




Self-Monitoring 101: Implementing Across Elementary and Secondary Settings

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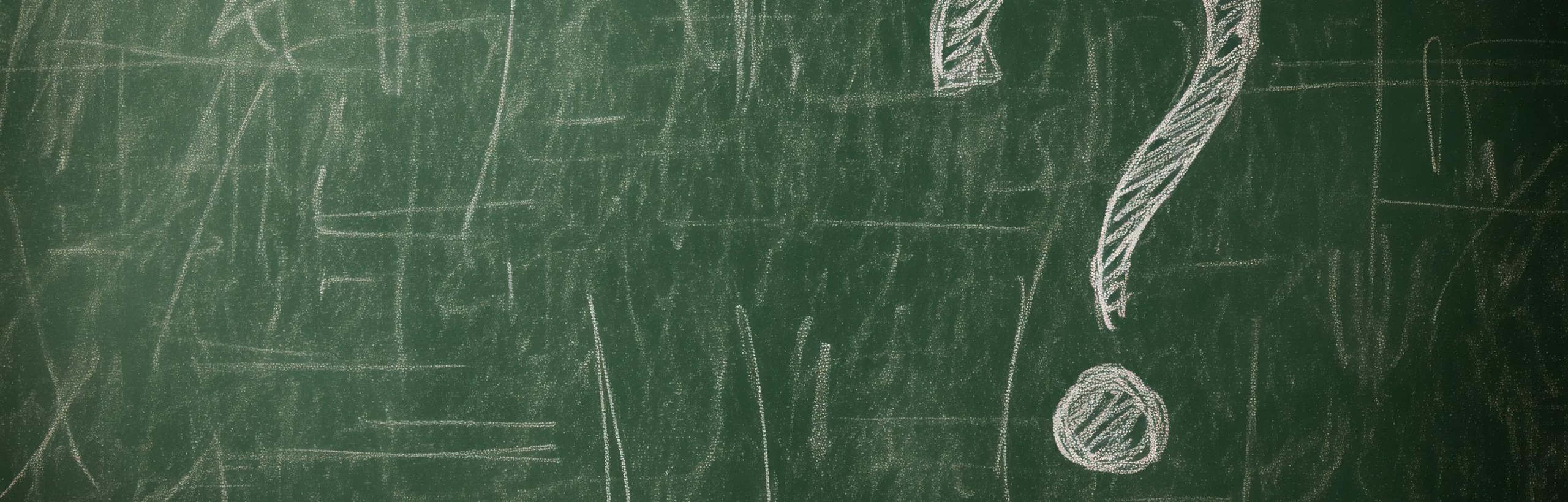
By the end of this session, attendees will:

- Identify student characteristics and needs that align best with self-monitoring interventions.
- Understand how to design an appropriate self-monitoring intervention suited to their school or classroom context.
- Describe how to implement a self-monitoring intervention in their classroom.

A G E N D A



1. Why teach self-management?
2. How do we design a self-monitoring intervention?
3. How do we implement in classrooms?



Why teach self-management?

Self-management = self-regulation

Imagine your classroom

You have exceptional classroom management skills

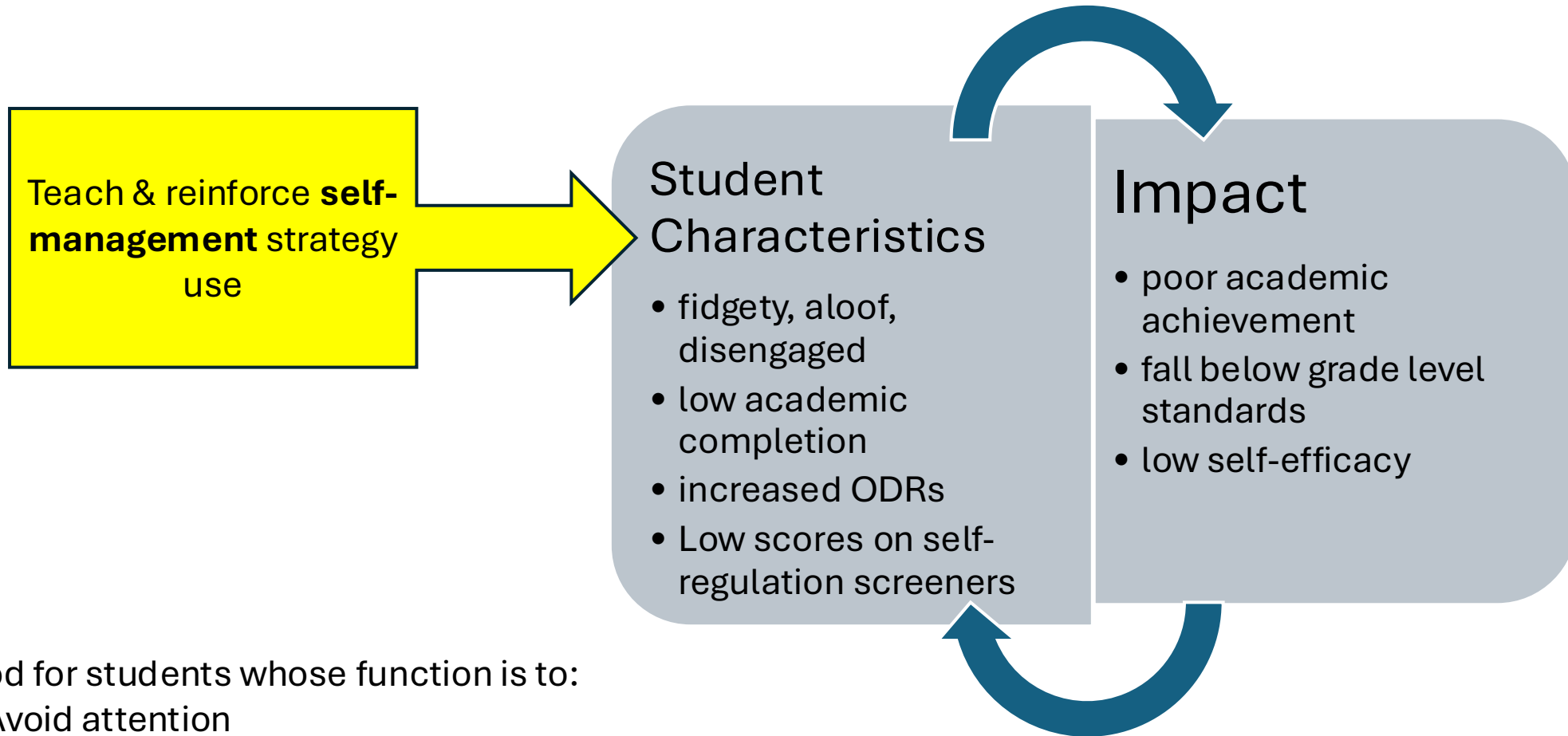
- Everything is organized and in its place
- You know all your students' names, their family members' names, and their pets.
- Routines were established week one.

