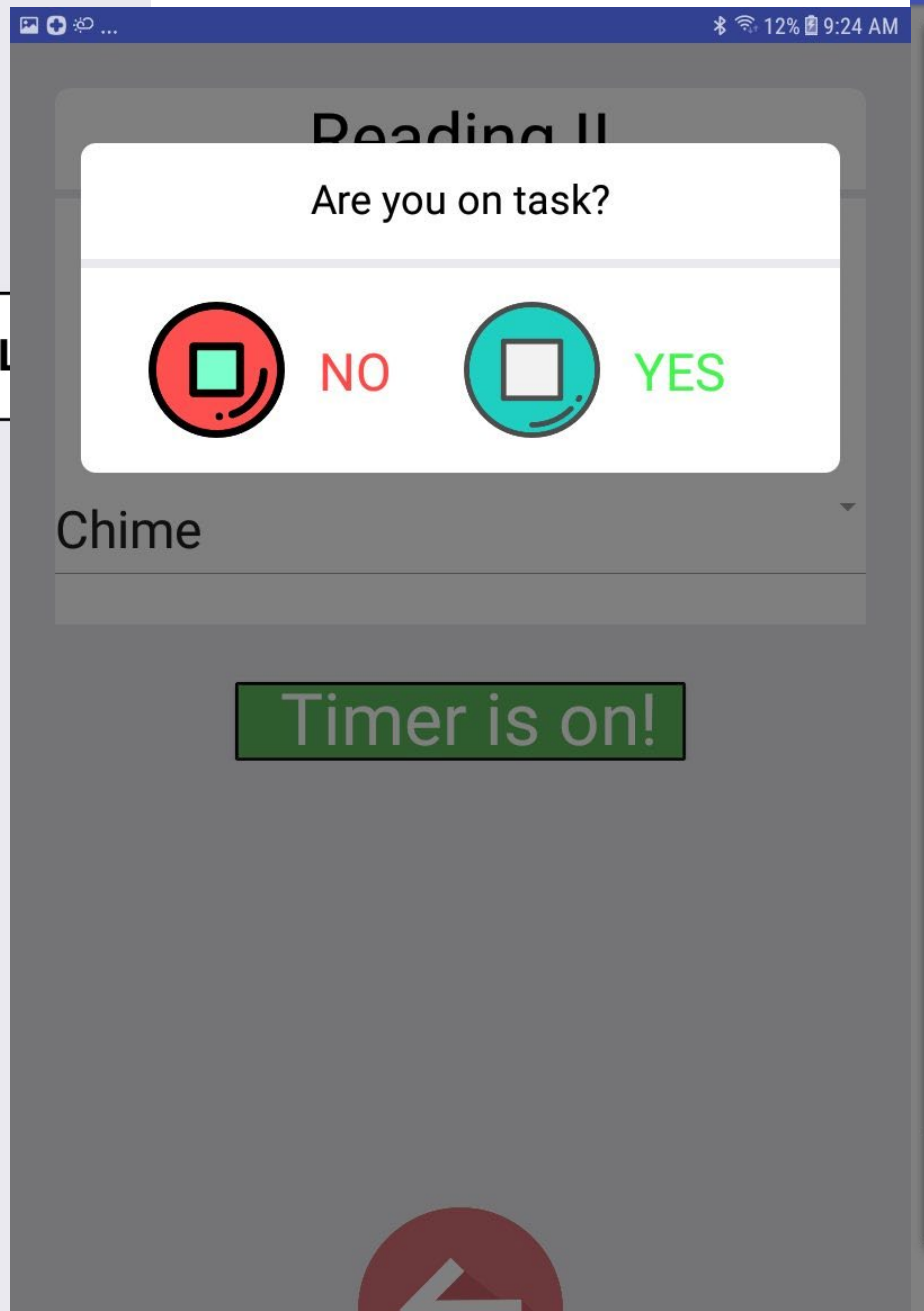


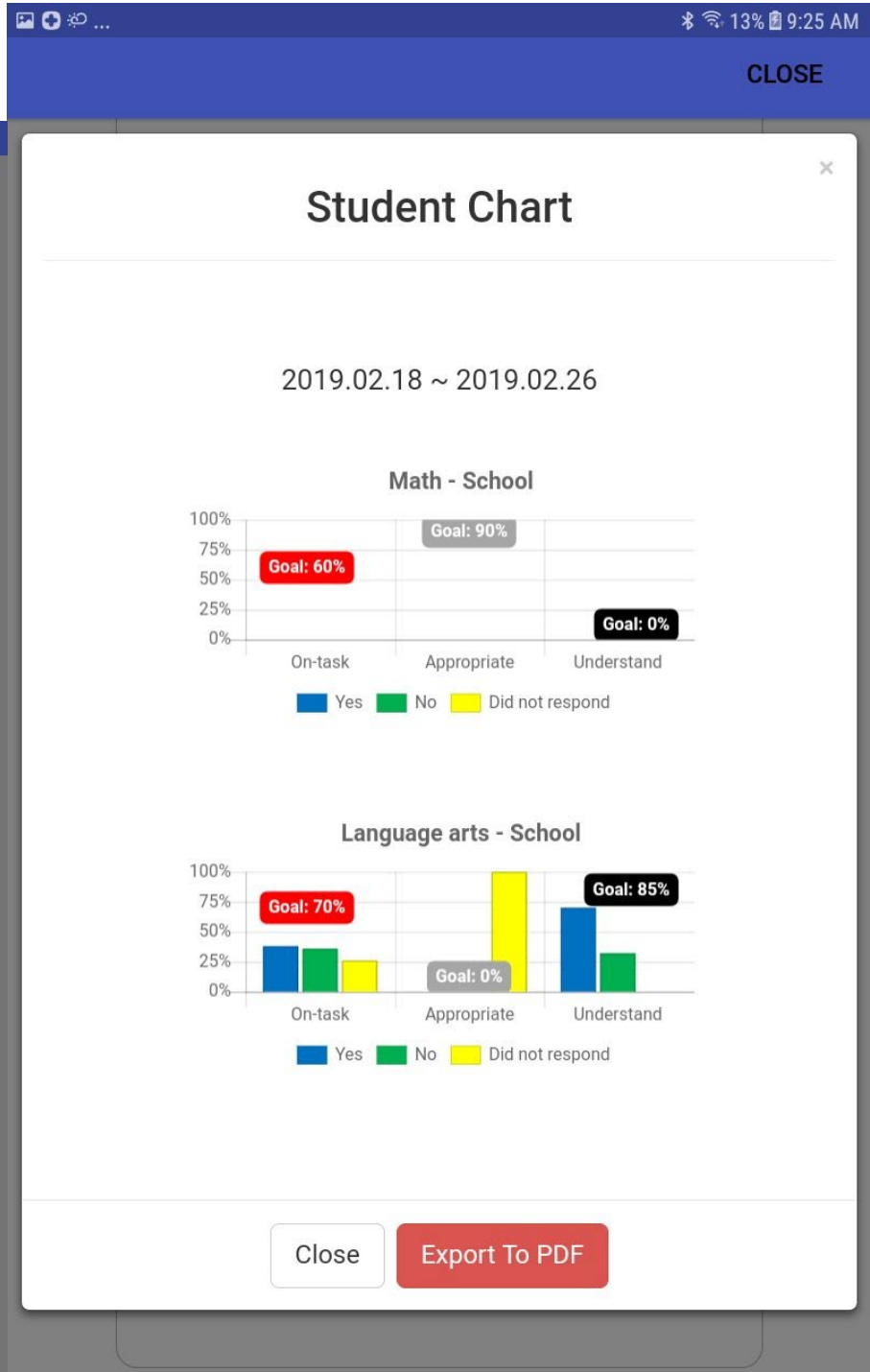
I-C


12% 9:23 AM
Welcome, Teststudent1!
My Charts
My Monitor
LOGOUT
EXIT


12% 9:24 AM
MY HOME
MY COMMUNITY
MY WORK
MY SCHOOL


12% 9:24 AM
MY SCHOOL
Reading II
Advanced L
Math


12% 9:24 AM
Are you on task?
NO
YES
Chime
Timer is on!


13% 9:25 AM
CLOSE
Student Chart
2019.02.18 ~ 2019.02.26
Math - School
100%
75%
50%
25%
0%
Goal: 60%
Goal: 90%
Goal: 0%
On-task
Appropriate
Understand
Yes
No
Did not respond
Language arts - School
Goal: 70%
Goal: 0%
Goal: 85%
Close
Export To PDF

