

Transcript Self-Monitoring Fidelity Checklist

00:00

let's take a look at the fidelity

00:01

checklists for self monitoring self

00:04

monitoring is an intervention where

00:06

students become more independent and

00:08

aware of their own behavior by learning

00:10

to record occurrence of specific

00:12

behaviors this fidelity checklist is

00:15

divided into three sections preparation

00:19

teaching and implementation

00:24

implementation is where you start

00:26

teaching the student to self monitor in

00:28

target settings we're going to go

00:31

through the steps involved in each

00:32

section individually the first step in

00:38

preparation is to define the target

00:40

behavior or the problem behavior that

00:43

you want to reduce for the student and

00:44

measurable and observable terms step two

00:47

is to define the goal behavior or
00:49
desired behaviors in measurable and
00:52
observable terms that you want to
00:53
increase for the student these are going
00:56
to be important when we start
00:57
determining which behaviors the student
01:00
is going to self monitor step three
01:04
you're going to identify potential
01:06
reinforcers for the student based on
01:08
preference assessments that you conduct
01:10
at school these preference assessments
01:13
could include a variety of procedures
01:15
one could be an interview that you
01:17
conducted the student about preferred
01:19
items and activities there could be a
01:21
written checklist that you have the
01:23
student complete or you could conduct
01:25
observations of how the student spends
01:27
time when they have free choice to
01:29
engage in various activities at school

01:31

once you've determined potential

01:33

reinforcers step four is to determine

01:36

the students current level of

01:37

performance this means that you're going

01:40

to develop a data collection system to

01:42

measure the level at which the target

01:45

behaviors you defined in step one and

01:47

the desired behaviors you defined in

01:49

step two are currently occurring for the

01:52

student this will help you complete step

01:54

5 in step five you're going to develop

01:57

criteria for the student to earn access

02:00

to reinforcers the criteria might focus

02:03

on increases in goal behaviors and or

02:05

decreases in target behavior the

02:08

important thing to remember when you're

02:09

setting this criteria is that initially

02:11

you want the criteria to be similar to

02:13

the level of behavior they're already

02:15

showing and then become more stringent
02:18
as this student shows success with the
02:20
system step 6 is to determine a
02:24
recording system and what materials the
02:26
student is going to need to monitor
02:28
their own behavior so if the student is
02:30
going to need a timer a certain data
02:33
sheet an app on their phone whatever
02:37
materials are going to be needed to
02:39
allow them to self record their behavior
02:42
you want to make sure you know what that
02:44
system is going to look like and have
02:46
those materials ready before you move
02:48
into the teaching phase in the teaching
02:53
phase there are several things that we
02:55
want to accomplish
02:56
first in step 7 we're going to want to
02:59
make sure we teach the student what the
03:01
desired behavior or behaviors if you
03:03
have more than one it's so there are