**Best
Teacher
Ever**



Some students will STILL struggle with their behavior

Hyperactivity and Inattention



Good for students whose function is to:

- Avoid attention
- Avoid academic tasks

Self-Regulation Domains addressed with Self-Management



Academic

- Completing work on time
- Turning in your work
- Prioritizing
- Scheduling
- Organizing



Behavioral

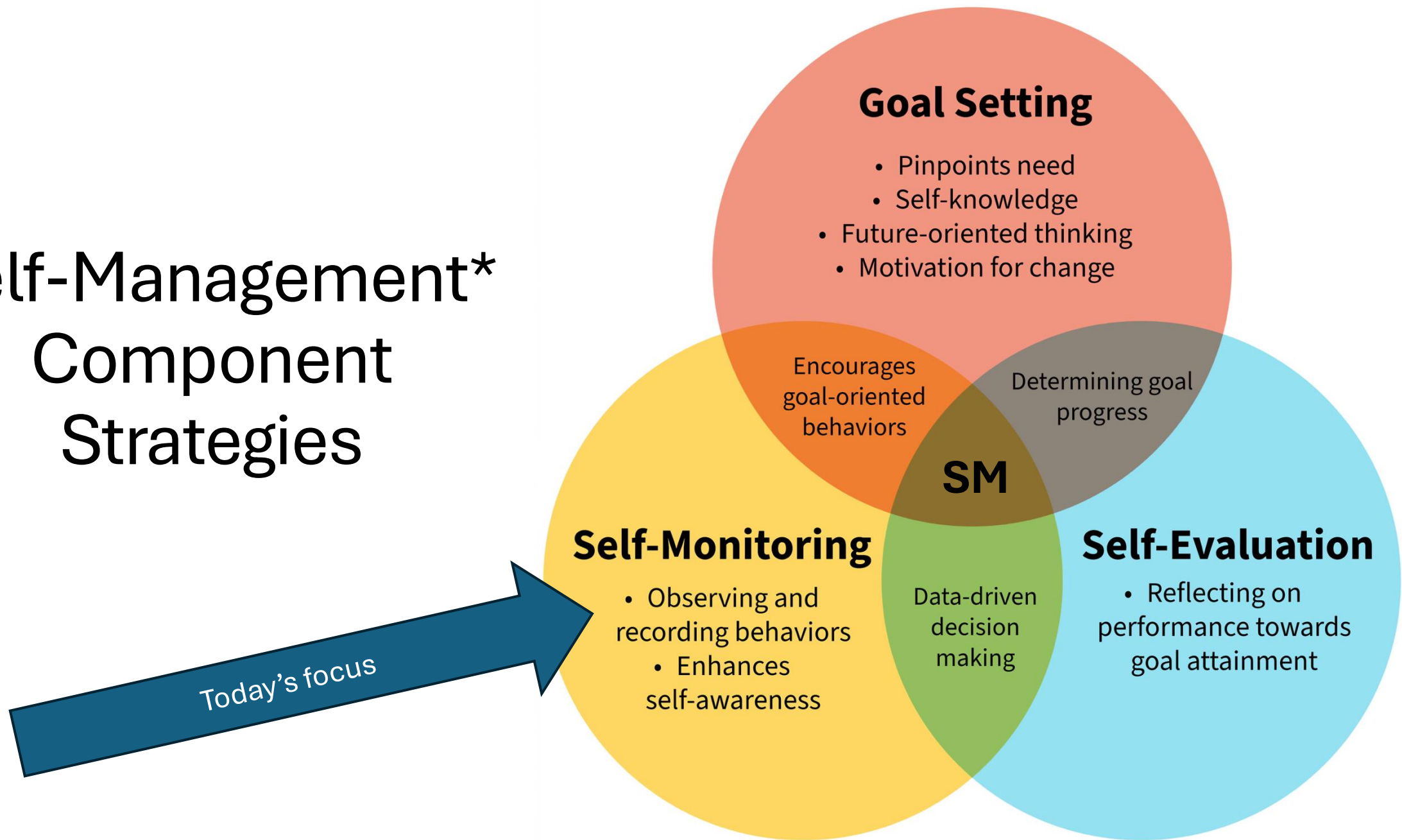
- Knowing what to pay attention to
- Sustaining attention
- Removing distractions
- Adding supports for increased attention



Emotional

- Controlling emotions
- Showing emotions in socially appropriate ways
- Understanding feelings

Self-Management* Component Strategies



Self-Monitoring

Observing and recording your behavior at a given moment

Enables students to recognize when they are engaging in specific behaviors

Prompts students to think about using appropriate replacement behaviors





How do you design a self-monitoring intervention?

