

# DESIGN A SELF-MONITORING PLAN

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

## Step 1: Establish Prerequisite Conditions

(You must answer yes to all 3 questions to conduct a self-monitoring plan)

- Is the behavior able to be clearly defined, readily observable, and reasonable for the student to record? **Yes or No.**
- Is the student capable of controlling the problematic behavior and performing the desired behavior? **Yes or No.**
- Does the behavior occur at a sufficiently high frequency to allow it to be monitored? **Yes or No.**

## Step 2: Identify and Operationally Define the Behavior of Concern

Define Target Behavior: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Examples:

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Non-examples:

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Adapted from: (see Chapter 6 on Self-Monitoring and Chapter 8 Figure 8.8 p. 196-198)

Lane, K. L., Menzies, H., Bruhn, A., & Crnabori, M. (2011). *Managing challenging behaviors in schools: Research-based strategies that work*. New York, NY: Guilford Press. (pp. 144-148)



Define Appropriate Behavior:

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Examples:

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Non-examples:

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### Step 3: Design the Self-Monitoring Procedures, Including a Monitoring Form

**Questions to consider:**

- How often should the student complete the self-monitoring checklist (*e.g., what is the appropriate interval length to encompass times when problem behavior is likely to occur, allow the student the opportunity to access success or reinforcement for at least one segment, and be age appropriate and in accordance with the daily schedule*)? **Record.**
- Is the self-monitoring form age appropriate (*e.g., appropriate reading level, visuals for younger students*)? **Yes or No. If not, how could it be improved?**
- Will a reinforcement contingency be used? **Yes or No.**
- What will the reinforcers be (*note: make sure the reinforcer chosen is valued by the student*)? **List several options.**

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- What will be the criterion to earn a reinforcer and how will it be delivered?
- Are the goals realistic for this student (i.e., allow the student to experience success)? **Yes or No. If not, how could you readdress the goals to allow for success?**

**Design the self-monitoring form:**

### Step 4: Teach the Student the Self-Monitoring Procedures

- What are the procedures for explicitly communicating the target behavior and operational definitions to the student (e.g. (examples: discussion, modeling, role play) **Record.** *(Note: Remember to also include defining the target behavior to the student)*
- What are some benefits to using this intervention for the student (e.g., improved behavior or grades; reinforcers; that it is not a punishment, but a tool to increase self-awareness)?
- What will the teacher do to enhance student success with the self-monitoring system (e.g. reminders to complete checklist at appropriate time; explicit verbal reminders of expected behavior; faded support)?

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## Step 5: Monitor Student Progress

- What was the student's baseline level of performance before the self-monitoring intervention? **Record.** (*Note: Complete this only if you are taking data on the target behavior*)
- How will you record student progress? (e.g., academic performance, behavioral observation) **List procedures.**
- What will you do to enhance student success with the self-monitoring system? (e.g., reminders to complete checklist at appropriate time, explicit verbal reminders of expected behavior, faded support) **Brainstorm ideas.**
- Will you use teacher comparison to student self-recording? (e.g., matching; McLaughlin, Burgess, & Sackvill-West, 1981) **Yes or No.**
- How will you provide feedback to the student on progress? (e.g., how often, providing visual displays using graphed performance, self-graphing) **Record.**
- Who else will this information be shared with? (e.g., parents, other school staff, IEP team) **List.**

## Step 6: Consider Maintenance and Follow-Up

- How will you fade the self-monitoring intervention when the student has reached desired performance level? How will you determine when the student reached it? **Record.**
- What will you do if the problem behavior occurs after self-monitoring has been faded? **Record.**

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