

# Self-Monitoring Planning Worksheet

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).

6 Steps	Instructions	Name: _____ Date: _____
<b>Define the Behavior</b>	<ul style="list-style-type: none"> <li>• Define one behavior that you want to increase in objective and observable terms.</li> <li>• 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.</li> </ul>	Behavior: _____  Definition:
<b>Teach the Behavior</b>	<ul style="list-style-type: none"> <li>• Teach the student the definition of the behavior.</li> <li>• Model examples and non-examples of the behavior.</li> <li>• Practice examples and non-examples of the behavior with the student until mastery is achieved.</li> <li>• Evaluate student by asking them to define the appropriate behavior.</li> </ul>	Examples of behavior:  Non-Examples of behavior:  Correct SMA answer: I was on-task because (list criteria from definition)...
<b>Cue the Behavior</b>	<ul style="list-style-type: none"> <li>• SMA - cuing devices can be egg timers, watch/computer/phone timers, app timer or a created music file with beeps a chosen intervals.</li> <li>• 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.</li> </ul>	SMA cuing device:

# Self-Monitoring Planning Worksheet

6 Steps	Instructions	Name: _____ Date: _____
<b>Record the Behavior</b>	<ul style="list-style-type: none"> <li>• Choose SMA or SMP</li> <li>• Choose the interval length and criteria, then create the record sheet.</li> <li>• Interval Length:               <ul style="list-style-type: none"> <li>• 10 min., 30 min., reading class period, 9:00 - 9:15.</li> </ul> </li> <li>• Criteria:               <ul style="list-style-type: none"> <li>• Full Interval</li> <li>• Partial Interval</li> <li>• Momentary Time Sampling</li> <li>• Trial</li> </ul> </li> </ul>	SMA or SMP: _____  Interval length:  Criteria:  Draw a sketch of the record sheet:
<b>Graph the Behavior</b>	SMA Spreadsheet <ul style="list-style-type: none"> <li>• Column 1 = Date or trial (1, 2, 3...)</li> <li>• Column 2 = Percent on-task for the day</li> </ul> SMP Spreadsheet <ul style="list-style-type: none"> <li>• Column 1 = Date or trial (1, 2, 3...)</li> <li>• Column 2 = Percent accuracy</li> <li>• Column 3 = Percent productivity</li> </ul>	Draw a sketch of the anticipated graph after 10 hypothetical days of trials:
<b>Reinforce the Behavior</b>	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.

