

# SELF-MONITORING IS NOT JUST FOR KIDS!

Implementing Behavioral Interventions with Fidelity

MANDY RISPOLI, PHD, BCBA-D

PURDUE  
UNIVERSITY

## Teachers Require Support



PURDUE  
UNIVERSITY

## Teachers Require Support

- Westling, 2010
  - 62% of teachers felt they did not have adequate pre-service preparation in challenging behavior
  - 58% of special educators reported they did not receive adequate in-service preparation in FBA
  - Only 27% of special educators reported receiving support from a behavior specialist

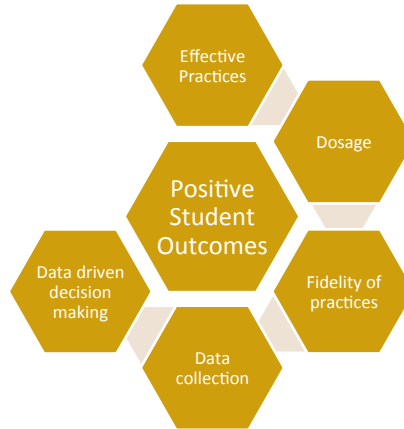
PURDUE  
UNIVERSITY

## How are teachers being prepared to implement behavioral interventions?

- Most teacher preparation programs offer a single, stand-alone course on “classroom management” and do not focus on specific strategies for each tier of PBIS
- Teachers are often ill-prepared to prevent and address student challenging behavior
  - Christofferson & Sullivan (2015); Hammersness (2011)
- Teachers report that challenging behavior is their top professional development need
  - Monroe, Blackwell, & Pepper (2010); Sugai & Horner (2002)
- Workshops rarely lead to sustained changes in teacher behavior
  - Joyce & Showers (2002)
- Changes in teacher behavior requires coaching, reflection, and performance feedback in the classroom
  - Powell, Diamond, & Cockburn (2013)

PURDUE  
UNIVERSITY

## Teachers Require Support



**PURDUE**  
UNIVERSITY

## Teachers Require Support



**PURDUE**  
UNIVERSITY

## Teachers Require Support

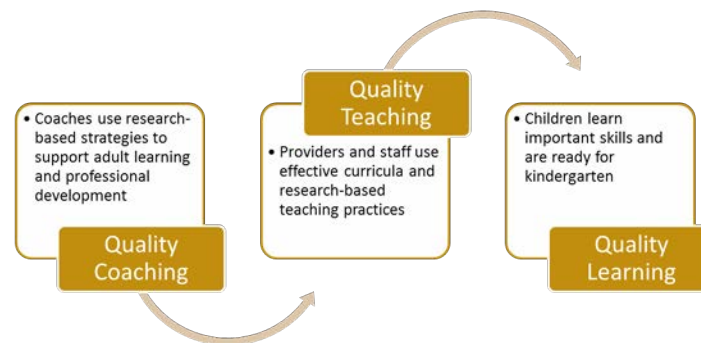
### Performance Feedback

- Direct observation of the teacher
  - Data collection of teacher’s behaviors/ practices
  - Review and analysis of those data (reflection)
  - Goal setting
  - Action planning
- Requires substantial technical assistant resources (time, personnel) which may not be feasible in many centers

PURDUE  
UNIVERSITY


## Teachers Require Support

### Coaching




• NCQTL

PURDUE  
UNIVERSITY




© John McPherson/Distributed by Universal Uclick via CartoonStock.com 10-21




© bacall CARTOONSTOCK.com Search ID: aban2008

© CARTOONSTOCK.com Search ID: jmp061021


**PURDUE**  
UNIVERSITY.



www.gilbert.com mcgrasim@af.com



© 2001 United Feature Syndicate, Inc.



Copyright © 2001 United Feature Syndicate, Inc.

**PURDUE**  
UNIVERSITY.

## Self-Monitoring

- Features
  - Observe one’s own behavior
  - Record those observations
  - Analyze the data
  - Make data-driven decisions
- Benefits
  - Low cost
  - More accurate evaluation
  - May improve teaching practices AND student outcomes



PURDUE  
UNIVERSITY

## Teacher Self-Monitoring

- Teachers have been taught:
  - Improve instructional practices
    - Bingham, Spooner, & Browder (2007)
  - Decrease ineffective practices
    - Szykula & Hector (1978)
  - Evaluate practices
    - Reinke, Lewis-Palmer, & Merrell (2008)

PURDUE  
UNIVERSITY

## What does the research say? Literature Review



A systematic review of teacher self-monitoring on implementation of behavioral practices

Mandy Rispoli <sup>a,\*</sup>, Samar Zaini <sup>b</sup>, Rose Mason <sup>c</sup>, Matthew Brodhead <sup>d</sup>, Mack D. Burke <sup>e</sup>, Emily Gregori <sup>f</sup>