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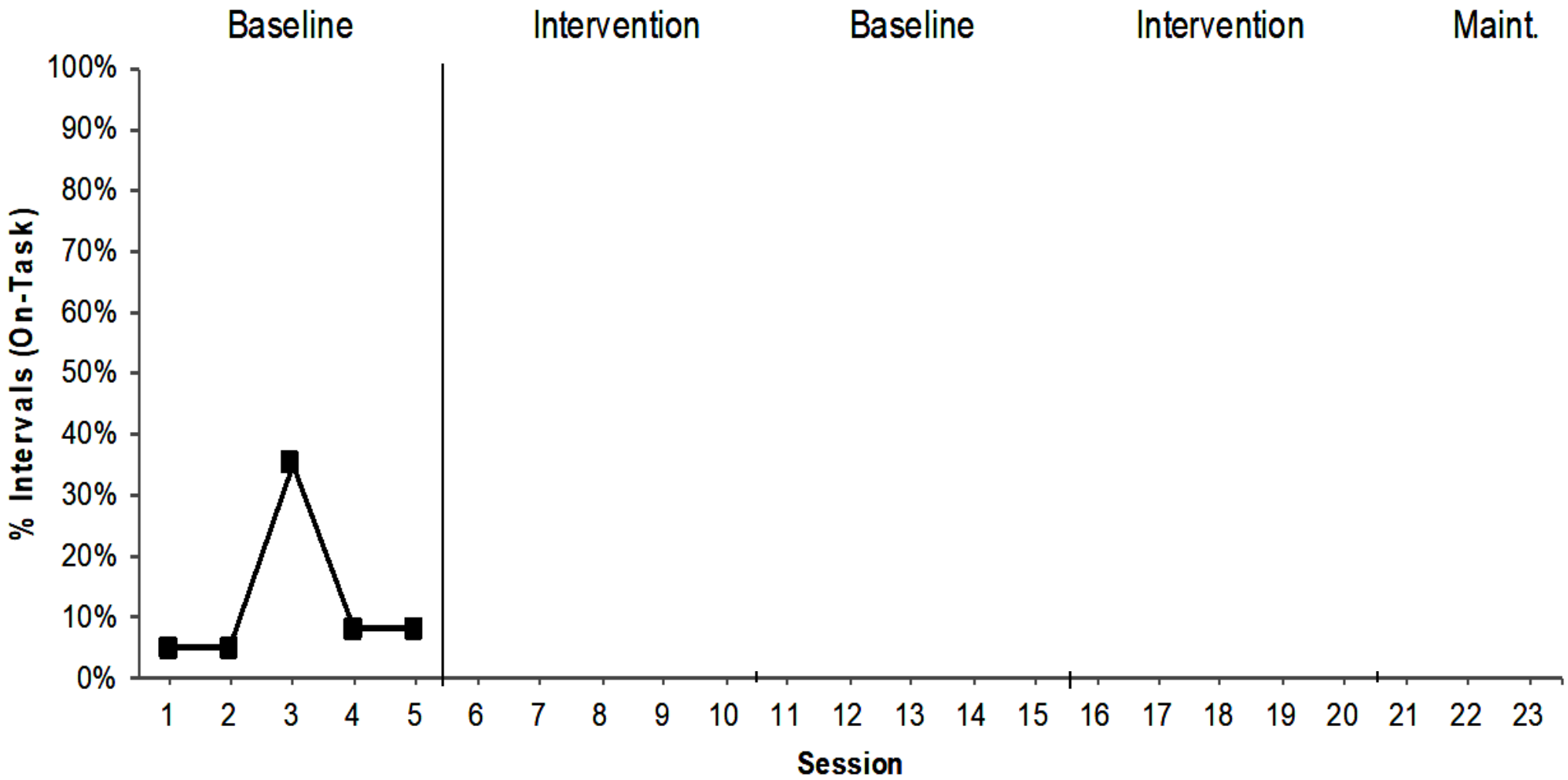
