INTERVENTION: Self-monitoring System to Improve On-Task Behavior During Work Time.

Grade/Level: 4th grade and up

Problem

During independent work time, the student has a difficult time staying on-task and needs constant reminders to get started or get back to work. The student is either passively off-task or disruptive to others during work time. The student's off-task behavior is resulting in many late, incomplete, or missing assignments.

Description

The student is given a self-monitoring chart to use. During independent work time, the teacher will cue the student with an agreed upon signal a certain number of times (the number of times can be determined by the teacher). The student should decide whether or not they were on task or not and indicate on their chart with a "yes/no" or "smiley face/sad face," etc. The teacher should also mark on his/her own copy of the chart whether or not the student was on- or off-task. The teacher should be sure to cue the student at times when they are off-task, as well as when they are on-task. Try to be as random as possible. The purpose of this intervention is for the student to become aware and recognize when they are on- or off-task and how to self-regulate their behavior so that they are able to complete work in a timely manner.

1. Collect baseline data (see below).
2. Create a self-monitoring chart that can be attached to the student's desk or assignment notebook (see sample attached).
3. Discuss the problem behavior, intervention procedures, and goals with the student. Come up with an agreed upon plan you both understand.
4. Begin!

Measurement

Baseline Data: Number of late, incomplete, or missing assignments for two weeks prior to the intervention (from gradebook). Calculate the percentage of late, incomplete, or missing assignments by dividing by the total number of assignments given.

Intervention Data: During the intervention, there are two types of data being collected. 1) the teacher will continue to have data on assignment completion. 2)

the self-monitoring charts. These charts can be used to set increasingly higher goals for on-task behavior and to make sure the student is cooperating with the intervention. <u>Example</u>: Week 1 - student is rewarded/praised for accurate recording. Week 2 - student has to show some improvement in their amount of on-task behavior. Week 3 (if applicable) - continued improvement should be demonstrated.

<u>Post-Intervention Data</u>:
A final percentage of late, missing, or incomplete assignments should be calculated. Add the total number of late, missing, or incomplete assignments **during the intervention period** and divide by the total the number of assignments **during the intervention period**.

Materials Needed
Need to create or use an existing self-monitoring chart for both the student and the teacher. See attached example. You may want more or less self-checks per day or you may want to change the question (e.g, Am I working?, etc.)

Self-Monitoring Chart

WEEK _____

Day 1

Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Day 2

Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Day 3

Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Day 4

Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Day 5

Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?		Am I on-task?	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No