<sup>a</sup> Purdue University, USA  
<sup>b</sup> Bahari University, USA  
<sup>c</sup> Juniper Gardens Children's Project, USA  
<sup>d</sup> Michigan State University, USA  
<sup>e</sup> Utah State University, USA

- Synthesis of research on teacher self-monitoring and fidelity of behavioral practices

**PURDUE**  
UNIVERSITY

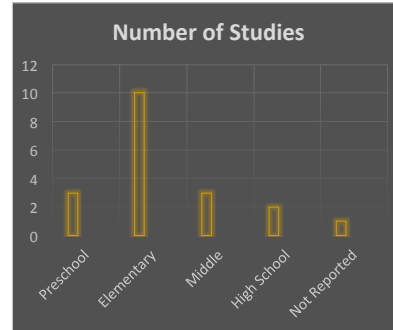
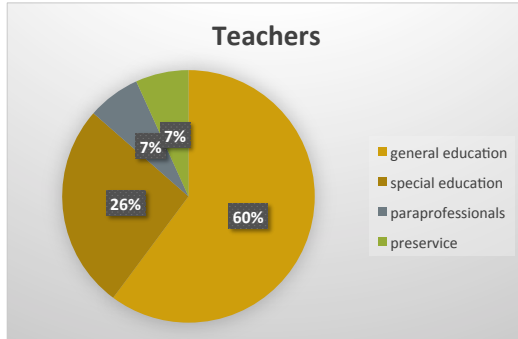
## Inclusion Criteria

- Independent variable included teachers recording data on their own implementation of a behavioral practice
  - Examples of practices included behavior assessment, prevention strategies, or intervention strategies
- Self-monitoring could include:
  - Rating scales
  - Frequency counts
  - Rate of teacher behavior
  - Fidelity checklists
- 17 studies met inclusion criteria

## What does the research say?

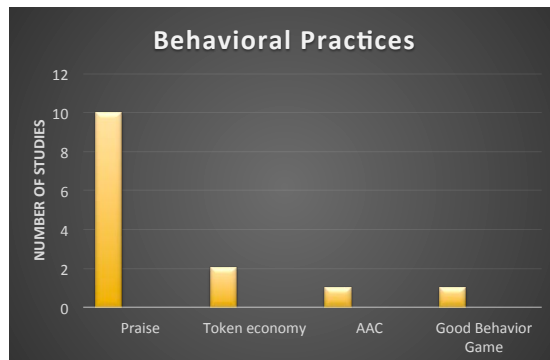
### Who is self-monitoring?

- 118 teachers



## What does the research say?

### What are teachers self-monitoring?





## What does the research say?

### How are teachers self-monitoring?

- Frequency



PURDUE  
UNIVERSITY

## What does the research say?

### How are teachers self-monitoring?

- Percent of steps

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Self-Monitoring Checklist for Transitions

		Before the Transition	
<i>Did I...?</i>		No	Yes
1.	Have the transition planning sheet completed and visible?		
2.	Make sure other adults in the room had assigned roles for the transition?		
3.	Use a visual and verbal transition warning?		
4.	Place cues in the environment to help children transition?		
		During the Transition	
<i>Did I...?</i>		No	Yes
5.	Sing a song or chant with the children		
6.	Use visual aids to help children transition		
7.	Provide specific praise to children for transitioning well		
		After the Transition	
<i>Did I...?</i>		No	Yes
8.	Provide positive feedback to children who transitioned well		
Total Number of Yes scores			
Total Yes scores divided by 8 steps =			% correct

PURDUE  
UNIVERSITY

## What does the research say?

### How are teachers self-monitoring?

- Qualitative rating

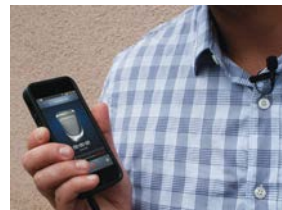


PURDUE  
UNIVERSITY

## What does the research say?

### How are teachers self-monitoring?

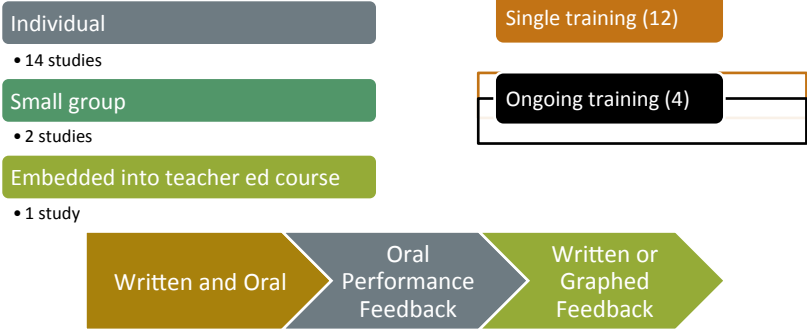
- Rate of implementation



PURDUE  
UNIVERSITY

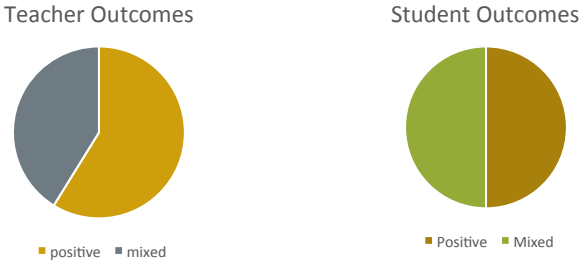
# What does the research say?

