School Counseling & Self-Monitoring

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What is Self-Monitoring?

A self-management strategy where one’s behavior is observed and recorded to evaluate progress and, if necessary, implement change.
Self-Monitoring & Social Cognitive Theory

In his Social Cognitive Theory of Self-Regulation, Bandura “hypothesized that people observe their own behavior, judge it against their own standards, and reinforce or punish themselves” (Slavin, 2006).
Self-Monitoring Process

- **Step 1** - Operationally define the target behavior
  - Example: Speaking without raising your hand includes asking or answering a question; sharing a comment, story, or opinion; tattling; and anything a student says to the teacher, during instruction, when he/she is not recognized (did not raise hand and called on) to do so

- **Step 2** - School counselor/teacher/parent(s) collect baseline data
  - How many times does the target behavior occur before intervention?
### Collecting Baseline Data

<table>
<thead>
<tr>
<th>Name: M.A.</th>
<th>Date: Week of August 1-5</th>
<th>Target Behavior: Speaking without raising her hand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>![Baseline Data]</td>
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<tr>
<td><strong>Friday</strong></td>
<td>![Baseline Data]</td>
<td>![Baseline Data]</td>
</tr>
</tbody>
</table>
Self-Monitoring Process

- **Step 3 - Intervention**
  - Define target behavior (with student) and explain why change is necessary
  - Define and model/role play the desired behavior
  - Teach student self-talk and how to observe and record behavior
  - Establish reinforcement
  - Create contingency contract

- **Step 4 - Evaluate**
  - How many times does the target behavior occur after intervention?
  - Plot for progress
Speaking Without Raising Your Hand

Week of August 1-5
Week of August 8-12

Baseline
Post-Intervention

Number of Occurrences
Day
Monday Tuesday Wednesday Thursday Friday
Self-Monitoring Process

- **Step 5- Reinforce**
  - If the intervention works, increase the number of desired behaviors required for reward...eventually fading out the reward for praise
  - If the intervention does not work, decrease the number of desired behaviors required for reward or choose a better reward
Research

- Self-monitoring has been shown to be effective in decreasing disruptive classroom behavior in a variety of settings (DuPaul & Hoff, 1998; Mitchem & Young, 1998; Peterson et. al., 1999).

- There are several self-monitoring interventions that can be used in a variety of settings (Daly, 2003; Elliot & McConnell, 2005; Babyak, 2000; Watson, 2006; Batsche & Knoff, 1995).
Research

● Self-monitoring has been shown to be effective in increasing academic performance in a variety of settings (Mitchem & Young, 1998; Rock, 2005; Moxley (as cited in Daly & Ranalli, 2003).

● Studies have also indicated self-monitoring to be effective in teaching responsibility, increasing productivity, and promoting the inclusion of students with disabilities (Mitchem & Young, 2001; Rock, 2005).
What are the Advantages?

➢ Clear picture for motivating and encouraging
➢ Immediate feedback
➢ Stronger feelings of involvement for students
➢ Cooperative interactions
➢ Communication with parents
Self-Monitoring Methods

- Many different types
- Differ by grade level
- Younger students need something more concrete
- Older students can monitor more than one behavior at a time
- Stimulate evaluation and processing
- Facilitate independence and self-regulation
Countoons

- Concrete visuals
- Can be modified for all populations
- Can monitor both appropriate and inappropriate behaviors
- Allow for easy comparison
HAND-RAISING VERSUS YELLING FOR ATTENTION

<table>
<thead>
<tr>
<th>What I do</th>
<th>My Count</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read my book</td>
<td>Read my book</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Wander around</td>
<td>5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>I get to play</td>
<td>9 10 11 12</td>
<td></td>
</tr>
</tbody>
</table>
Contingency
Student must not put his head down more than three times and must complete at least ten math problems to play a fun math game on the computer.

<table>
<thead>
<tr>
<th>My Count</th>
<th>What I Do</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>Do my Math work.</td>
<td>Do my Math work.</td>
</tr>
<tr>
<td>6 7 8 9 10</td>
<td>Put my head down.</td>
<td>20 minutes on the computer on Thursday.</td>
</tr>
<tr>
<td>11 12 13 14 15</td>
<td>Do my Math work.</td>
<td></td>
</tr>
<tr>
<td>16 17 18 19 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contingency:
- Student must not put his head down more than three times.
- Must complete at least ten math problems to play a fun math game on the computer.

Examples:
- Do my Math work.
- Put my head down.
- Do my Math work.
- 20 minutes on the computer on Thursday.

Notes:
- My Count
- What I Do
- What Happens
Self-Monitoring Forms & Charts

- Many different types
  - My Behavioral Goal Sheet
  - Talley Sheet
  - Checklist
  - Smiley Face/Sad Face Chart
  - Behavior BINGO

- Should be simple and concrete
- Can be used with all populations
My Behavioral Goal Sheet

Student Name: Jane Doe  Date: 9/13/04

When you hear the beep, put a smiley face in the box if you working on your assignment.

How many times was I working on my assignment when I heard the bell? My goal is: 5

1 2 3 4 5 6 7 8 9

The number of times I was working on my assignment: 6

My goal is to be working on my assignment: 5

I met my goal (yes or no): yes

I will reinforce myself when I meet my goal by: 30 minutes extra time on the computer
Talley Sheet

Monday
How Many Times I DID NOT Talk to My Neighbor When the Teacher was Talking.

Smiley Face/Sad Face Chart

Monday
Talked Did Not Talk

Checklist

Monday
Did I Talk to My Neighbor When the Teacher was Talking?