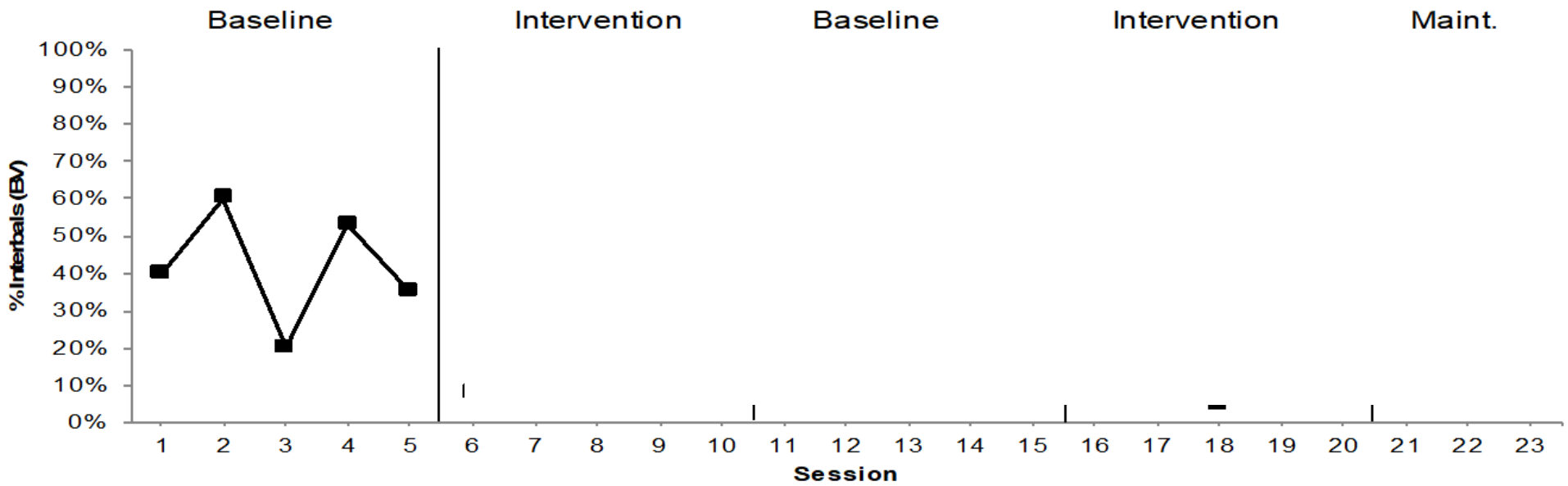
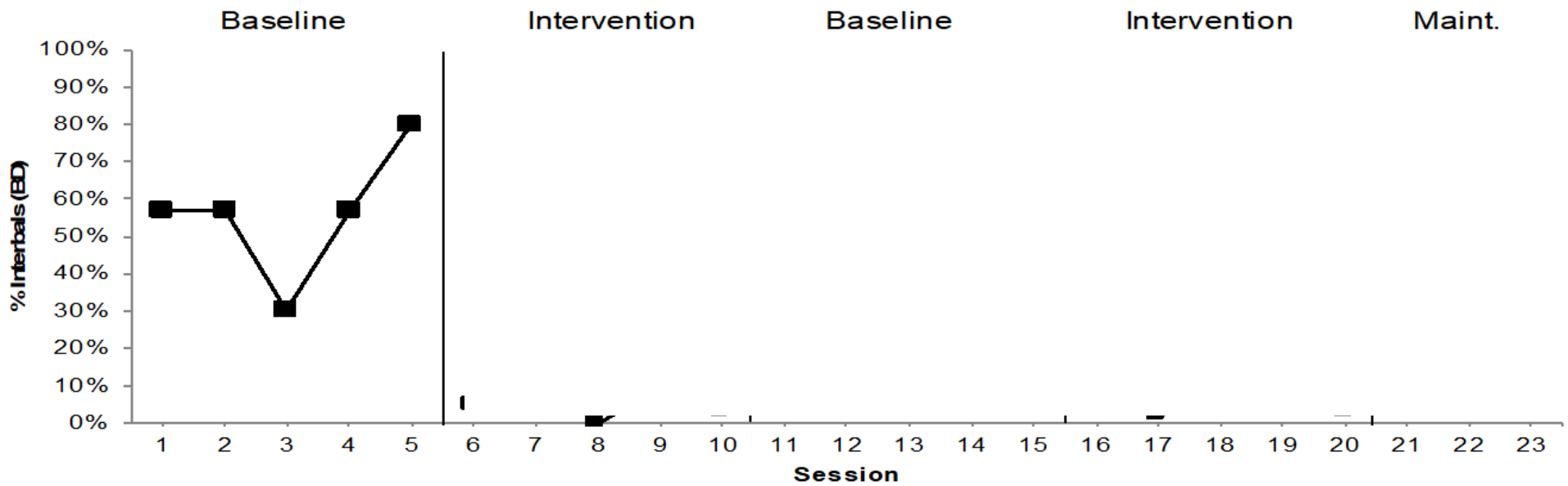
Carl