Types of Self-Monitoring

Frequency counting

- Keeping a tally of each time you engage in a behavior

Checklists

Interval-based self-monitoring

- Dividing a session into smaller chunks of time
- Prompting yourself to observe your behavior
- Recording the extent to which you are engaging in the behavior

Technology-based self-monitoring

- Efficient, socially valid

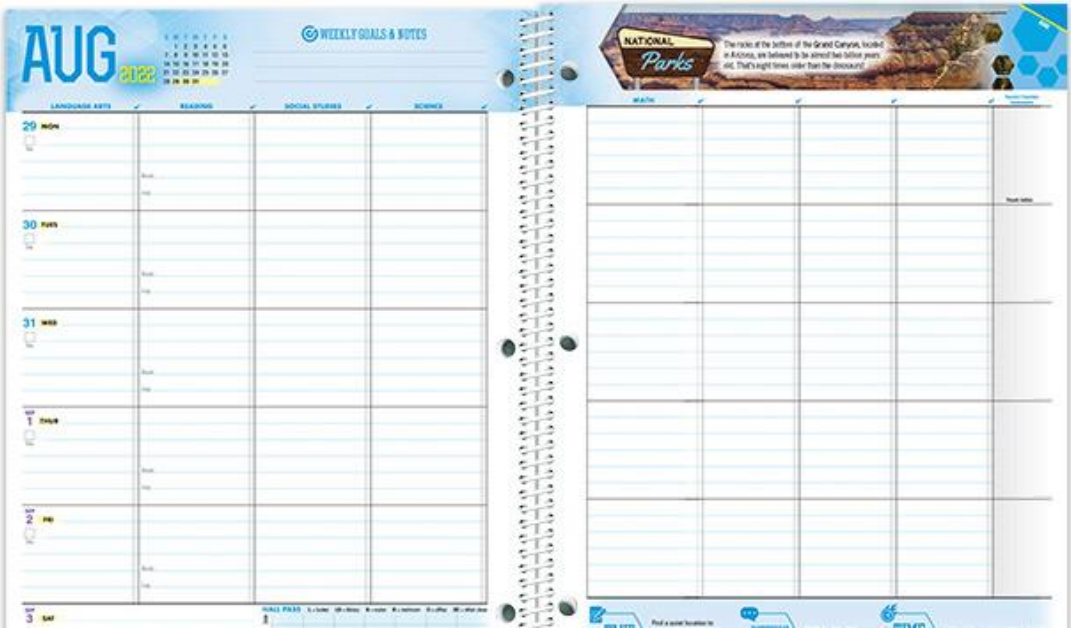
Frequency Counting

Question	Tally/ count	Comments
How many questions did I ask?	1111	
How many problems did I complete?	1	
How many problems are correct?	11	I need to ask for help
How many pages did I read?	1	

Checklists

		Date:	Period:	
Item	Circle		Comment	
1. Did I fill out my planner?	Yes	No		
2. Did I ask at least 1 question?	Yes	No		
3. Did I answer at least 1 teacher question?	Yes	No		
4. Did I arrive on time?	Yes	No		
5. Did I speak only when appropriate?	Yes	No		
	Total Yeses:			

Checklists



DAILY TO DO LIST

<p>MONDAY</p> <p><input type="checkbox"/> * _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>TUE SDAY</p> <p><input type="checkbox"/> * _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p>WEDNE SDAY</p> <p><input type="checkbox"/> * _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>THURSDAY</p> <p><input type="checkbox"/> * _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p>FRIDAY</p> <p><input type="checkbox"/> * _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p>SATURDAY / SUNDAY</p> <p><input type="checkbox"/> * _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

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Interval-based Self-Monitoring

- Dividing a session into smaller chunks of time
- Prompting yourself to observe your behavior
- Recording the extent to which you are engaging in the behavior



A step-by-step guide to Interval-Based Self-Monitoring

Decisions:

1. What behavior to self-monitor
2. When to self-monitor
3. Interval length
4. Prompting method
5. Response type & recording method

Step 1: What behavior to self-monitor?

- Use your Tier 2 referral data
- Align to schoolwide expectations
- Think OMPUA
- Always **positively** stated
- Phrase as a question
- In the moment vs reflective

Examples

“Have I been responsible?”

“Am I being respectful?”

“Have I been following directions?”



Pop Quiz!

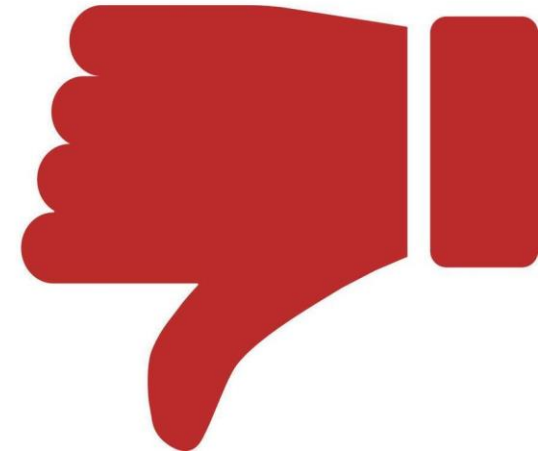
Is this a good behavior question?

“Am I being disruptive?”

“Have I been paying attention?”

“Am I keeping my hands to myself?”

“Am I talking out of turn?”




Step 2: When to self-monitor?

- Self-monitoring is time-limited
- Should not last all day
- Identify ~20-60 minute chunk of time
- When is the student demonstrating the greatest need?