## How are teachers being taught to self-monitor?




# What does the research say?

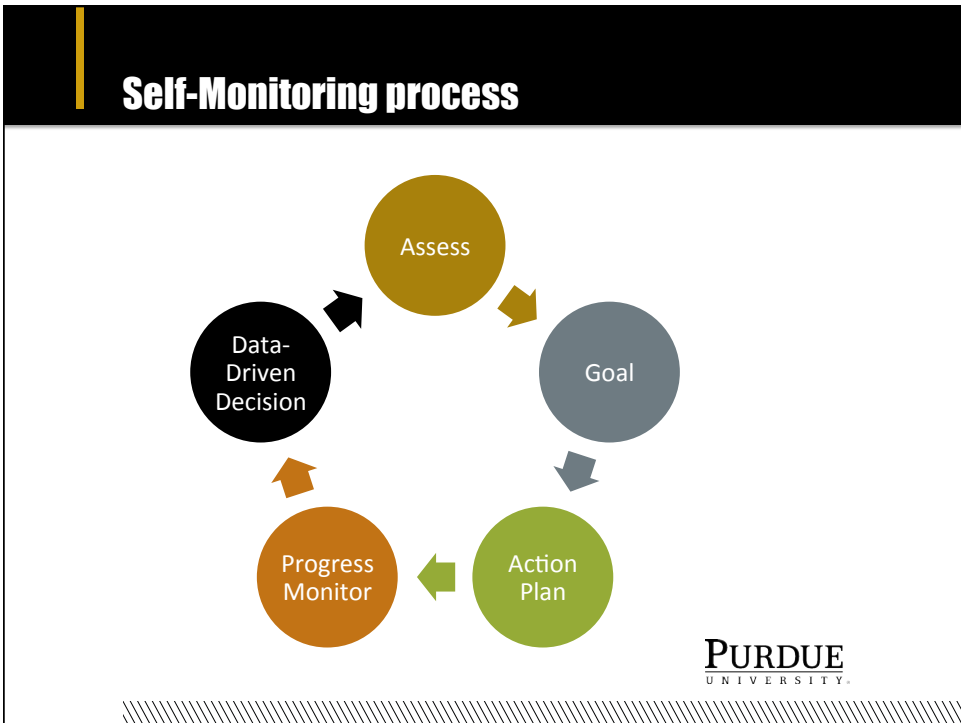
## How does teacher self-monitoring impact teacher and student outcomes?




# SELF-MONITORING 101



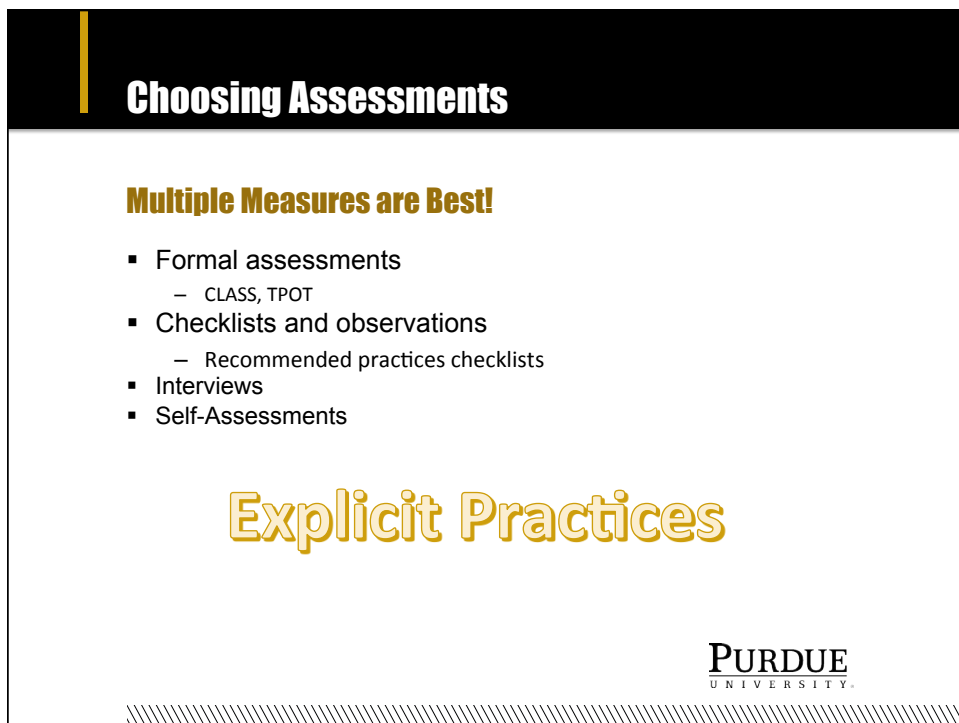
The slide features a black background with the title 'SELF-MONITORING 101' in large, white, bold, sans-serif font. A thin vertical green line is positioned to the left of the text. The Purdue University logo is located in the bottom right corner.