1. Yes Yes No
2. Yes Yes No
3. Yes Yes No
4. Yes Yes No
5. Yes Yes No
6. Yes Yes No
7. Yes Yes No
8. Yes Yes No
### Behavior BINGO

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stays in seat</td>
<td>Raises hand to speak</td>
<td>Completes classwork</td>
<td>Turns in homework</td>
<td>Asks for permission to get water</td>
</tr>
<tr>
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<td>😊</td>
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Self-Monitoring & Other Methods

- The Good Student Game
- Token economies
- Rubrics
- Contingency contracts
The Good Student Game

- Teachers define target behaviors they would like to see improved and determine when target behaviors are most problematic.

- Criterion is set for winning the game and reinforces are established. Students are taught how to play the game.
The classroom is divided into teams, and team names are written on the chalkboard.

When a student breaks a rule, the student puts a mark under the name of the student's team.

At the end of the game, any team with fewer marks than the pre-established criterion wins, and winning teams receive reinforcement.
Token Economies

- Can be used with self-monitoring
- Offer reinforcement for appropriate behaviors
- Tokens are collected and later exchanged for rewards or privileges
- Example: Deal or No Deal

<table>
<thead>
<tr>
<th>Stays in Seat</th>
<th>Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>Reading = $2</td>
</tr>
<tr>
<td>😊</td>
<td>Puppets = $4</td>
</tr>
<tr>
<td>😊</td>
<td>Basketball = $6</td>
</tr>
<tr>
<td>😞</td>
<td>Treasure Chest = $10</td>
</tr>
</tbody>
</table>

Jane Doe
Rubrics

- Gives student clear guidelines for what is expected
- Used with self-monitoring to evaluate progress
- Can be used in token economy—points for tokens

Several websites

As teachers increasingly design online learning experiences for their students, evaluation of those activities remains a challenge. The Rubric Builder enables teachers to build effective assessment rubrics and to make them available over the World Wide Web.

**List Your Existing Rubrics**

Access Code:  

**Search All**

Rubrics keyword:  

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### Build a New Rubric

<table>
<thead>
<tr>
<th>Your Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail Address:</td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>10-30-06</td>
</tr>
<tr>
<td>Access Code:</td>
<td></td>
</tr>
<tr>
<td>Rubric Title:</td>
<td>Effective Classroom Behaviors</td>
</tr>
<tr>
<td>Number of Objectives:</td>
<td>3</td>
</tr>
<tr>
<td>Number of Performance Indicators:</td>
<td>4</td>
</tr>
</tbody>
</table>

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**PiNet Library**

Create and grow your own Personal Internet Library.

- Store & organize Web links
- Create WebQuest activities
- Create & maintain a classroom Web site

**Try It!**
### Obj 1: Reduce the number of times the student talks out during instruction.

**Low Performance**
- Student talks out during instruction 6+ times.
- Points: 0

**At or Below Average**
- Student talks out during instruction 4-5 times.
- Points: 1

**At or Above Average**
- Student talks out during instruction 2-3 times.
- Points: 2

**Exemplary Performance**
- Student talks out during instruction 0-1 times.
- Points: 3

### Obj 2: Reduce the number of times the student talks to peers during instruction.

**Low Performance**
- Student talks to peers during instruction 6+ times.
- Points: 0

**At or Below Average**
- Student talks to peers during instruction 4-5 times.
- Points: 1

**At or Above Average**
- Student talks to peers during instruction 2-3 times.
- Points: 2
Obj 3 Reduce the number of times the student makes drumming sounds on desk during instruction.

- **Low Performance**: Student makes drumming sounds on desk during instruction 6+ times.
  - Points: 0

- **At or Below Average**: Student makes drumming sounds on desk during instruction 4-5 times.
  - Points: 1

- **At or Above Average**: Student makes drumming sounds on desk during instruction 2-3 times.
  - Points: 2

- **Exemplary Performance**: Student makes drumming sounds on desk during instruction 0-1 times.
  - Points: 3

**Performance Ratings**

- **Rating 1**: Low Performance
- **Rating 2**: At or Below Average
- **Rating 3**: At or Above Average
- **Rating 4**: Exemplary Performance
List Your Existing Rubrics

Access Code:

Search All Rubrics

Rubrics keyword

Disruptive Classroom Behaviors

<table>
<thead>
<tr>
<th>ID:</th>
<th>Objectives</th>
<th>Low Performance</th>
<th>At or Below Average</th>
<th>At or Above Average</th>
<th>Exemplary Performance</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reduce the number of times the student talks out during instruction.</td>
<td>0 points</td>
<td>Student talks out during instruction 6+ times.</td>
<td>1 point</td>
<td>Student talks out during instruction 4-5 times.</td>
<td>3 points</td>
</tr>
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<td>1 point</td>
<td>Student makes drumming sounds on desk during instruction 4-5 times.</td>
<td>2 points</td>
</tr>
</tbody>
</table>

Score:

Edit Rubric  Delete This Rubric  Save & Generate HTML
Student Contingency Contracts

- Written agreement between a student and a teacher
  - Explains what the student is expected to do
  - It is measurable
- Must allow student to help create the goal(s) and select the reinforcement
- Contract has reinforces and consequences
Student Contingency Contract

If and only if I, Christina Turner, complete ten math problems in class everyday, Monday through Thursday, will I be allowed twenty minutes to play a math game (on the computer) on Friday. Any math problems I fail to complete, I will finish during the twenty minute computer period on Friday—and will not be allowed to use the computer, even when I finish the problems.

(Student Signature) __________________________ (Date)
(Teacher Signature) __________________________ (Date)
(Parent Signature) __________________________ (Date)
References


THANK YOU for your time. Please do not forget to fill out an evaluation before you leave. Thanks again!