

Self-Monitoring Case Example

Student: Miguel

Grade: 2nd

Presenting Problems: Off-Task Behavior

Intervention: Self-Monitoring

Background

During independent work, Miguel's teacher often observes him off-task. He likes to doodle on his paper, fidget with his belongings, or chat with his classmates instead of completing his work. Lately, Miguel's grades have been falling as he is missing multiple assignments. Miguel's teacher will often prompt Miguel to focus on completing his work, but as soon as the teacher looks away, it seems Miguel is off-task again.

Getting Started

Collect baseline data on the student's work completion or off-task behavior

The teacher wants to collect some data to see if there are patterns to when Miguel is off-task. She decides to track all the instances when Miguel is off task. When looking back at the data, it seems Miguel is most off-task during independent seat work after the math lesson. During the 25 minutes of independent seat work time, he was off task 12 times. She has decided that she will focus on this time of day to start.

Decide on a self-management strategy for the student that you are comfortable with

The teacher decides that Miguel might be best suited for the use of a timer that goes off every minute during the independent seat work time after math lessons. This is usually 25 minutes long, which means there are 25 opportunities for self-monitoring. The timer emits a soft tone that is not too disturbing to other students, but loud enough that Miguel can hear it. The teacher also decides to use the Beacon sheet for Miguel's self-monitoring.

Implementation

Introduce the intervention to the student

Sample Script

Teacher: Miguel, I know that sometimes you get distracted and its really hard for you to get your work done. I know that you really are trying hard so I have a plan that will help you out.



Miguel: What is it?

Teacher: Well sometimes, a timer can help me make sure I am doing what I am supposed to. I thought it might work for you too. Let me show you how it works.

Miguel: OK

Teacher: This timer is going to buzz every single minute during our seat work period. Each time it buzzes, you can check to see if you were doing what you were supposed to. If you were, you can color in a check mark on this worksheet. If you were not, you color in a sad face. At the end of seatwork, we can check to see how many checkmarks you got!

Miguel: What do the checkmarks mean?

Teacher: Well, the checkmarks are a sign that you are paying attention, and that's awesome! We are going to set a goal. If you can get 15 checkmarks, then you can get a reward. What is something that you might like to get as a reward? You could get a piece of candy, some free time, a PBIS ticket.

Miguel: I like candy! Could I get a Reese's cup?

Teacher: Ok, you got it! I will get some Reese's cups and you can get one if you meet your goal!

Provide frequent prompts to the student during appropriate periods

After talking with Miguel, the teacher makes sure to remind Miguel of the timer and how it works before each seatwork period. At the beginning, the teacher checks in with Miguel frequently to ensure that he is marking the tracking sheet appropriately, providing praise to Miguel each time he does it correctly. Over time, the teacher is able to reduce the frequency in which she must check in on Miguel as he is able to complete the tracking sheet independently.

Praise frequently when the student remains on task

When able, the teacher checks in with Miguel during the seatwork period, noting how many checkmarks he has on his paper. The teacher then provides appropriate praise for his efforts.

Meet with the student daily to review their self-monitoring sheet

Sample script

Teacher: Miguel, let's take a look at your tracking sheet from today.

Miguel: Ok, here you go.

Teacher: You stayed on task for 17 minutes and were off-task for 8 minutes today. Nice job! That is better than you did yesterday! Also, I really like how you



remembered to track every single minute today. Keep up the good work and let's see if you can beat that tomorrow.

Use Beacon progress monitoring tools to evaluate the extent to which this intervention is improving the target behaviors as intended.

The teacher has been entering progress monitoring data in Beacon daily to track whether Miguel has been improving with his off-task behavior and work completion. Prior to the intervention, the teacher rated Miguel's off-task behavior during math independent time as a serious problem. Since the intervention she has been rating him as either "not a problem" or "slight problem." Miguel also went from completing 0% of his math work to turning in about 60% of his work. She has decided to continue implementing the intervention but has decided that she is going to change Miguel's goal to a certain % completed.