A slide graphic with a black background. The word "ASSESS" is written in large, bold, white capital letters. To the left of the text is a vertical yellow bar. The top and bottom of the black area are bordered by a white hatched pattern. The Purdue University logo is in the bottom right corner.

# ASSESS

PURDUE  
UNIVERSITY

A slide graphic with a black header and a white body. The header contains the text "Choosing Assessments" in white. The body contains a list of assessment types and the text "Explicit Practices" in a large, yellow, outlined font. The Purdue University logo is in the bottom right corner.

## Choosing Assessments

**Multiple Measures are Best!**

- Formal assessments
  - CLASS, TPOT
- Checklists and observations
  - Recommended practices checklists
- Interviews
- Self-Assessments

# Explicit Practices

PURDUE  
UNIVERSITY

# Interview

## Begin with general questions and move to specific questions

- General**
  - What would you like help with?
  - What children do you have questions or concerns about?
  - What techniques or strategies have you tried? And what happened?
  - What supports do you feel you need to be successful?
- Specific Questions about a Practice**
  - How often a practice is being used?
  - How well is the practice being implemented?
  - How well the teacher believes he/she is implementing the practice?
  - What the teacher believes about the practice?



	Yes	IP	No	?
<b>MAXIMIZE STRUCTURE</b>				
<b>Establish and Teach Classroom Routines</b>				
1. Have you <b>identified</b> and <b>described</b> typical classroom routines for your students and staff (including yourself)?				
2. Are key routines <b>posted</b> ?				
3. Have you <b>taught</b> and <b>differentiated</b> routines?				
<b>Arrange Your Classroom Environment to Promote Appropriate Behavior</b>				
1. Does your classroom layout <b>minimize crowding and distraction</b> ?				
2. Are you able to <b>adequately supervise</b> all areas?				
3. Have you planned and adjusted for <b>transitions and movement</b> ?				
4. Have you created a <b>seating arrangement</b> that matches your instructional approach?				
5. Have you used effective design to <b>prevent</b> predictable problems?				
<b>ACTIVELY ENGAGE STUDENTS IN INSTRUCTION</b>				
<b>Present High Rates of Opportunities to Respond (OTRs)</b>				
1. Do you present OTRs at a <b>rate</b> of three to five "simple" (short response) or one "complex" (production response) OTR(s) per minute during teacher-directed instruction?				
2. Do you <b>adjust</b> your rate of OTRs based on student academic and behavioral data?				
<b>Present Varied OTRs</b>				
1. Have you used <b>various strategies</b> for student responding (individual, unison, mixed, or peer-to-peer responding) during instruction?				
2. Have you included multiple <b>modes of responding</b> (verbal, gestural, response card, written, etc.) across OTRs during instruction?				
3. Have you incorporated appropriate <b>empirically supported strategies</b> to increase your OTRs (e.g., direct instruction, classwide peer tutoring, computer-assisted instruction, and guided notes)?				

**FIGURE 5.1.** A checklist of classroom practices related to structure and active engagement.

From Brandi Simonsen and Diane Myers (2015). Copyright by The Guilford Press. Permission to photocopy this material is granted to purchasers of this book for personal use only (see copyright page for details).

## Choosing Assessments

- Be intentional
  - Know your options
- Learn the assessment
  - Identify someone to be the internal “expert” on the tool
  - Look for resources from the tool developers
- Stick with the tool
- Build in time to use the tool


[HTTPS://CURRY.VIRGINIA.EDU/UPLOADS/RESOURCELIBRARY/CASTL\\_Practioner\\_Part3\\_Single.pdf](https://curry.virginia.edu/uploads/resourceLibrary/CASTL_Practioner_Part3_Single.pdf)

**PURDUE**  
UNIVERSITY

## Needs Assessment: Informs Goal Setting and Action Planning

- Where am I now with respect to the practice?  
Where do I want to be?
- What are logical next steps related to implementation of the practice?

**PURDUE**  
UNIVERSITY



**Intensive Interventions Needs Assessment Form: Universal Teacher Practices**

Teacher: \_\_\_\_\_ Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Please fill in this form and bring it with you to our next coaching meeting.