Baseline
Intervention
Baseline
Intervention
Maint.
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Intervals (On-Task)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
Session


Baseline
Intervention
Baseline
Intervention
Maint.
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Intervals (BV)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
Session


Baseline
Intervention
Baseline
Intervention
Maint.
100%
90%
80%
70%
60%
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10%
0%
% Intervals (BD)
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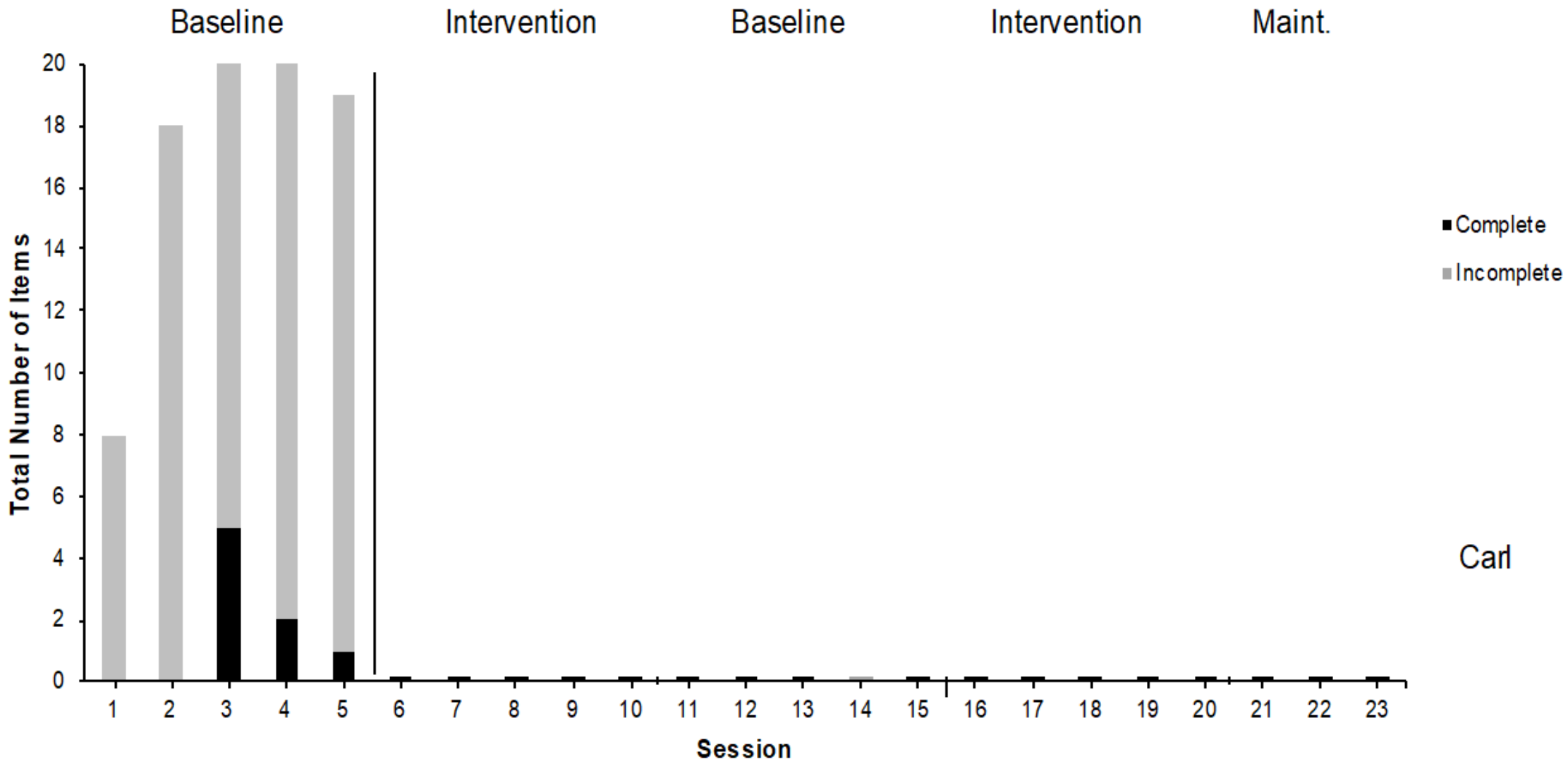
Session


