Self-Monitoring Cards:

What is it?

- A process where a student, or students keep track of their behaviour
- Students consciously monitor targeted behaviours and record on a self-monitoring card
- This intervention is most effective when combined with positive reinforcement

Purpose:

- To increase or decrease targeted behaviours
- To teach new skills
- To help students use appropriate behaviours in different environments
- To shift behaviour monitoring from the teacher to the student

Advantages:

- Increases independence
- Self-monitoring is a skill that will be beneficial to students in the future
- A relatively low-effort strategy for improving student behaviour
- Helps students to become aware of their behaviours
- Effective means of achieving generalization of appropriate behaviours to other contexts
- Actively involves the student
- Effective for increasing on-task behaviour, increasing assignment completion, reducing talking-out behaviour, increasing positive statements, and decreasing negative statements

Methods of Self-Monitoring:

- Frequency counts
  - Student records each occurrence of the targeted behaviour
    - Can be done by making hash marks on a piece of paper, circling numbers, putting items in a container, etc.
    - Most beneficial for monitoring behaviours such as task completion (one mark for each assignment or question completed), or specific behaviours like talking-out or making positive/negative statements
- Interval counts
  - At specific time intervals, student is signaled to record behaviour
    - Signals may include pre-recorded tones, such as a buzzer or bell chime, visual signal, such as a hand signal, or cue cards
    - Ex. The bell may chime every two minutes. Student checks to see if he/she is on-task, and puts a checkmark in column Yes or No
    - Intervals of 40-45s are often recommended at the beginning
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Self-Monitoring Cards
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- The teacher gradually increases the amount of time between intervals to as long as 10 to 15 minutes, or until student no longer needs the cueing system
- Most useful in monitoring on-task behaviour, increasing acceptable classroom behaviour, and decreasing disruptive behaviours.

- Independent monitoring
  - In this instance, the student monitors his/her behaviour when he/she thinks about it
  - Useful for monitoring on-task behaviour, increasing acceptable classroom behaviour, and decreasing disruptive behaviour
  - Often useful in other classes besides the classroom where the monitoring normally occurs - generalizing to different environments

Procedures of Self-Monitoring Cards:

- Determine target behaviours
  - Specific, observable, and measurable
    - Discuss these with student(s) to be sure interpretations of desirable and undesirable behaviours are clear
  - Initially, it may be best for the student(s) to only monitor one behaviour, gradually increasing the number as proficiency increases

- Determine how to measure the targeted behaviours
  - May be different for different students
    - Should be discussed together with student(s)

- Training
  - How to record
  - When being used to teach a new skill
    - Instruction on skill comes first
    - Then instruction on self-monitoring process

- Modeling
  - Model procedures for the student(s)
  - Provide student(s) with opportunity to practice monitoring procedures

- Direct feedback
  - Provide student(s) with feedback on progress
  - Provide time for further practice if required

- Reliability Checks
  - Initially the teacher monitors the student(s) behaviour at same interval as student(s)
    - Additional points can be awarded for agreement with teacher monitoring

Prior to implementation of Self-Monitoring Cards it is important to develop a Reinforcement Menu:

- Meaningful objects, privileges, or activities (food, pencils, pens, extra free time, outings, activity choice, computer time, etc.)
- Students respond best to reinforcers that are appealing to them
- Student involvement in the acquisition and selection of these can be motivating
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- Gradual fading of control and intervals of teacher monitoring until student is monitoring independently

- Self-Monitoring Cards
  - These can be simple cards upon which student(s) records monitored behaviours
  - Students can earn bonus points for matching the teacher ratings
  - Can be attached to the inside of a binder, on a desk, or carried in a pocket

### Self-Monitoring Interval Card

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Target Behaviour (s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours</td>
<td>Interval 1</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
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| My Totals    | +          | +          | +          | +          | +          | +          |

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<tr>
<th>My Total</th>
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### Self-Monitoring Frequency Card

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<th>Student Name:</th>
<th>Target Behaviour (s):</th>
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<tbody>
<tr>
<td>Behaviours</td>
<td>Frequency</td>
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<th>My Total</th>
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**Independent Self-Monitoring Card**

Student Name:  
Target Behaviour:  
Date:  

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<thead>
<tr>
<th>Courses/Periods</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>Total Points (for Yes)</th>
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<td>Yes</td>
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**My Daily Total**

For further information:  