Self-Monitoring: A Guide

<u>What is it</u>?

Self-monitoring is a strategy you can teach your child so that she is able to observe and change her behavior on her own.

<u>Why should I use it</u>?

Teaching self-monitoring is very important for people to master. It enables greater independence and self-confidence, while also being less intrusive than other behavior change strategies.
If a learner is responsible for keeping track of his behavior and reinforcement, he is able to manage many behaviors.

<u>How do I teach it</u>?

1. Talk with the learner about the target behavior. Have him define the target behavior and discuss the importance of it. This builds buy-in for the leaner to self-monitor this behavior. It also assesses if the learner is able to identify when s/he engages in the behavior.

2. Have the learner practice examples and non-examples of the target behavior. This would include modeling the target behavior, as well as modeling what it would not look like.

3. Teach how to monitor the target behavior.

4. Teach the learner how to record the target behavior on the self-monitoring card.

5. Teacher will model the steps all together.

6. The learner will practice the steps, and the teacher will provide feedback.

7. Teacher/parent and learner will decide on criteria for success. Usually the criteria is set at just below baseline for the first few days to ensure the student has success and is kept motivated. The criterion is then increased gradually. Teacher/parent and learner will also discuss the reinforcer that is to be earned once criterion is met.

8. Ready to begin! Set a timer for the interval that is appropriate for the task. When the timer goes off, the teacher/parent will check to see if the learner is engaging in the target behavior and if the learner is completing the card correctly.

9. Provide feedback as necessary.

<u>An Example Self-Monitoring Card</u>:

Am I on-task? When I hear the bell, I will put an X in the box if I am doing my work.			

My goal is <u>8 X.</u> How many X did I earn? _ _ _ _

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