Baseline
Intervention
Baseline
Intervention
Maint.
Total Number of Items
0
2
4
6
8
10
12
14
16
18
20
1
2
3
4
5
6
7
8
9
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14
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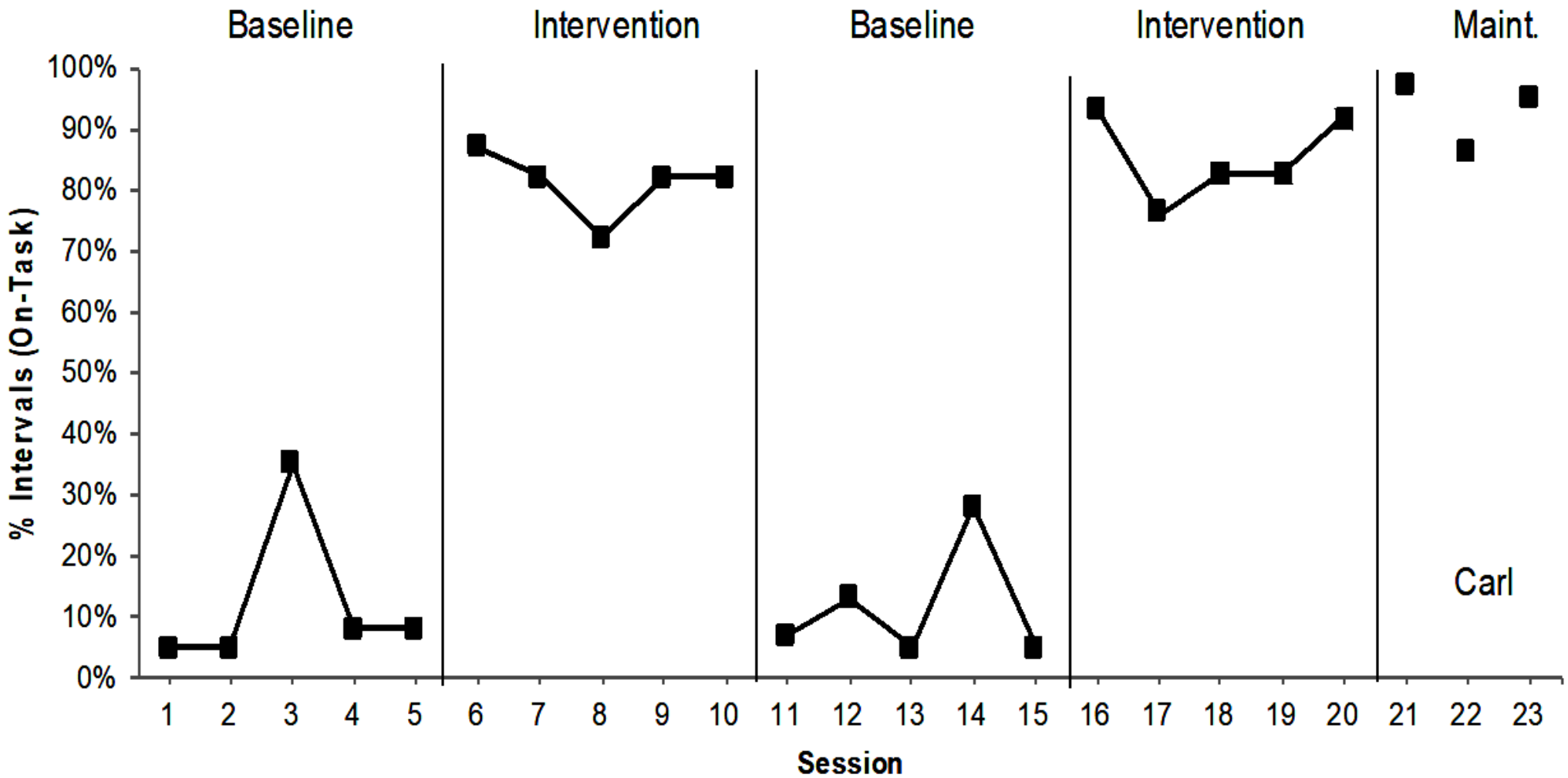
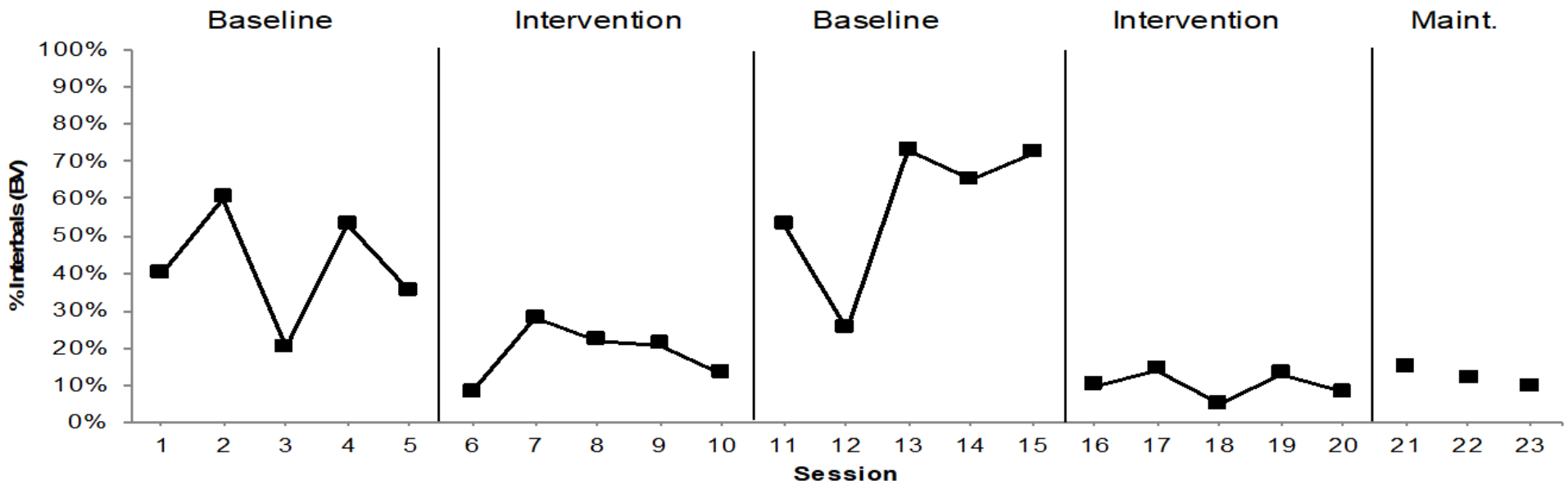
16
17
18
19
20
21
22
23
Session
Complete
Incomplete
Carl

