

Self-Monitoring Worksheet

6-Step Teaching Procedures: Document the student name, date, and a specific behavior. These procedures can be used to teach prosocial behaviors using self-monitoring attention (SMA) or an academic task that needs to improve in accuracy or productivity using self-monitoring performance (SMP). Create the 6-step plan below.

3-Step Implementation Procedures: 1) Cue, 2) Assess if behavior occurred, 3) Record. Repeat.

6 Steps	Instructions	Name: _____ Date: _____
1. Define the Behavior	<ul style="list-style-type: none"> • Define one behavior to increase, use observable and measurable terms. • SMA Example: In-Seat = Student is sitting in the assigned chair, with their bottom on the seat, all chair legs and students' feet on the floor, with the chair under the assigned desk. • SMP Example: Complete 10 algebra problems correctly (accuracy) in 30 minutes (productivity). 	Behavior: _____ Definition:
2. Teach the Behavior	<ul style="list-style-type: none"> • Teach the student the definition of the behavior (see above). • Model examples and non-examples of the behavior. • Have student practice examples of the behavior until mastery is achieved. • Evaluate student by asking them to define the behavior (according to step 1 above). 	Examples of behavior: Non-Examples of behavior: Correct SMA answer: I was on-task because (list criteria from definition)...
3. Cue the Behavior	<ul style="list-style-type: none"> • SMA - cuing devices can be egg timers, watch/computer/phone timers, app timer or a created music file with beeps at chosen intervals. • SMP - the cue to assess accuracy and/or productivity is usually at the end of the work period so cueing devices or timers are not necessary. 	SMA cuing device:

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4. Record the Behavior	<ul style="list-style-type: none"> • Choose SMA or SMP • Interval Length <ul style="list-style-type: none"> • 10 min., 30 min., reading class period, 9:00 - 9:15. • Interval Type: <ul style="list-style-type: none"> • Full Interval • Partial Interval • Momentary Time Sampling • Trial 	SMA or SMP: _____ Interval length: Interval Type: Download templates from koi-education.com/tier-3-resources
5. Graph the Behavior	<p>SMA Spreadsheet</p> <ul style="list-style-type: none"> • Column 1 = Date or trial • Column 2 = Baseline data • Column 3 = Intervention data <p>SMP Spreadsheet</p> <ul style="list-style-type: none"> • Column 1 = Date or trial • Column 2 = Accuracy baseline • Column 3 = Accuracy intervention data • Column 4 = Productivity baseline data • Column 5 = Productivity intervention data 	Draw a sketch of the anticipated graph after 10 hypothetical days of baseline and intervention data collection: Download a Progress Monitoring spreadsheet koi-education.com/tier-3-resources
6. Reinforce the Behavior	<p>When students are reinforced for their positive behaviors, it greatly increases the probably that they will demonstrate the same behavior again.</p>	List reinforcement ideas for this student:

This is part of the Self-Monitoring chapter in the *PBIS Tier 3 Manual*, available from Amazon, Apple Books, or <https://www.koi-education.com/books>.