

Group: Connie Albin, Sarah Varner, Shannon O'Malley, Amanda Pendegraft, Jessica Miller, Andrea Brady

Subject Area: Life Skills

Grade Level(s): All

Title of Instructional Method, Strategy, or Approach: Self- Monitoring

Description of Instructional Method, Strategy, or Approach: personal and systematic application of behavior change strategies that result in the desired change in one's own behavior.

References in APA format:

1. Sevier County Special Education. Self-management of behavior in schools. (2001, May 25). Retrieved August 27, 2007, from <http://www.slc.sevier.org/selfmgt.htm>
2. Virginia commonwealth university, . Self-management and self-determination strategies. (2007, August 27). Retrieved August 27, 2007, from <http://www.vcu.edu/rrtcweb/techlink/GEB/hughes/tc7f1.html>
3. Wehmeyer, Michael, L., Yeager, Danna, ., Bolding, Nancy, ., Agran, Martin, ., Hughes, Carolyn, . (2003). The effects of self-regulation strategies on goal attainment for students with developmental disabilities in general education classrooms. *Journal of Development and Physical Disabilities*, 15. Retrieved August 27, 2007.

Description of Approach: The personal and systematic application of behavior change strategies that result in the desired change in one's own behavior.

Implications for Practice:

Pros- easy to implement, learning, makes children conscious of their own behavior and how often the behavior occurs, helps promote self determination and self-confidence, helps children see their own success rate, used to increase or decrease a behavior

Cons- skipping a step because no one is watching them (cheating)

Applications across Subjects: Can be used in any subject area.

Other Considerations: Have to know what the behavior is and why it matters and make sure the students know why they are doing it.

Examples/Scenarios: Self monitor homework by having the student put a star on their chart if they successfully completed their homework, or to decrease a behavior such as inappropriate attention getting: the student would chart themselves every time they raised their hand.

“How- to” Information- Description of How to Implement:

- 1.) Skill needs to be in the child's repertoire.
- 2.) Teacher should allow the student to select their own target behavior from those skills that are already in the students repertoire but with which the student may not be fluent.
- 3.) The teacher should explain and teach self management strategies.
- 4.) After students understand and practice prior skills the teacher should teach students to select a criterion as a point of comparison to evaluate own behavior.
- 5.) After this has been established the teacher helps students develop a list of reinforcers.

6.) Go over the task with students step by step and show the students what each step entails.