

## Tier 1 Intervention: Group Self-monitoring (A class-wide behavior management)

### *What is Self-monitoring?*

It is based on the Theory of Reasoned Action/Planned Behavior which argues that subjective norms are an important antecedent in determining behavioral intention (Asjen, 1985). Self-monitoring is simply rating or evaluating one's own behavior based on specific behavioral goals. In behavioral group self-monitoring, students are trained to rate their own behaviors as well as those of the entire class--and receive incentives for both accurate ratings and positive behaviors.

### *Why should I do it?*

- Helps build lasting behavioral skills and student responsibilities
- Promotes independence and self-awareness skills
- Improves on-task behaviors and productivity

### *What does research say about it?*

- Behavioral group self-monitoring is one of the many effective behavioral interventions that can help manage classroom behavior (Hoff & Ervin, 2012).
- Meta-analysis studies showed that self-management strategies and differential reinforcement of positive behavior were significantly more effective in reducing disruptive classroom behavior than cognitive-behavioral interventions (Stage & Quiroz, 1997).
- Studies show that individuals with high “self-monitors” are more motivated to attain high social status than those with low “self-monitors” (Rose & Kim, 2011).

### *When should I do it?*

Group self-monitoring is applicable for all levels from K-12 but is most effective among kids who can already evaluate own behavior relative to social expectations. This intervention may be used when students have poor attention, focus, and impulse control and when students are disorganized, scattered, having trouble being prepared and getting materials.

### *When will the intervention be stopped?*

The intervention may be stopped after meeting the positive target behavior (e.g., 10 days or depending on goals set). A target behavior may be selected one at a time or **two behavior goals** may be simultaneously intervened.

### *How do I do it?*

Step 1: Select 1 or 2 target classroom behavior /s and define them (examples: talking quietly, raising hands to share ideas, completing seatwork on time, coming to class early, etc.)

Step 2: Decide when to schedule the intervention (Math class, Science Class, Lunch time, etc.)

Step 3: Get familiar with the **Classroom Behavior/Student Self-rating form (Please see attached form)**

Step 4: Explain self-monitoring to students (purpose, how to do self-monitoring and classroom behavior monitoring, the meaning of rating points, rewards)

Step 5: Prompt students to do the group self-monitoring activity (daily on a selected class)

Step 6: Get estimates of daily average rating (*Survey the group through a show of hands*). Collect forms at the end of 10 days.

Step 7: Conspicuously plot daily group average rating in the classroom chart. The teacher has the option to give rewards to the class after 10 consecutive days of getting “Excellent or Very Good” ratings. But consistent positive attention must be done daily when the class scores either 4 or 5. Also, best group rewards come in a form of activities: free time, play time, movie time, etc.

### Example of Behavior Rating Criteria

Points	Behavioral Definition
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<b>Awarded</b>	
<b>5</b>	<b>Excellent.</b> The student/class followed all of the rules/goals with no violations during the whole period
<b>4</b>	<b>Very Good.</b> 1-2 minor rule violations
<b>3</b>	<b>OK.</b> 3-4 minor rule violations.
<b>2</b>	<b>Unacceptable. 5-6 violations that</b> resulted in interruption of learning.
<b>1</b>	<b>Totally Unacceptable.</b> 7 or more violations that resulted in interruption of learning.

**Resources:**

Ajzen, Icek. (1985). From intention to actions: A theory of planned behavior. In J. Kuhl & J. Beckman (Eds.)

*Action-control: From Cognition to Behavior*. Heidelberg, GE: Springer, 11–39.

Rose, P. & Kim, J. (2011). Self-Monitoring, opinion leadership and opinion seeking: A sociomotivational approach. *Current Psychology*, 30, 203-214.

Stage, S.A., & Quiroz, D.R. (1997). A Meta-Analysis of Interventions to Decrease Disruptive Classroom Behavior in Public Education Settings. *School Psychology Review*, 26(3), 333-68.

Watson, S. Behavior Self Monitoring Checklists. [<http://specialed.about.com/od/characterbuilding/self-monitoring> [www.interventionscentral.org](http://www.interventionscentral.org) and [www.pbisworld.com](http://www.pbisworld.com)]

# I CAN DO IT WELL!

Name of student: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

1 **Totally Unacceptable**    2 **Unacceptable**    3 **OK**    4 **Very Good**    5 **Excellent**

**Behavior Goal # 1:** \_\_\_\_\_

	<b>How well did I follow this rule/goal today? (5 being highest and 1 lowest)</b>	<b>How well did the CLASS follow this rule/goal today? (5 being highest and 1 lowest)</b>
<b>DAY 1</b>		
<b>DAY 2</b>		
<b>DAY 3</b>		
<b>DAY 4</b>		
<b>DAY 5</b>		
<b>DAY 6</b>		
<b>DAY 7</b>		
<b>DAY 8</b>		
<b>DAY 9</b>		
<b>DAY 10</b>		