

Self-Monitoring Fidelity Checklist (Under the Self-Management Umbrella)

Rationale: Intervention used for students to become independent in situations and become successful in the situation.

Step	Did I complete This Step?
Preparation:	
1. Define the target behavior in measurable and observable terms	Yes/No
2. Define the desired behavior (goal) in measurable and observable terms	Yes/No
3. Identify the potential reinforcers based on a preference assessment conducted with the student	Yes/No
4. Identify current level of student performance (Baseline measure) *Develop a data collection system using either continuous (i.e. frequency, duration, latency) or discontinuous (i.e. whole, partial, momentary time sample)	Yes/No
5. Develop criteria for the student to earn access to reinforcers. Criteria should focus on increase of goal behaviors and/or decrease of target behaviors. Initial criteria should be similar to baseline levels of behavior and increase as the student shows progress.	Yes/No
6. Determine recording system and materials needed to self-monitor behavior (i.e. stop watch, time management apps, recording forms)	Yes/No
Teaching:	
7. Teach the student the desired behavior: a. Review the desired behavior with the student b. Model the desired behavior c. Prompt the student to demonstrate the desired behavior upon request d. Reinforce the student for the desired behavior (prompted and unprompted) e. Fade out the prompts	Yes/No Yes/No Yes/No Yes/No Yes/No
8. Teach, model and practice examples and non-examples of the desired behavior with the student (discrimination training)	Yes/No
9. Teach the student how to record the desired behavior using the recording system: a. Model examples and non-examples of the desired behavior and practice recording at the appropriate time b. Reinforce all accurate recordings of the behavior (prompted and unprompted) c. Fade prompts until the student is able to independently and accurately record the desired behavior 80% of the time	Yes/No Yes/No Yes/No

Implementation: Teach the student to use self-monitoring in target setting

10. Provide the student a cue (i.e. visual, verbal or gestural) to begin self-monitoring	Yes/No
11. Provide students the materials to self-record or teach students to gather materials to self-record	Yes/No
12. Determine a time for the student to record behavior (i.e. at the end of an interval, at every opportunity)	Yes/No
13. Teach student how to self-record in the target setting using data sheets and other materials	Yes/No
14. Determine a time for the reinforcer to be delivered upon meeting the established criteria (i.e. end of class period, partial day, end of day, end of week) and teach student how to gain access to the reinforcer	Yes/No
15. Conduct intermittent checks to determine whether the student continues to accurately self-record	Yes/No
16. Once the student shows success at meeting criteria then gradually increase criteria based on data collection.	Yes/No
Responses _____ / _____	
Percentages of Yes _____	