

Student Self-Monitoring

Self-monitoring is empowering and promotes self-regulation. Students as young as preschool can self-monitor with support. To be most effective, self-monitoring should occur soon after the behavior. When implementing competency strategies, monitoring might be prompted at the end of each class period or the end of the school day. This monitoring can occur in conjunction with other support structures, such as Check-In/Check-Out.

Depending on the strategy and the student's analytic skills, self-monitoring may involve numeric and narrative reflection. Prompts might include:

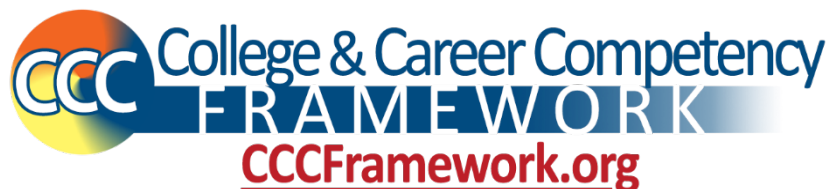
- How did I use the strategy? (narrative reflection)
- How many times did I use the strategy? (tallies throughout the class or school day)
- How effective was the strategy? (scale ratings from *Not Effective* to *Somewhat Effective* to *Very Effective*)
- How did the strategy help me? (narrative reflection)
- What will I do differently? (narrative reflection)

Across time, self-monitoring reflections can be summarized in quantitative or qualitative formats. Quantitative summaries might include frequency of strategy use (e.g., percentage of class periods or school days that the student reported using the strategy) or effectiveness ratings graphed across time. Qualitative summaries might include categorization of *how I used the strategy* or *how the strategy helped me* responses.

As students become comfortable with self-monitoring, they should help determine the reflection questions and process. For example, some students might prefer tallying throughout the day and reflecting at the end of the school day. Some students will find paper formats to be effective while others will prefer digital formats. Prompts might be directed by others (e.g., teachers) or by technology (e.g., calendar reminders).

Remember that self-monitoring is empowering but that support is necessary for optimal success. As the adults who are guiding students, we will need to create the rituals that prompt and promote the self-monitoring. For example, through Check-In/Check-Out procedures, an adult talks with the student at the beginning and end of each day. During this conversation, the student can reflect on strategy use and effectiveness as well as determine upcoming opportunities for strategy use.

The following page provides a sample strategy log that can be used or adapted for students. The [Guidance for Individualized Supports](#) provides a 5-step intervention process.



Name: _____



Date	How did I use the strategy?	How did the strategy help me? What will I do differently?