



Greenville Public School District

Department of Instructional Programs

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Self-Monitoring

Student: _____ Grade: _____

Referring Teacher: _____ School: _____

Current level of target behavior: _____

Goal: _____

Frequency of Intervention: Tier 2: 3 days per week, at specified times of the day

Tier 3: 5 days per week, at specified times of the day

Frequency of Progress Monitoring: daily

Method of Progress Monitoring: GPSD Behavior Report Card

Interventionist: _____ **Position:** _____

Daily Positive Reinforcers: **List 1**

1. _____
2. _____
3. _____
4. _____
5. _____

*Note – To illustrate the concept of this intervention, we have chosen to target the behavior of talking out.

Materials:

1. An index card taped to desk.
2. Two columns with headings of “I talked out” and “I wanted to talk out, but didn’t.”
3. A silent signal that can be used by the student to let the teacher know he needs help. This could be something as simple as a card that is red on one side or an object that the student is allowed to put on his desk.
4. Optional rewards such as stickers, line leader, and so forth. Remember rewards must be something that the student wants, not something the teacher decides.

Activity Time: Choose a time of day when the student has difficulty staying on task – start with smaller blocks of time and work up, keeping in mind that having your student feel successful will increase the power of this intervention.

Preparation:

1. For 1 week during the most challenging period of the day, record the number of times the student talked out. It’s okay to choose only one subject, or one particular time of day if you prefer.
2. Record this baseline data on the progress monitoring form.

Intervention Steps:

1. _____ Explain to your student that you will be teaching him how to monitor his talk-outs so that he can have fewer, spend more time learning, and earn rewards for doing so. Instruct him to mark the appropriate column on the index card throughout the lesson.
2. _____ Meet with him right after that session to discuss his self-monitoring card. Track percentage of “I talked out” and percentage of “I wanted to talk out, but didn’t” on your progress monitoring graph. Provide incentives to student for improvement.

Note – Blanks beside numbered steps are for integrity checks only.