03:07

some steps involved in teaching first

03:09

you want to review the desired behavior

03:11

with the student so this means go over

03:13

that measurable and observable

03:15

definition you want to model the

03:18

behavior for the student and then prompt

03:20

the student to show you that desired

03:23

behavior when you ask then you want to

03:26

make sure you're reinforcing occurrence

03:28

of the desired behavior both initially

03:30

when you're providing a lot of prompts

03:32

and as you fade those prompts out over

03:35

practice

03:35

another important thing step eight to

03:38

incorporate into teaching it as our

03:40

behavior is what we call discrimination

03:42

training this means that you're gonna

03:44

teach model and practice at both

03:47

examples and non-examples of behavior

03:50

that meet the definition of the desired

03:53

behavior so you want the student to be

03:56

able to label or point out examples and

03:59

non-examples

04:00

as well as act out examples and

04:02

non-examples when you ask them to so you

04:05

want to make sure they're very fluent in

04:07

both being able to describe and

04:10

demonstrate the desired behavior before

04:14

you move on to having them record when

04:16

that behavior is occurring or when it is

04:18

not and so that brings us to step 9

04:20

you're gonna teach the student how to

04:22

record when the desired behavior

04:24

occurs using whatever recording

04:27

system you've selected so you're gonna

04:29

follow some of those same teaching stats

04:31

right you're gonna model examples and

04:34

non-examples of the desired behavior and

04:36

have the student practice recording

04:38

those at the appropriate time. you're

04:41

gonna start out with a lot of prompting

04:43

to help make sure that they're recording

04:44

accurately and then you're gonna

04:46

reinforce those accurate recordings

04:48

really heavily and then you're gonna

04:50

fade out your prompts over time your

04:53

goal with this teaching step is for them

04:55

to be able to independently and

04:57

accurately record whatever that desired

05:00

behavior is 80% of the time before you

05:03

move on to the implementation stage so

05:05

in the beginning you're reinforcing

05:08

accurate recording of behavior more so

05:12

than you are the levels of desired

05:13

behavior that you would like to see once

05:16

you complete the teaching phase and the

05:18

student is fluent with being able to

05:19

demonstrate the desired behavior and

05:21

record when it's occurring you're gonna
05:24
start introducing that self monitoring
05:26
system for implementation in the target
05:29
setting so in the beginning a lot of the
05:32
self monitoring steps are going to be
05:34
prompted for the student so you're gonna
05:36
provide some sort of cue for when it's
05:38
time for this student to start self
05:40
recording whether that's a verbal cue a
05:42
visual cue a gestural cue that's up to
05:45
you but some way that you let them know
05:47
it's time to start self recording after
05:50
you do that step 11 you're gonna provide
05:52
the materials that they need to self
05:54
record or you're gonna teach the student
05:57
to gather them on their own it might be
06:00
that in the beginning you have to prompt
06:01
for them to gather those materials but
06:04
after fading out some of your prompts
06:06
they're able to gather those materials

06:08

and be ready to self record on their own

06:10

step 12 you're going to determine at

06:13

what time the student is supposed to

06:15

record behavior so this depends on what

06:18

desired behavior you've defined and what

06:21

self recording system you've taught the

06:23

student to use so they're either going

06:25

to be recording occurrence of their

06:27

behavior at the end of intervals or

06:30

every time it occurs so if they're

06:33

recording on task behavior they might be

06:36

recording at the end of every 3 min

06:38

interval whether they're on task or not

06:40

on task if they're recording content

06:43

relevant comments that they're making

06:45

during whole group instruction they

06:47

might be making a talle mark or

06:48

recording every single time that

06:50

behavior happens step 13 you're gonna

06:54

teach them how to use all of those
06:56
materials that you've gathered to record
06:59
that is our behavior in that target
07:01
setting right so in the beginning you'll
07:04
have a lot of prompts for that but you
07:06
should be able to fade those
07:07
pretty quickly because you've already
07:09
pre taught what that desired behavior is
07:12
and how to record it step 14 determine a
07:16
time for when you're going to deliver
07:17
the reinforcer when they've met that
07:20
criteria so you could have scheduled
07:22
times to do that or it could be that
07:24
once a student meets the criteria that's
07:26
been set they get access to the
07:28
reinforcer in the beginning the teacher
07:31
may have to facilitate this but over
07:33
time the goal is the student knows how
07:36
to self monitor so once they see that
07:38
they've met the goal they can go and