Carl


Baseline
Intervention
Baseline
Intervention
Maint.
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Intervals (On-Task)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
Session
Carl


Baseline
Intervention
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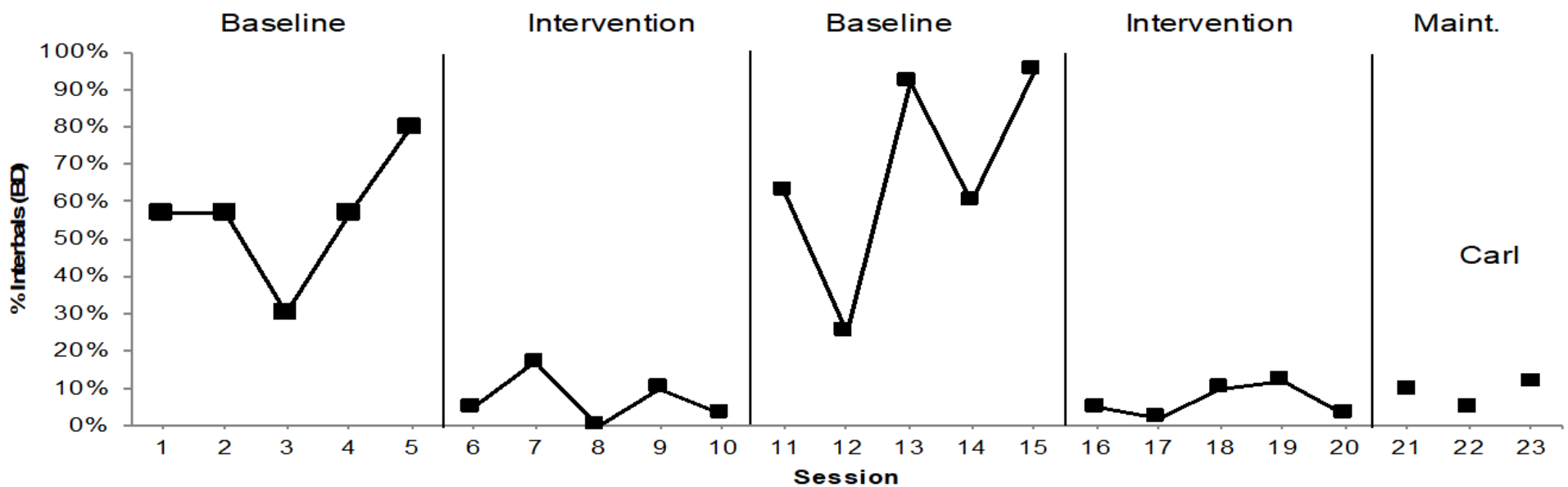
