

Figure 6.11: Steps to Help Students Learn to Self-Monitor

Self-Monitoring Steps	Actions or Considerations
1. Define the behavior to be addressed.	What is the specific targeted behavior? Be sure you know exactly what the desired behavior is. For example, <i>pay attention</i> is not targeted. The goal might be to <i>wait your turn</i> , <i>work on the assigned task without talking for five minutes</i> , or <i>stay in your seat for five minutes</i> .
2. Ensure that the student clearly understands the targeted behavior and expectation. Students should know specifically when and where you expect this behavior.	Teach students what the teacher's expectations are for what the targeted behavior looks like when done correctly. Do students understand well enough to give or recognize examples and non-examples of the behavior?
3. Develop a tracking system, such as a simple checklist, chart, or tally sheet, to let students know how and when to self-monitor. Provide the student with the opportunity for input and choice regarding the format.	What will be the frequency and process to track behavior? Will students use a tally sheet, a timer, or something else? Be sure students understand how to use the monitoring tool. Have them demonstrate performing the behavior and completing the tracking sheet.
4. Determine how you will cue or remind students to use their system.	Will you use a visual cue, verbal cue, physical cue, or a timer? Be sure students know what your cue is and what they are supposed to do when you use the cue.
5. Establish a plan to regularly discuss progress and goals with students.	How and when will you provide feedback to students?