Examples

- Whole group instruction
- Independent work time
- Entire secondary class period

Time	Activity
7:45-8:00	Doors open, morning routines
8:00-8:15	Calendar
8:15-8:45	S.M.A.R.T. Time
8:50-10:25	Reading Block
10:32-11:02	Lunch
11:05-11:45	Math
11:48-12:28	Activity
12:30-12:45	Snack/Read Aloud
12:45-1:20	Writing
1:20-1:45	Recess
1:45-2:00	Silent Reading
2:10-2:30	Start Dismissal



Period	Time	MONDAY
1	8:45 AM - 9:26 AM	English Language Arts (ELA)
2	9:29 AM - 10:10 AM	
3	10:13 AM - 10:54 AM	PE
4	10:57 AM - 11:37 AM	MATH
5	11:40 AM - 12:20 PM	LUNCH & ADVISORY
6	12:23 PM - 1:03 PM	MATH
7	1:06 PM - 1:47 PM	ENRICHMENT
8	1:50 PM - 2:31 PM	SCIENCE
9	2:34 PM - 3:15 PM	SOCIAL STUDIES

Pop Quiz!

Is this a good time to self-monitor?

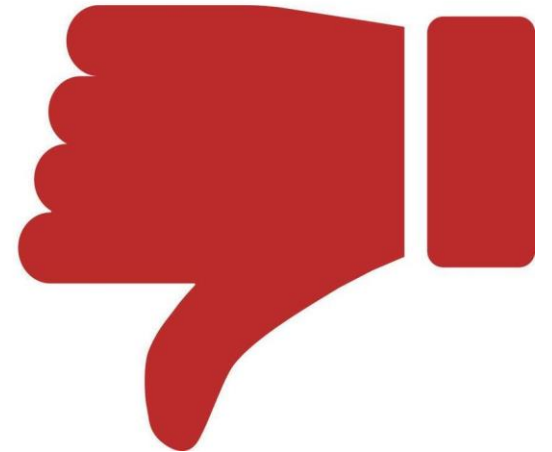
20-minute silent reading block

Recess

9:00-9:30

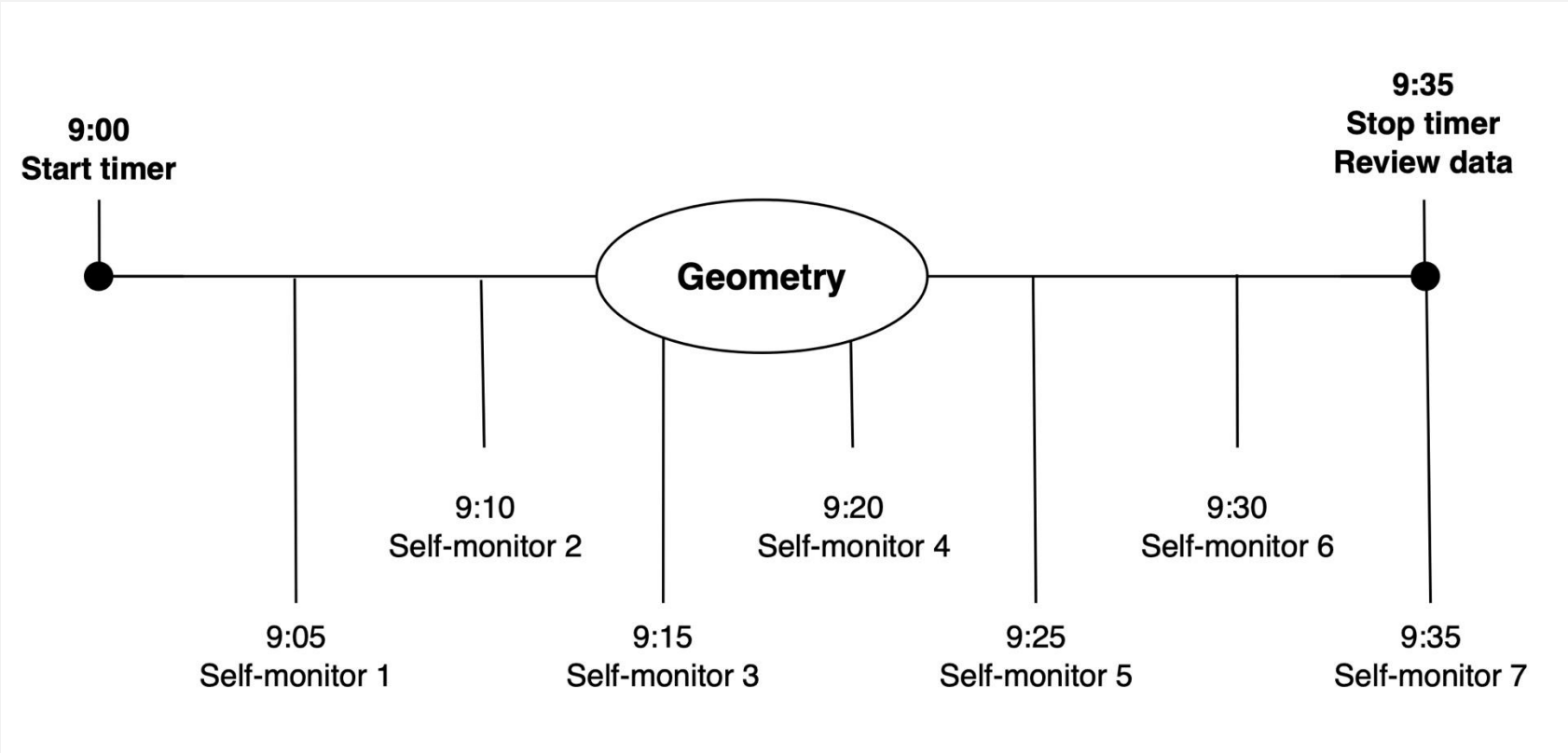
11:00– dismissal

4th period



Step 3: What's the interval?