% Intervals (BV)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
Session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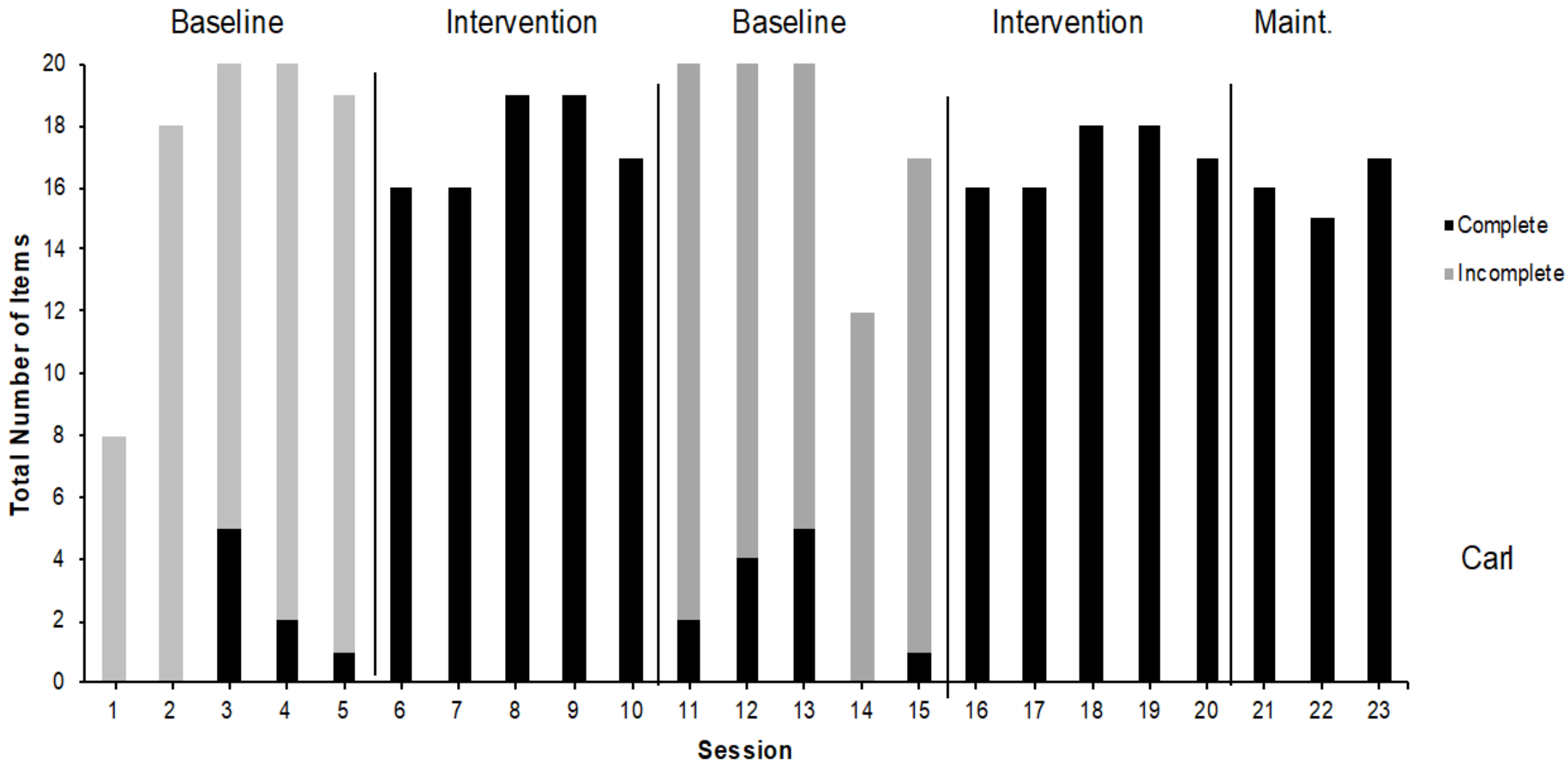
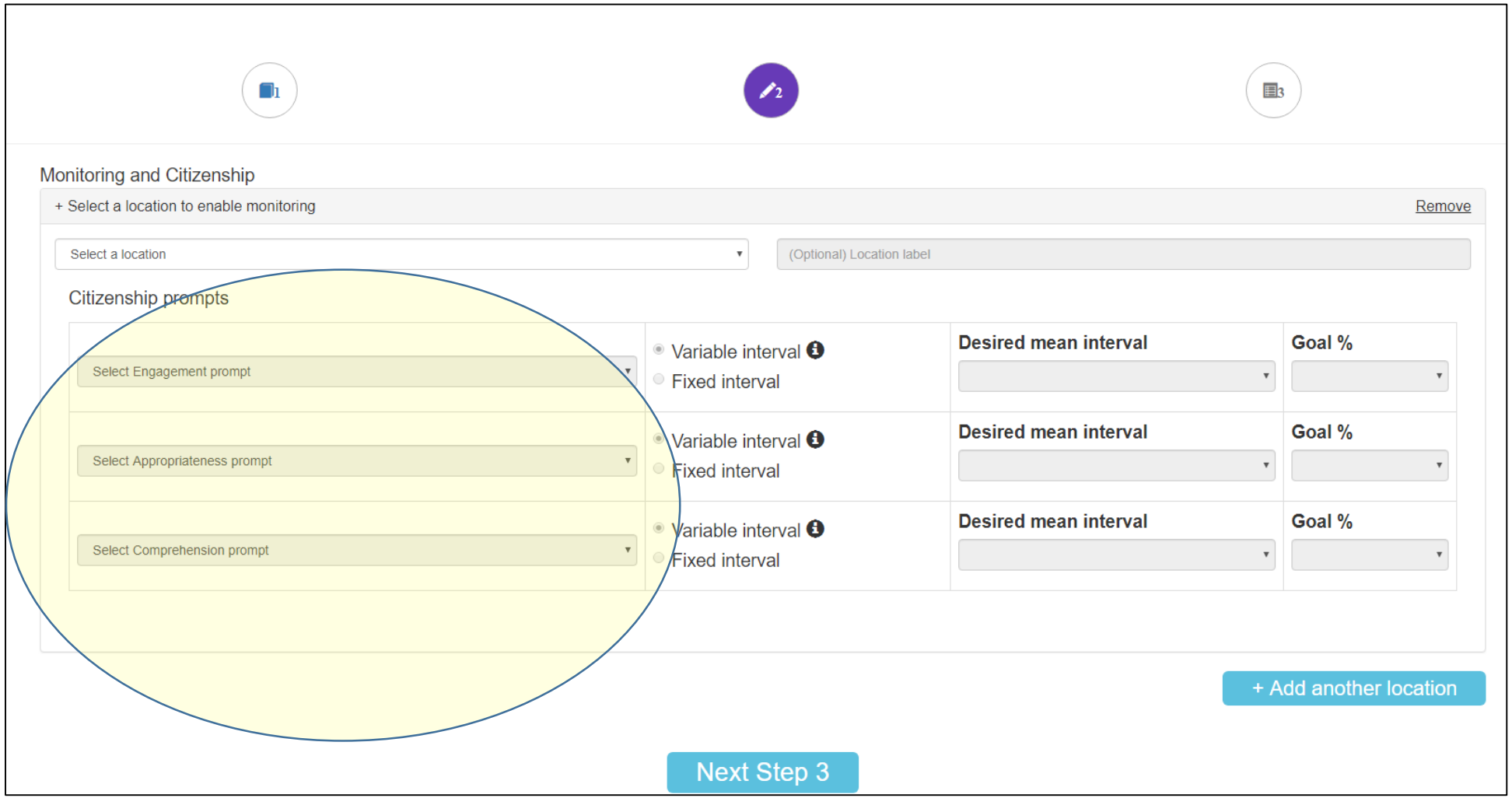
% Intervals (BD)
Carl
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
Session