Practice	Rate your knowledge of this practice.			Rate your comfort with using this practice in the classroom.			Would you like to use this practice more often or more accurately?		How much support do you need to help you use this practice?		
	None	Somewhat	Very	None	Somewhat	Very	Yes	No	None	Some	A lot
<b>Creating a consistent and predictable environment</b>											
(1) posting three to five positively stated classroom rules with a combination of words and pictures											
(2) posting a classroom schedule that includes pictures at students' eye level											
(3) having a classroom matrix that defines behavioral expectations across classroom routines											
(3) actively teaching behavior expectations											

## Sample Needs Assessment



# CREATE A GOAL









## Teacher Goals

- Based on needs assessment
  - Select teaching practice(s)
  - Write a goal for each practice
- Goals should be specific, achievable, and measurable
  - who, behavior, condition(s), criteria
- Should address both teacher and child behavior
- Goal should impact quantity or quality of practice

Category	This week I will focus on the following practice	Priority	Comment
Nurturing and responsive relationships	Provide behavior specific praise		
	Teach and remind the children about classroom expectations		
	View the classroom schedule with the kids		
	Build positive relationships with parents & encouraged them to visit the classroom		
	Model appropriate behavior with the children and my assistant		
	Greet the children by their names, engaged in conversation/ play with them		
<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 40px; background-color: black; margin-right: 10px;"></div> <h2 style="margin: 0;">Goal Planning</h2> </div>			

Category	This week I will focus on the following practice	Priority	Comment
Nurturing and responsive relationships	Provide behavior specific praise	<b>1</b>	
	Teach and remind the children about classroom expectations	<b>2</b>	
	View the classroom schedule with the kids	<b>3</b>	
	Build positive relationships with parents & encouraged them to visit the classroom		
	Model appropriate behavior with the children and my assistant		
	Greet the children by their names, engaged in conversation/ play with them		

# Goal Planning

Target Practice Here	A strength I have:	A difficulty I have:

My top priority to work on is:



# Example Goals

Teaching Practice	Possible Goal (who/behavior, conditions)
Provide behavior specific praise ----- I will make review classroom expectations each morning to prime myself to catch the children being good.	I will praise child behaviors that meets classroom expectations at least 10 times each morning for five days in a row.
Teach and remind children of classroom expectations ----- I will update classroom expectations and rules with picture visuals by Monday morning.	During circle time each day for the next 3 weeks, I will teach and review rules by referring to the visual display and giving reminders using positive phrasing.

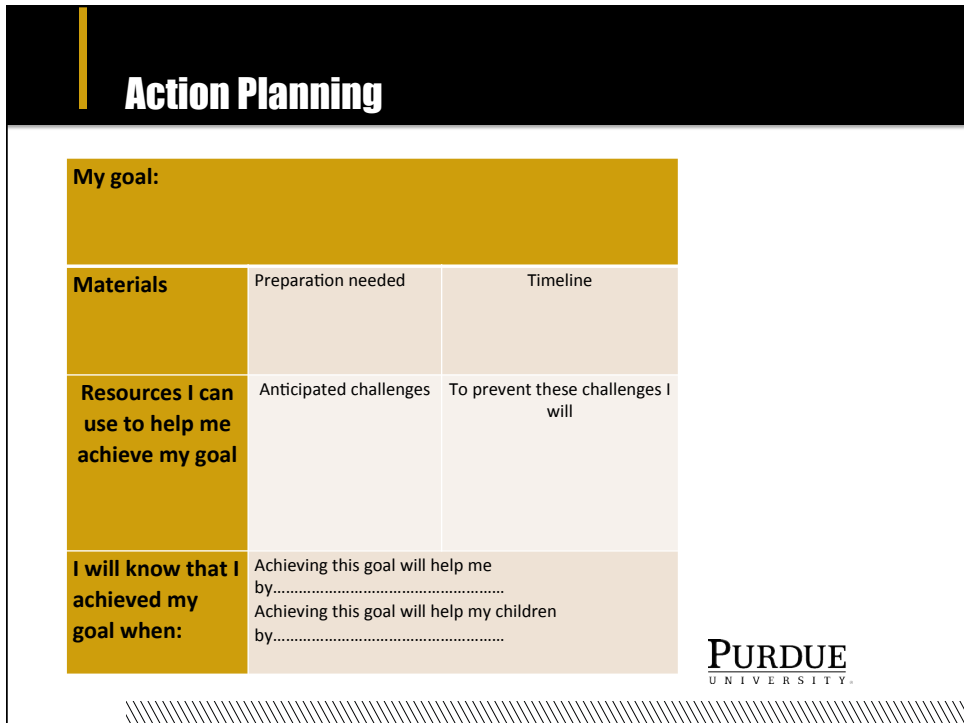




A title slide for an 'ACTION PLAN'. The slide features a black background with a white border. A vertical yellow bar is on the left side. The text 'ACTION PLAN' is written in large, bold, white capital letters. At the bottom right, the Purdue University logo is displayed.