Student answers behavior question at the end of each interval





Recommendations

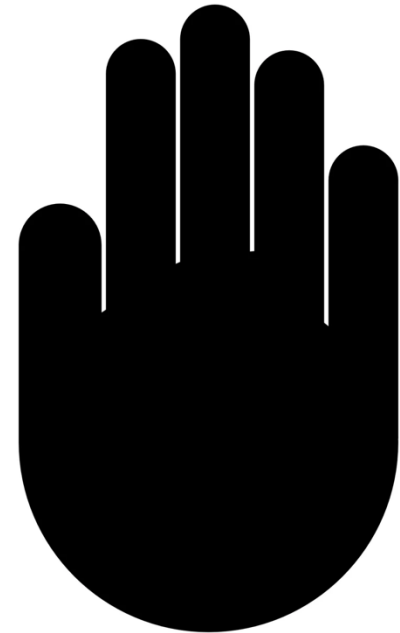
- Shorter intervals = faster change
 - Prompts students to think about behavior more often
- 5-10 mins is a good starting place
- Super short intervals (e.g., 1 minute or less) are good for very poor engagement or very frequent disruptive behaviors
- Think about how many times you want the student to self-monitor during the session (e.g., class period, learning activity)
 - More self-monitoring opportunities = more opportunities for change

Pop Quiz!

What would be a good interval length? Why?

Ben always blurts out during whole group instruction.

Stephanie checks her phone every three minutes during world history.



RAISEYOURHAND

Step 4: How are students being prompted?

Visual
Audible
Tactile



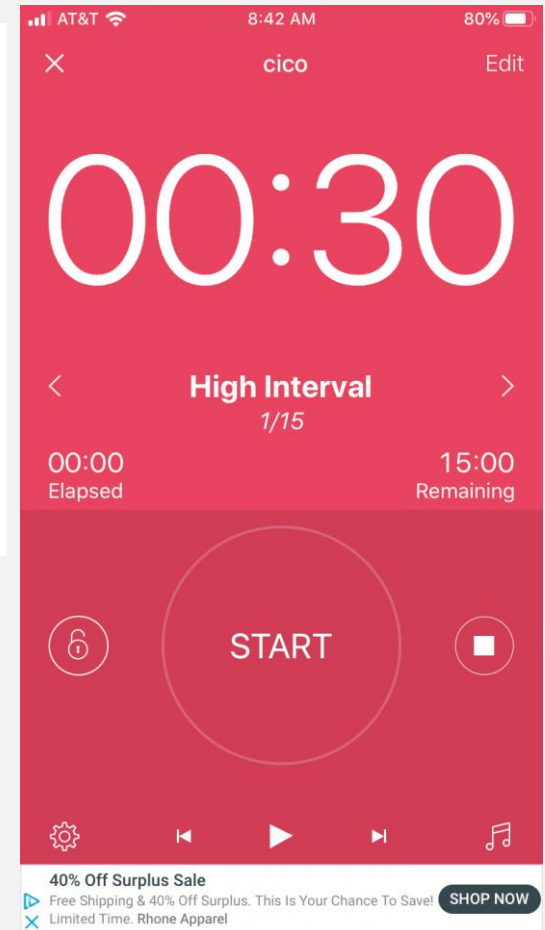
Gym Boss

- Vibrates to cue
- Automatically starts next interval
- Available on Amazon



Kitchen Timer

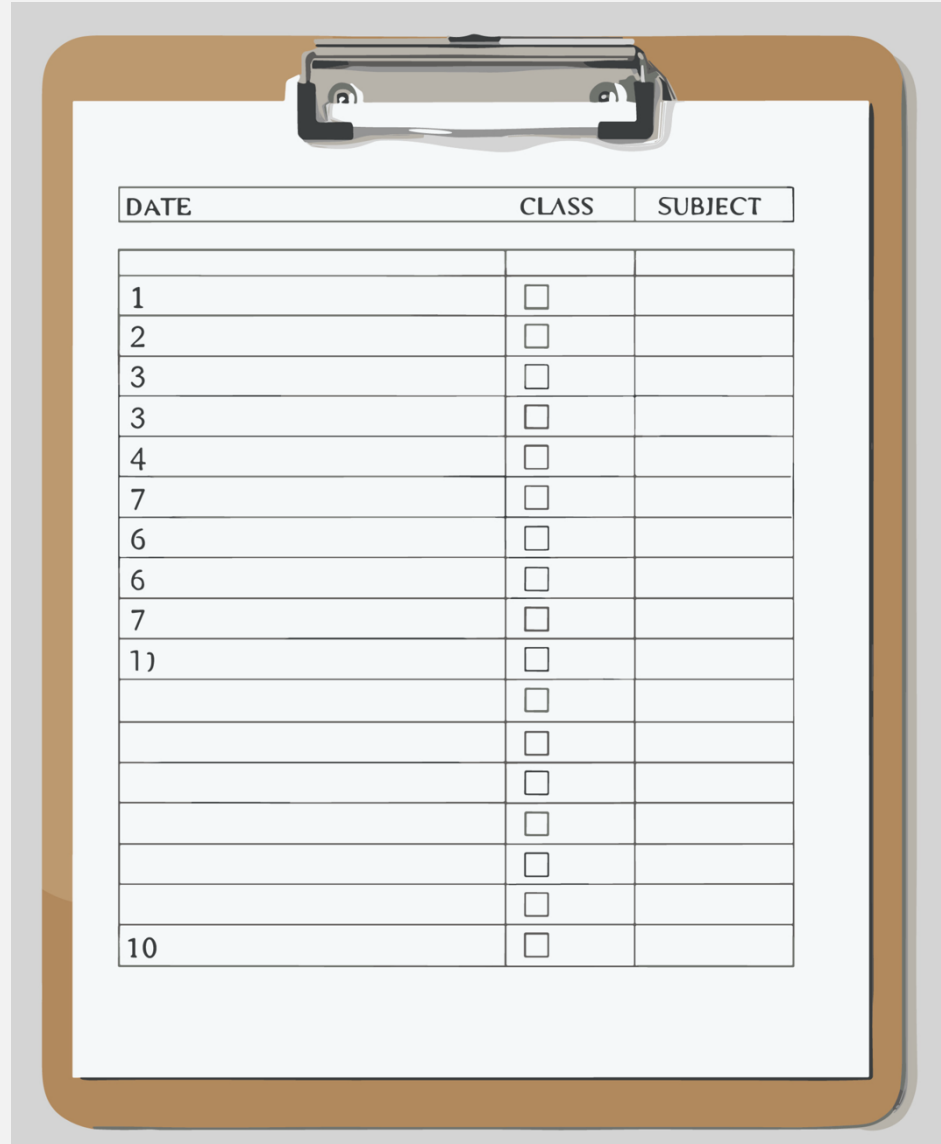
- Audible cue
- Must reset for next interval