Baseline
Intervention
Baseline
Intervention
Maint.
Total Number of Items
Session
Complete
Incomplete
Carl

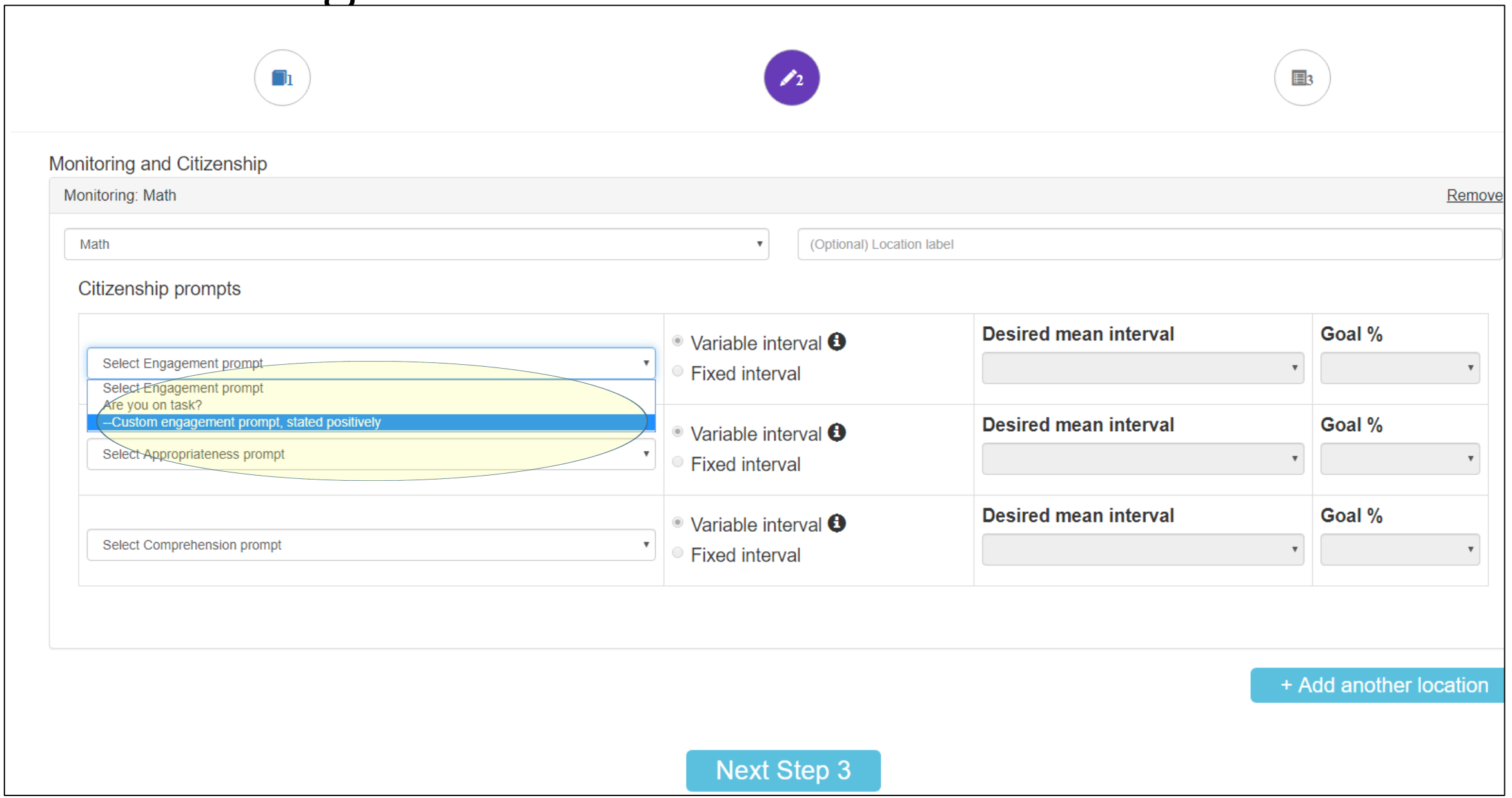
SETTING UP SELF-MONITORING

- Count up
- Thin, Adjust over time

When selecting What Citizenship Prompts to Monitor



Customizing



Customizing

- Positively State & Keep Simple

Examples:		Nonexamples:
Are you working?	Vs	Are you not-working?
Are you being appropriate?	Vs	Are you being bad?
Do you understand?	Vs	Are you lost?

We Recommend Only Selecting 1 Prompt to Monitor Although all 3 Could be Used

- WHY?

Because targeting 1 specific skill on behavior to monitor typically allows an individual to focus on that skill or behavior

Increase Accuracy of Monitoring

Target Improvement

Success

SO MANY THINGS TO MONITOR… HOW TO CHOOSE WHAT TO START WITH OR WHAT TO MONITOR

- One strategy is to identify the behavior that you think **will make the biggest difference** for the student
  - e.g., Being Engaged (if they are more likely to be appropriate and understand what is going on if they are engaged)

- One strategy is to identify the behavior that you think that the student will **most likely have success with first**
  - E.g., Student monitors using appropriate polite words before monitoring being engaged or productive

CHOSING VARIABLE OR FIXED MONITORING SCHEDULES

GOAL? LENGTH of INTERVALS?

BIG TAKEAWAYS

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