# ACTION PLAN

PURDUE UNIVERSITY



An 'Action Planning' worksheet. It has a black header with the title 'Action Planning' in white. Below the header is a table with four rows and two columns. The first row is a solid yellow box labeled 'My goal:'. The second row has columns for 'Materials', 'Preparation needed', and 'Timeline'. The third row has columns for 'Resources I can use to help me achieve my goal', 'Anticipated challenges', and 'To prevent these challenges I will'. The fourth row has a column for 'I will know that I achieved my goal when:' and a large text area for 'Achieving this goal will help me by...' and 'Achieving this goal will help my children by...'. The Purdue University logo is at the bottom right.


## Action Planning

<b>My goal:</b>		
<b>Materials</b>	Preparation needed	Timeline
<b>Resources I can use to help me achieve my goal</b>	Anticipated challenges	To prevent these challenges I will
<b>I will know that I achieved my goal when:</b>	Achieving this goal will help me by..... Achieving this goal will help my children by.....	

PURDUE UNIVERSITY

## Action Planning Example

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...	Date Completed
I will praise child behaviors that meets classroom expectations at least 10 times each morning for five days in a row.	<p><b>Step</b> __ update classroom expectations and rules with picture visuals</p> <p><b>Teacher's Responsibilities:</b> take pictures of children meeting classroom expectations and print these photos.</p> <p><b>Teacher's Assistant Responsibilities:</b> Glue photos to board and laminate</p>	Camera Photo permission Poster board Printed photos Laminator Tally counter	Take photos Monday and Tuesday  Print photos and laminate on Wednesday  Post in classroom Thursday	I praise students at least 10 times each morning for 5 days in a row	



# PROGRESS MONITOR



# What to self-monitor?

- Frequency of your use of the practice?
  - Frequency is a count of the times you used a practice
    - E.g. tally mark for each time you embedded instruction into a routine
  
- Rate of your use of the practice?
  - Frequency divided by length of time
    - E.g. tally mark for each time you had a positive interaction with a child divided by 1 hour = rate of interactions per hour
  
- Number or percent of steps in a practice you implemented correctly?
  - Good for complex practices, or practices with many steps
  - Can be a tally count or a percentage (number of steps you implemented correctly divided by total number of steps in that practice)
    - E.g. number of steps you implemented correctly for teaching peers to play with a child with a disability



# Self-Monitoring Frequency

Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Target Practice: To increase the number of times I use this practice.  
 Goal: I will use this practice to 10 times per day.  
 Directions for self-monitoring: Place a tally mark next to the activity for each time I use the practice

Activity	Number of Times I Used this Practice
Arrival	
Centers	
Transition to Circle	
Circle Time	
Transition to Snack	
Snack	
Transition to outside play	



## When to self-monitor?

- Consider resources
  - Materials
  - Time
  - Personnel
- Options:
  - In the moment
  - Video record
  - Audio record



PURDUE  
UNIVERSITY



STUDENT DATA IS EXTREMELY VALUABLE.  
BUT NOT IF IT'S HALF-BAKED.

**DATA-DRIVEN  
DECISIONS**

PURDUE  
UNIVERSITY

Name \_\_\_\_\_ Target Practice \_\_\_\_\_

Percent of Steps Correct

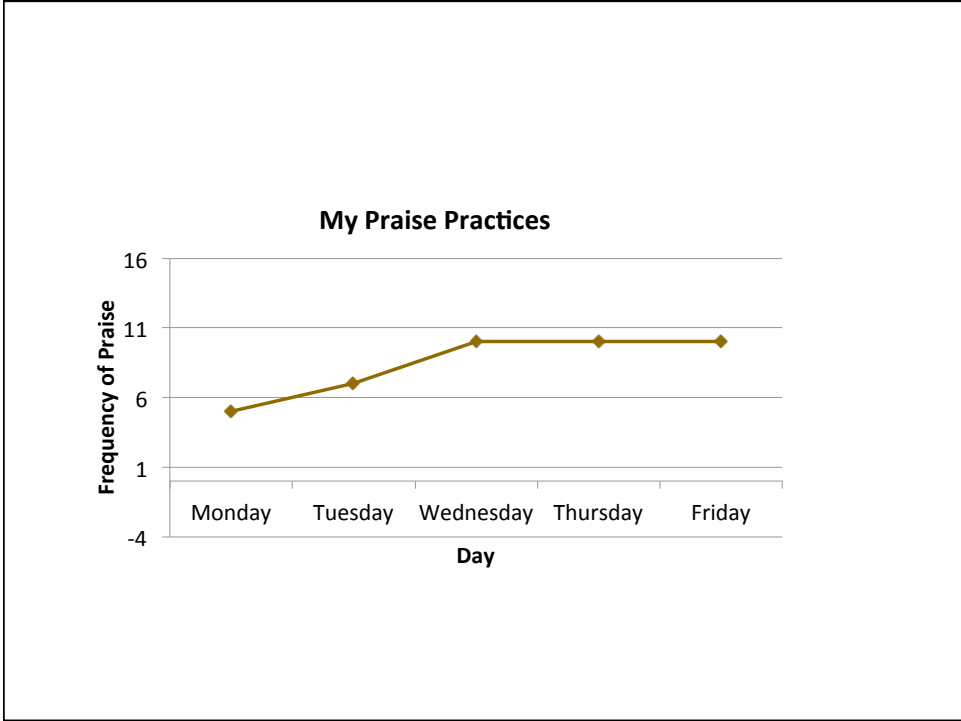
100  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Session