Interval Timer App

- Android & Apple
- Free

Step 5: How are they answering their question and where are they recording it?



A clipboard with a silver clip at the top, holding a white sheet of paper with a checklist table. The table has three columns: DATE, CLASS, and SUBJECT. The rows are numbered 1 through 10. Each row has a checkbox in the CLASS column.

DATE	CLASS	SUBJECT
1	<input type="checkbox"/>	
2	<input type="checkbox"/>	
3	<input type="checkbox"/>	
3	<input type="checkbox"/>	
4	<input type="checkbox"/>	
7	<input type="checkbox"/>	
6	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
1)	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
10	<input type="checkbox"/>	

- Rating scale
 - 0 = never
 - 1 = sometimes
 - 2 = almost always

- Yes/no

- Graphics



Maria's Self-Monitoring Form

Behavior: Be Responsible

I will show responsibility during science by watching the teacher during demonstrations, work on my lab assignment during class, and clean up after myself. I am not showing responsible when I use my phone inappropriately, chat with my friends, and leave a mess.

Interval: 5 minutes

0 = no, never

1 = rarely

2 = often

3 = yes, always









Interval 1	Have I been responsible?	1	2	3	4
Interval 2	Have I been responsible?	1	2	3	4
Interval 3	Have I been responsible?	1	2	3	4
Interval 4	Have I been responsible?	1	2	3	4

Tim's Self-Monitoring Form

Behavior: Be Safe

I will be safe when I keep my hands and feet to myself. I am not safe when I hit or touch my classmates.

Interval: 3 minutes

	Yes	No
Am I being safe?		
Am I being safe?		
Am I being safe?		
Am I being safe?		

Behavior Question:

Have I been listening to the teacher and watching demonstrations?

Examples:

keeping my eyes on the teacher while she is talking, taking notes, following along in my book.

Non-examples:

staring out the window, sleeping, texting

Interval Length: 4 minutes

0 = Never

1 = Sometimes/ kind of

2 = All the time/ perfect/ excellent

Date: 8/22/19

Interval	Rating		
1	0	1	2
2	0	1	2
3	0	1	2



Implementation

How do you do this with your students?

Procedures based on Location

Who will participate?

Whole Class?

Small Group?

Individual?

How long will SM last? Timer?

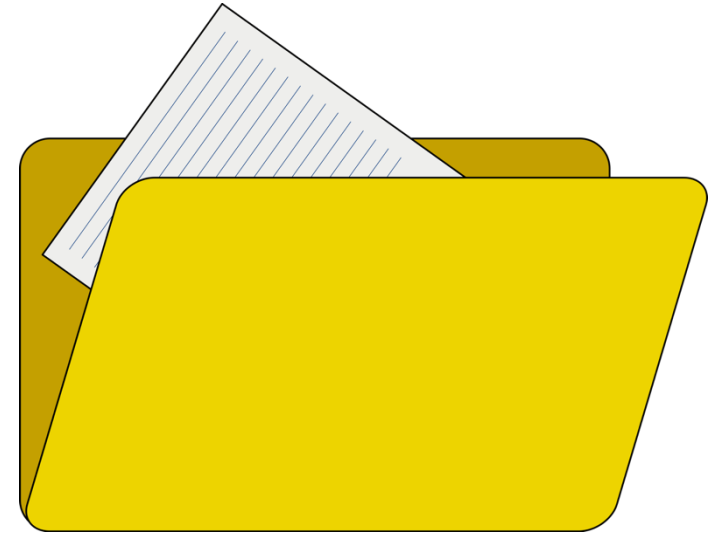
How will the students get / use their SM form?

What timer is best for the location/ activity?

How will goal be developed and monitored?

How will reinforcement be provided?

- Co-teaching
- Resource – Special Education
- General Education
- Self Contained- Special Education



Teaching To Students

- Rationale
 - How can this help us meet our goals (provide some real-life scenarios)
 - Attention
 - Skill performance
- Practice – until mastery of the process!
 - Start with Shorter timer to increase opportunities
 - During preferred activities (low academic demand)
- Time spent now is Time **SAVED** later!



Implementation

- Be willing to make changes
 - Use first week to assess and tweak
- Reconsider Timer and Prompts if students not meeting goals
 - Shorter
 - Less goals/ More specific
- Don't give up
 - Adapt procedures to fit student needs.
- Teacher monitors accuracy
 - Mystery student
 - Talley system
 - 1 v 1 comparison

Implementation Continued...

- First – Reinforcement provided for Accuracy
 - Emphasis on Honesty
- Then shift to Performance
 - Meeting goals
 - Performing Academic skills Correctly

Pop Quiz!