07:40

access the reinforcer on their own but

07:43

it may take some prompt fading for you

07:45

to get to that point then step 15 you're

07:48

gonna want to conduct intermittent

07:50

checks to where you see if the student

07:52

is still accurately self recording their

07:54

behavior this might mean that once a

07:56

week you also take data on the student's

07:59

behavior and compare it to the students

08:01

ratings to see if it's still accurate

08:03

because we want to make sure that we

08:05

don't have drift in the accuracy of

08:07

self recording and then step 16 our last

08:11

step over time you can increase the

08:14

criteria that the student has to meet in

08:16

order to earn access to the reinforcer

08:19

so moving closer and closer to the

08:21

levels of desired behavior and low

08:24

levels of target behavior that are

08:26

ultimately your goal let's take a look

08:29

at what a self monitoring data sheet

08:31

might look like we have two examples the

08:34

first one is what you might use if

08:37

you've decided this student will take

08:38

data on an interval based method so at

08:42

the top of the form here we have a place

08:44

for the student's name and the date the

08:47

class that they're in or the location if

08:49

it's not a specific class

08:51

the time they're gonna start

08:52

self-monitoring and the time that

08:54

they're going to end self-monitoring and

08:56

then we have some directions this

08:58

example says when the timer vibrates the

09:01

student is going to mark the blocks if

09:02

the desired behavior was occurring at

09:05

that moment so in the space below those

09:08

directions you would want to record the

09:11

definition of the desired behavior

09:14

so what measurable and observable

09:15

behavior is the student rating in terms

09:19

of whether they were engaging in that

09:20

behavior or not so every time they're

09:23

given the cue in our example it's the

09:25

timer vibrates they're going to record

09:27

yes I was doing the desired behavior or

09:30

no I was not doing the desired behavior

09:32

in the next empty box down here below at

09:36

the end of the time whether you're

09:38

implementing self-monitoring you

09:40

complete this part at the bottom where

09:42

they can calculate the percentage of

09:44

intervals that they were showing the

09:45

desired behavior let's say that was on

09:47

task behavior in our example so they're

09:50

gonna count up the number of yeses put

09:52

it here in this first blank then they're

09:54

gonna count up the total number of boxes

09:56

in which they provided a rating and so

09:59

yeses and no's combined and they're gonna

10:01

put it in the second blank they're gonna

10:03

divide the yeses by the total number of

10:06

times they rated themselves multiplied

10:08

by a hundred to give them the percentage

10:10

of intervals on task so this part at the

10:13

bottom here is where you can write in

10:15

your criteria for earning the reinforcer

10:18

so ideally you would do this before the

10:20

start of the self-monitoring session or

10:22

right at the beginning of it so it says

10:24

if blank so it could say if on task 70%

10:29

of intervals or more the student will

10:31

earn blank and so it might say 15

10:34

minutes of iPad time so the student

10:37

could then look at their percentage of

10:38

intervals that they calculated up here

10:40

and see if it meets the goal that's

10:43

written at the bottom and over time they

10:45

can be taught how to go and access that

10:47

iPad time on their own without

10:49

needing the teacher to facilitate that

10:53

down at the bottom we have one other

10:55

example of a self-monitoring form it's

10:57

set up in a very similar fashion there's

11:00

still a place to record the student's

11:02

name and the date the class or

11:04

location where they're engaging in

11:06

self-monitoring and this start and stop

11:09

times for implementing self monitoring

11:11

the difference is instead of rating

11:14

behavior on an interval basis they're

11:16

gonna record a tally mark each time the

11:19

desired behavior or behaviors if you

11:21

have more than one occur so let's say

11:23

that you have the desired behavior of

11:26

raise your hand and wait to be called on

11:28

and provide a Content relevant comment

11:31

during whole group instruction okay so

11:34

every time the student does that they're

11:37

just gonna add a tally mark to this

11:38

large box at the end of the

11:41

self-monitoring session they're going to

11:42

count those tally marks and write that

11:44

number in the total blank down here at

11:46

the bottom so you have the very same

11:49

setup for writing in the goal down here

11:51

at the bottom so if it said if I raise

11:54

my hand and wait and provide three on

11:57

task comments during science class

11:59

student will earn 15 minutes of iPad

12:02

time they would be able to look at their

12:04

number in the total section and see if

12:07

that's three or greater to know if they

12:09

earned access to that reinforcer so

12:12

there are lots of different self

12:14

recording systems and data sheets that

12:16

you can use these are just a couple of

12:18

examples of sheets that you might use

12:21

for the student to self record their own

12:23

behavior