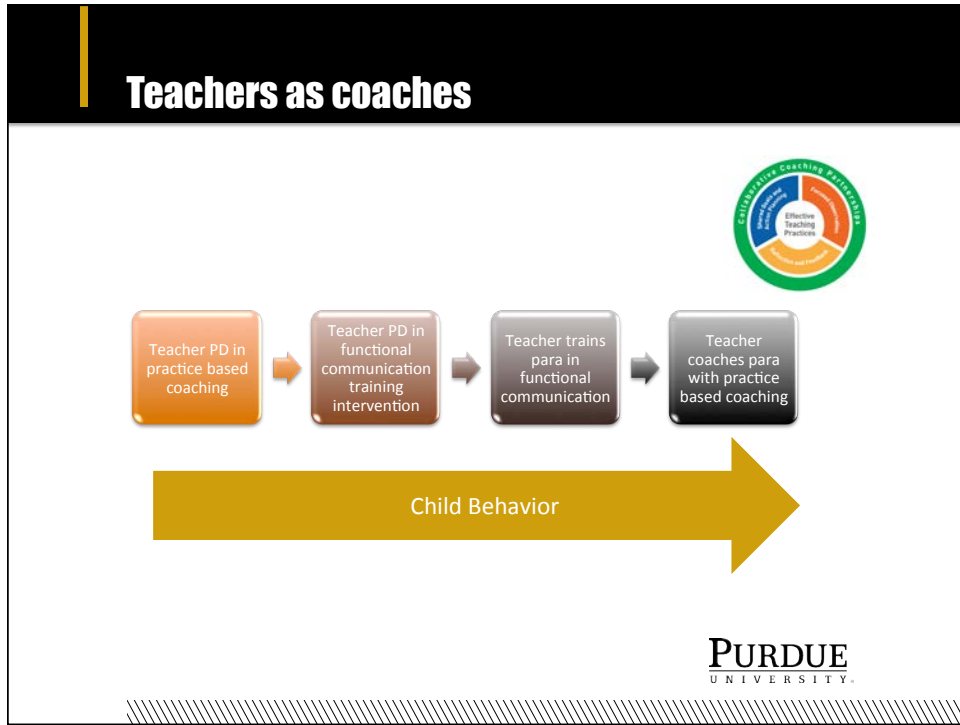
Graphing Template





# A RECENT STUDY

**PURDUE**  
UNIVERSITY




Paraprofessional: \_\_\_\_\_ Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Please fill in this form and bring it with you to our next coaching meeting.

	Rate your knowledge of this practice.			Rate your comfort with using this practice in the classroom.			Would you like to use this practice more often or more accurately?		How much support do you need to help you use this practice?	
	None	Somewhat	Very	None	Somewhat	Very	Yes	No	None	Some
Implementing behavior intervention plans for individual students									None	Some
Identifying settings, activities, or routines in which problem behavior is likely to occur									None	Some
Identifying a situation in which problem behavior is likely to occur and intervening before the problem behavior occurs									None	Some
Utilizing classroom supports to prevent the occurrence of problem behavior									None	Some

**Needs Assessment**



## Teachers as Coaches

Goal Planning Form

Paraprofessional: \_\_\_\_\_ Coach: \_\_\_\_\_


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

	A strength I have:	A difficulty I have:
[Specific Behavioral Intervention]	<i>I have good rapport with the student.</i>	<i>I may forget and leave out steps when there are too many.</i>

My top priority to work on is:

*I will implement all 5 steps of the intervention with 100% accuracy 3 times in a row.*

Goal Planning



## Teachers as Coaches

Action Planning Form

Activity: \_\_\_\_\_ Paraprofessional: \_\_\_\_\_ Date: \_\_\_\_\_

My goal:

*I will implement all 5 steps of intervention with 100% accuracy 3 times in a row.*

Materials	Preparation needed	Timeline
<i>Intervention cheat sheet</i>	<i>Timer, intervention cheat sheet</i>	<i>One week</i>