How does location and activity affect Self-Monitoring Procedures?

How can a teacher Monitor accuracy of student responses?

How should initial practice of SM take place?



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Closing

Resources, Q&A, Evaluation

Resources with hyperlinks!

Article

Self-Monitoring With Secondary Students: Using a Smartphone App to Increase Attention to Task

Kathleen B. Cook, PhD¹ , and Kristin L. Sayeski, PhD² 

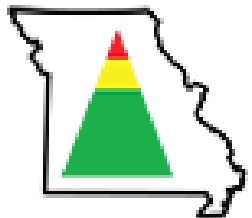
Abstract

Despite decades of robust evidence demonstrating the effectiveness of self-monitoring for attention, the strategy is not universally taught to students who struggle with attention, particularly within general education settings. Recent studies have included technology such as tablets or smartphones, adding to the ease and social acceptability of the self-monitoring strategy. In this article, we provide the steps and tips for teachers to use an inexpensive smartphone app to increase on-task attending during instruction.

[hyperlink](#)

 HAMMILL INSTITUTE
ON DISABILITIES

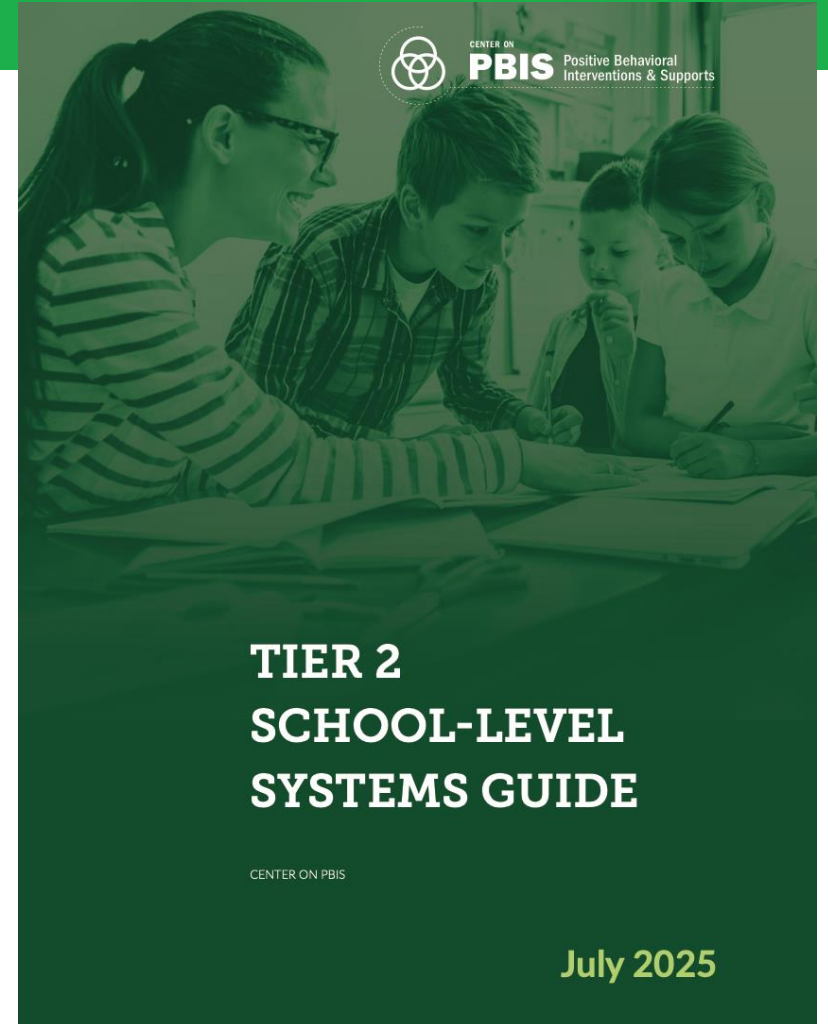
Beyond Behavior
2022, Vol. 31(2) 92–102
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MO SW-PBS

