Enabling students to increase self-awareness and monitor their own behavior in the classroom setting and outside of the classroom is an important goal for teachers and school staff. Self-management of behavior has been shown to increase student independence and helps promote generalization of newly acquired skills to other situations. In this variation, a self-technique is paired with opportunities to receive reinforcers to reduce instances of inappropriate behavior and help increase academic performance.

**Behavioral Interventions and Strategies Series:**

**Self-Monitoring Training**

**Prior to Implementation**
- Collect materials that will be needed for this intervention. Appropriate materials include self-monitoring form (see attached elementary and secondary example), clock or timer if needed, reinforcers, and other materials as needed.
- Objectively and specifically define appropriate behavior for the student.
- Collect baseline data about particular behavior of concern
- Select a schedule for monitoring (start of day, end of day, fixed or variable intervals throughout the day, transitions).
- Create or amend student form and make copies
- Decide on how the student will be prompted to monitor behavior
- Determine student’s goal.

**Implementation**
- Explain to student that he/she will be using a tool to help them be an active participant in the learning process and help their behavior in the classroom.
- Teach behavioral expectations and rules.
- Explain what appropriate use of the recording form looks like using verbal instructions and examples and non-examples with the student.
- Explain to student how to appropriate respond to the prompt to monitor behavior.
- Give student the form at the beginning of the class period.
- Prompt the student (verbally or nonverbally) at appropriate time for student to record behavior.
- Briefly meet with student at end of class or transition and perform a teacher accuracy check.
- Give reinforcer if goal has been met.
- Analyze data to determine if behavior is improving or changes need to be made to the intervention.

**Keep in Mind**
- Variable intervals for recording behavior will keep the student from getting too comfortable with the monitoring process.
- For students who are more disruptive, shorter time intervals may be more appropriate.
- There are several variations of this intervention including whole class implementation and checking assignments and assignment completion.
- As the student progresses the self-monitoring of behavior will gradually change from an overt procedure (reminders, cues, verbal prompts) to more covert procedures (student checks their behavior without the aid of a prompt).

**References:**
I Am a Super Star!

I Will Remember To:
- Have Materials Ready
- Speak Kindly to Others
- Remain in My Assigned Seat or Area
- Use an Appropriate Voice Level for Task

Am I Doing My Best to Be a Star?
1. Morning Activity with Class
   - Yes
   - No
2. Morning Group Time
   - Yes
   - No
3. Individual Work
   - Yes
   - No
4. Afternoon Group Time
   - Yes
   - No
5. Centers
   - Yes
   - No
6. Teacher Led Time
   - Yes
   - No

At the End of the Day Did I:
1. Check my behavior to stay on task?
   - Yes
   - No
2. Follow my teacher’s instructions?
   - Yes
   - No
3. Work on my assignments during the entire time given?
   - Yes
   - No
4. Complete my class assignments?
   - Yes
   - No

My Rating: ★★★★★

My Teacher Says: ★★★★★

My Daily Goal: 

Reinforcer:
# On-task Classroom Checklist

<table>
<thead>
<tr>
<th>Name:</th>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
</table>

## Before Class:
- Do I have Materials Ready? [ ] Yes [ ] No
- Do I have Homework Ready? [ ] Yes [ ] No
- Did I Follow Instructions? [ ] Yes [ ] No

## In Class I will be On-task By:
- Actively Listening
- Completing Class Assignments
- Asking Questions

## During Class:
Am I On-task? (When my teacher gives me a cue I will mark “Yes” if I am on-task and “No” if off-task)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
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</table>

## After Class:
- Did I monitor my behavior to stay on-task? [ ] Yes [ ] No
- Did I follow teacher directions? [ ] Yes [ ] No
- Did I work on assignments throughout the class period? [ ] Yes [ ] No
- Did I ask questions if I needed assistance? [ ] Yes [ ] No

## Homework:
- Do I have homework? [ ] Yes [ ] No
- My Homework Assignment is:  

## My Overall Rating:

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<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
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<tr>
<td>2</td>
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<tr>
<td>5</td>
<td>Great!</td>
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</table>

## My Teacher’s Rating:

<table>
<thead>
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<th>Rating</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Good</td>
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<tr>
<td>5</td>
<td>Great!</td>
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</tbody>
</table>

## Goal for the Day:
- Reinforcer Earned? [ ] Yes [ ] No

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Adapted From: