

Self-Monitoring: How To

1. Specify the target behavior and performance goals
 - Encourage student's participating in selecting and defining the behaviors to be monitored and in setting goals.
2. Select or create materials that make self-monitoring easy
 - Paper-and-pencil forms, wrist counters, hand-tally counters, countdown timers.
 - Response forms can be simple yes/no, +/-, happy/sad face, tally marks...
 - KidTools are free software programs for charting: <https://kidtools.missouri.edu>
3. Provide supplementary cues to self-monitor
 - At the early stages, additional prompts should be provided to facilitate self-monitoring (auditory cues such as beeps or tones or MotivAider-
www.habitchange.com)
4. Provide explicit instruction
 - Model examples and non-examples of target behavior and how and when to record.
 - Provide repeated opportunities to practice.
 - Provide corrective feedback and praise.
5. Reinforce accurate self-monitoring
 - Reward student when self-recorded data matches teacher-collected data.
6. Reward improvements in target behavior
 - Reinforcer may be self-administered or teacher-delivered.
7. Encourage self-evaluation
 - Show the student how to compare his/her performance with a predetermined goal/standard and make self-evaluative statements about behavior (i.e. "That was the best score ever!")
8. Evaluate the program
 - Take data on behavior for several days before the student begin self-monitoring and use as a baseline against which to compare data obtained during sessions of self-monitoring.