

# **Self-Monitoring and Self-Evaluation**

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# Self-Monitoring: Overview

- Self-monitoring consists of a student's self-observation of a target behavior followed by recording the behavior's occurrence. The strategy requires that a student understand and successfully implement two functions:
  - the student recognizes that the desired or goal behavior was or was not performed, and
  - the student accurately “records” the occurrence in a systematic way.

# Self-Monitoring: Overview

- Self-monitoring is easy to teach and a variety of recording forms can be used to meet the needs of the specific student and the target behavior.
- Essentially any discrete behavior (i.e., a response that has a distinguishable beginning and end) that can be operationally defined can be self-monitored.

# Self-Monitoring: Overview

- Self-monitoring produces behavior change because it may serve as a discriminative stimulus and, thus, cues the desired response. The self-monitoring process allows the student to recognize the specific target behavior, as well as to remind the student of the present and future contingencies that exist in the environment (i.e., “If I perform this response, this will happen.”) The target behavior is more likely to occur when this information is available to the student.
- Malott (1984) suggested that oftentimes students with disabilities have difficulty responding as desired because the available contingencies (i.e., reinforcers) are too delayed or ineffective. Self-monitoring may serve as a mediator because it reminds the student that when the behavior is performed, a desired consequence is made available.

# Self-Monitoring: Implementation

- First, the teacher/peer works with the student to design a monitoring system.
  - If it is a monitoring card, the teacher/peer determines if the monitoring card will best suit the student with pictorial, numerical, alphabetical or verbal cues. Color codes may also be used as cues for a student. Then, the teacher makes certain that the student can identify or read and understand each cue on the card.

# Self-Monitoring: Implementation

- Next, the teacher/peer works with the student to do a functional task analysis of the target behavior.
  - The teacher/peer can ask the student questions about the target behavior and the sequence of steps in completing the behavior or goal.
  - In so doing, the student operationalizes the behavior.

# Self-Monitoring: Implementation

- Teacher/Peer should work with student to set performance standards at realistic, achievable levels.
- Teach the student how to use the self-monitoring system.
  - ◆ Let the student practice with system. Provide corrective feedback as needed.
  - ◆ Reinforce the student for discriminating and recording occurrence of the target behavior.
  - ◆ Designate a time and place when the student will begin to monitor him- or herself.
  - ◆ Ensure that an overt reinforcer is associated with the self-monitoring procedure.

# Self-Monitoring: Applications

- The level of support needed to successfully implement this strategy will vary depending on the student's instructional needs.
- There are a variety of ways to monitor progress:
  - Cards or graphs.
  - Marbles in a jar.
  - Picture assembly.

# Self-Monitoring: Applications

- Recommended target behaviors may include essentially any behavior for which frequency of occurrence can be observed. Examples of such behaviors may include:
  - on-task-behavior,
  - increasing social-interactive skills (e.g., accepting criticism appropriately),
  - a variety of conversational skills (e.g., initiating conversation), or
- Also lends itself well to teaching students the steps of a process, or a list of tasks to be accomplished. If a student is learning a new process, the task analysis of the process or behavior provides the necessary cues for the student to follow.

# Self-Evaluation: Overview

- Self-evaluation involves the comparison of the behavior being monitored with the student's desired goal.
- It is an important component of the self-regulation process because it keeps the student aware daily of whether she or he is meeting the desired goal.
- Having students evaluate their work performance allows them to determine the extent to which they have achieved their goals.
- The experience of monitoring and evaluating is potentially a reinforcing event.

# Self-Evaluation: Overview

- Self-evaluation provides the student with a standard against which to assess his or her behavior. If the standard is not being met, the comparison may serve a corrective function. If it is being met, it serves as a reinforcing event and promotes the likelihood of the behavior being performed in the future. Consequently, it functions as a feedback loop, which provides the student with the appropriate consequence. Of practical significance is the fact that the student provides him- or herself with the feedback and is not dependent on a teacher or other individual.

# Self-Evaluation: Delivery

- ♦ Implement self-monitoring system as described previously.
- ♦ Teach student the 'standard' against which progress is to be measured.
  - ♦ Should correlate with goal set in setting up self-monitoring system.
  - ♦ Name the desired behavior and demonstrate examples and nonexamples.
- ♦ Model the self-evaluation or reinforcement procedure while performing the target behavior.
- ♦ Reinforce students to compare their current performance (e.g., self-monitoring data) with standard.

# Self-Monitoring and Self-Evaluation Group Task

- Assemble in small groups.
- Identify a student for whom to design a self-monitoring system.
  - Description of intellectual, physical, emotional, medical, etc. support intensity and needs.
  - Description of preferences and interests.
  - Description of particular ‘domain’ in which self-monitoring system would be implemented.
- Design a self-monitoring system.
- Describe how self-evaluation would occur.