Think of a student and a single behavior you want to increase with self-monitoring attention (SMA) or an academic task that could benefit from an increase in accuracy or productivity using self-monitoring performance (SMP).

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<th>6 Steps</th>
<th>Instructions</th>
<th>Name: ____________ Date:______</th>
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| Define the Behavior | • Define one behavior that you want to increase in objective and observable terms.  
                          • Example: In-Seat = Student is sitting on her assigned chair with her bottom on the seat, all chair legs and student feet on the floor, with the chair under her assigned desk. | Behavior: ___________________  
                          Definition: ___________________ |
| Teach the Behavior | • Teach the student the definition of the behavior.  
                          • Model examples and non-examples of the behavior.  
                          • Practice examples and non-examples of the behavior with the student until mastery is achieved.  
                          • Evaluate student by asking them to define the appropriate behavior. | Examples of behavior: ___________________  
                          Non-Examples of behavior: ___________________  
                          Correct SMA answer: I was on-task because (list criteria from definition)... |
| Cue the Behavior | • SMA - cuing devices can be egg timers, watch/computer/phone timers, app timer or a created music file with beeps a 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: ___________________ |
# Self-Monitoring
## Planning Worksheet

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| Record the Behavior | • Choose SMA or SMP  
• Choose the interval length and criteria, then create the record sheet.  
  • Interval Length:  
    • 10 min., 30 min., reading class period, 9:00 - 9:15.  
  • Criteria:  
    • Full Interval  
    • Partial Interval  
    • Momentary Time Sampling  
    • Trial | SMA or SMP: _______________ | Interval length:  
Criteria: | Draw a sketch of the record sheet: |
| Graph the Behavior | SMA Spreadsheet  
• Column 1 = Date or trial (1, 2, 3...)  
• Column 2 = Percent on-task for the day  
SMP Spreadsheet  
• Column 1 = Date or trial (1, 2, 3...)  
• Column 2 = Percent accuracy  
• Column 3 = Percent productivity | Draw a sketch of the anticipated graph after 10 hypothetical days of trials: |
| Reinforce the Behavior | When students are reinforced for their positive behaviors, it greatly increases the probably that they will demonstrate the same behavior again. | List reinforcement ideas for this student: |

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