Missouri Schoolwide Positive Behavior Support

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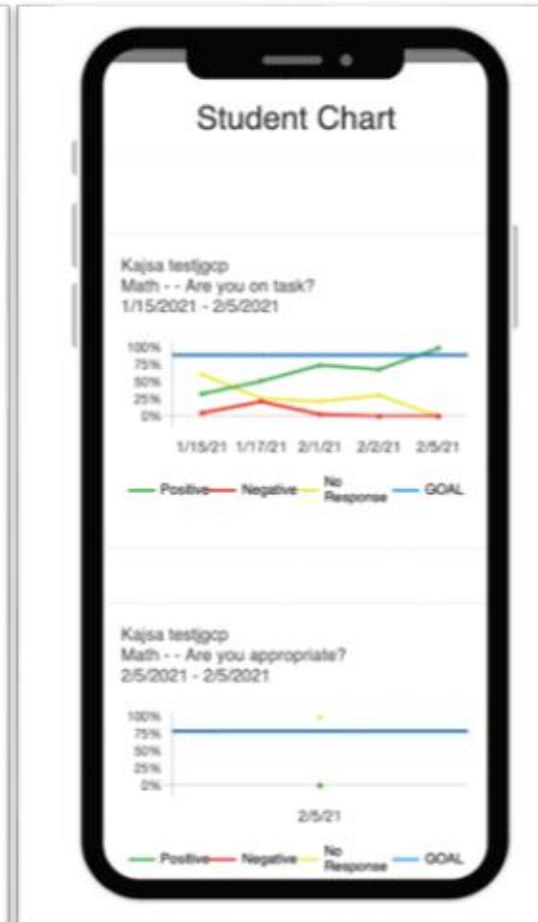
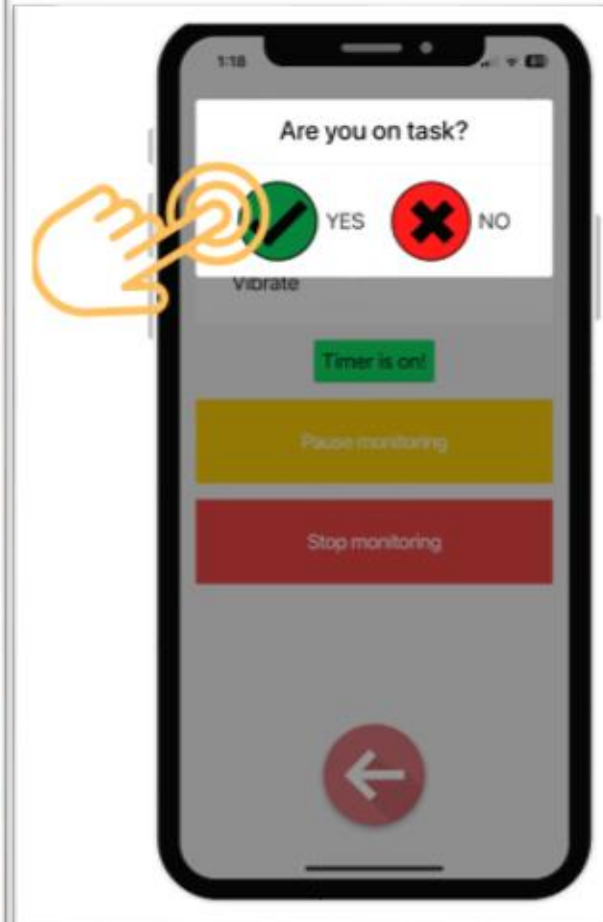
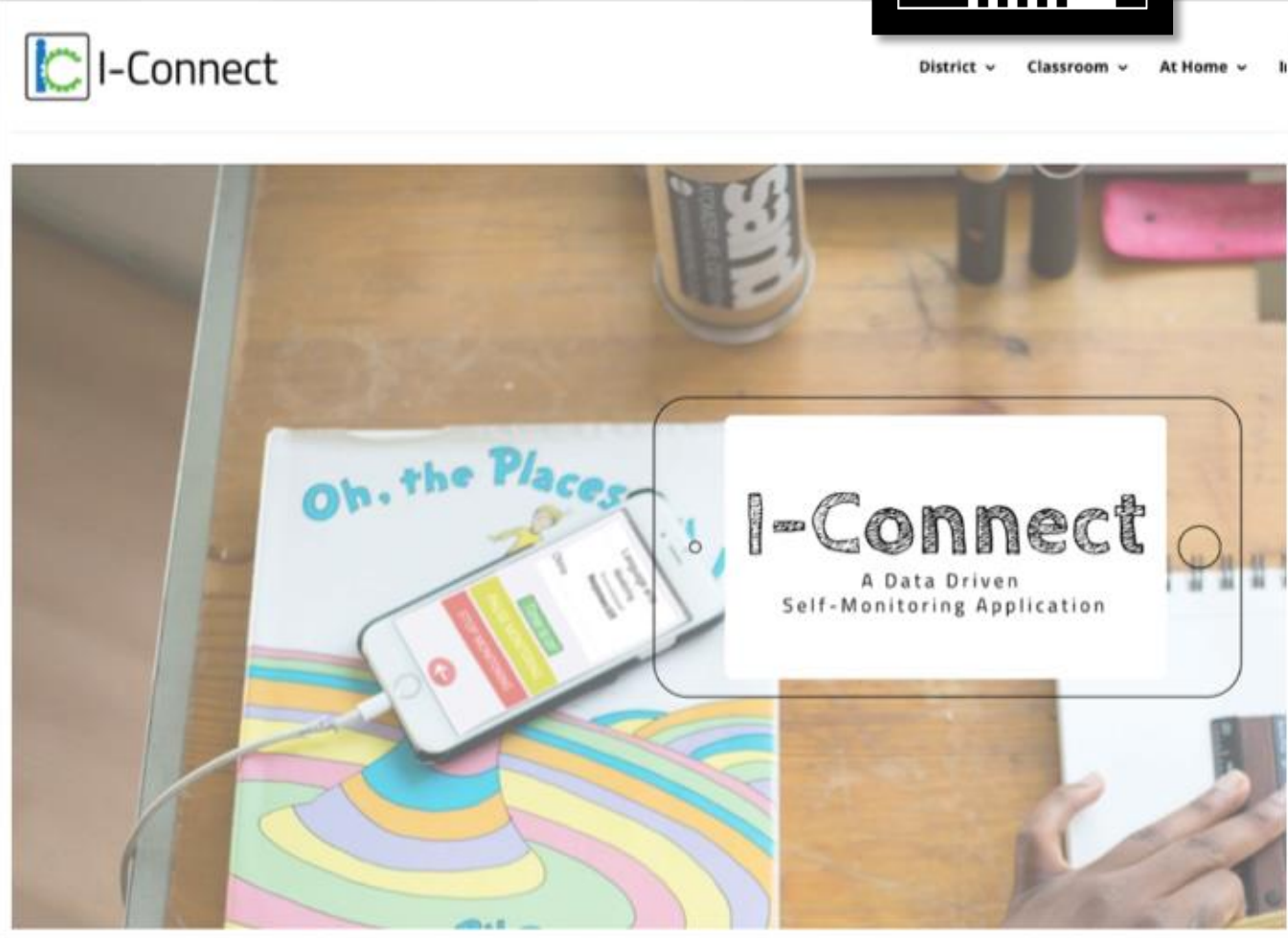


Freely available

Easy progress monitoring

Highly customizable

Supports collaboration





Questions?

Contact us!

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