Resources I can use to help me achieve my goal	Anticipated challenges	To prevent these challenges I will
<i>Teacher/researcher on stand-by</i>	<i>I may forget to praise the child</i>	<i>Post-it note reminder</i>

I will know that I achieved my goal when: \_\_\_\_\_

Achieving this goal will help me by: \_\_\_\_\_

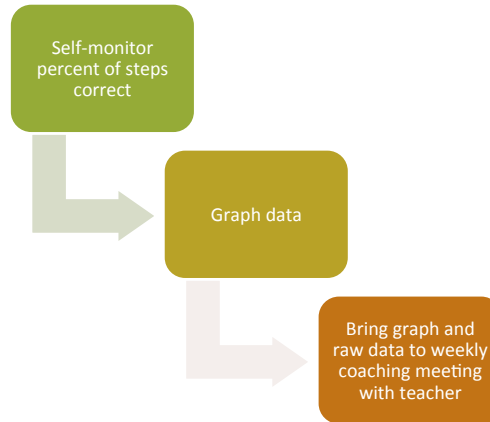
Achieving this goal will help my children by: \_\_\_\_\_

**Additional comments:**

Action Planning

## Teachers as Coaches

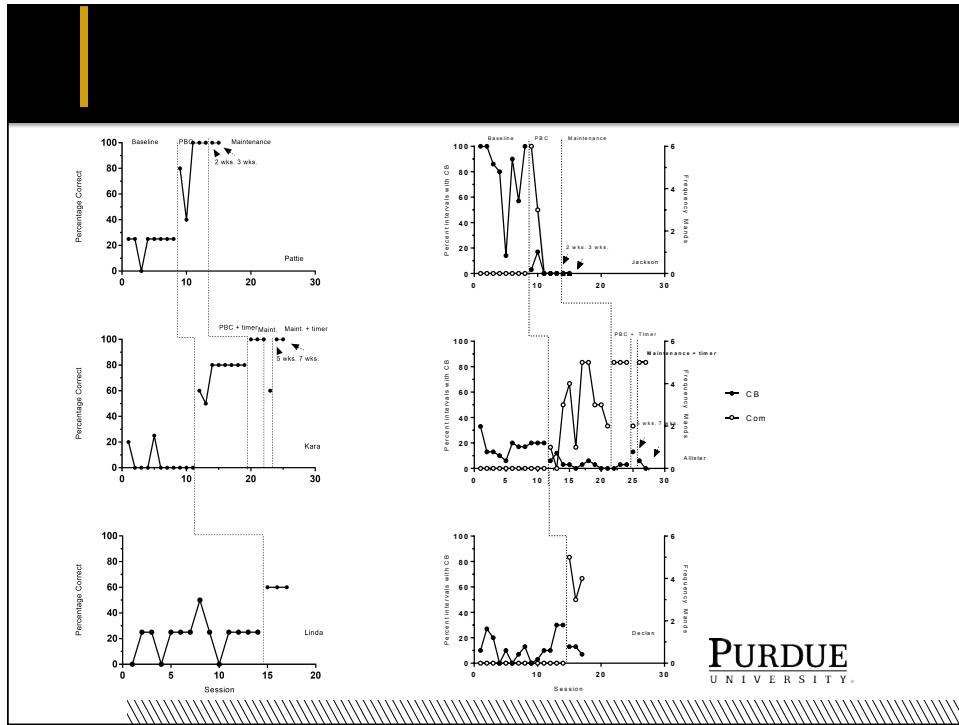
### Paraprofessional Self-Monitoring



## Functional Communication Training

My Behavior	Did I remember?	
	Yes	No
Sit next to D and give him the whiteboard for 10 s		
Tell D, "Ok it's my turn" and remove the whiteboard		
If D asks for the whiteboard say "Great job asking," and give him the whiteboard for 30 s		
If D does not ask for the whiteboard prompt him by saying "I want whiteboard please."		
Do not respond to challenging behavior		
Total Correct		
Percentage Correct		





## Implications for Practice

### Teacher Self-Monitoring

- Teachers need to be taught how to self-monitor
- Self-monitoring is a natural fit within coaching models
- Discrete teacher practices may lend themselves to teacher self-monitoring:
  - active supervision
  - pre-corrections
  - Check-In/Check-Out
  - Individualized behavioral intervention plans

## Future Research

- How can we teach larger groups of teachers to self-monitor?
- How do we self-monitor more complex practices?
- We need more studies that measure student outcomes when teachers self-monitor
- Which self-monitoring practices are best suited for different settings and conditions?
- How can we make self-monitoring more feasible?

**PURDUE**  
UNIVERSITY.

# THANK YOU



**WE ARE PURDUE.** WHAT WE MAKE MOVES THE WORLD FORWARD.

**PURDUE**  
UNIVERSITY.

EA/EOU