Finding the Spark: How to Give Students the Tools to Manage Their Own Learning

Jim Wright
www.interventioncentral.org
Workshop PPTs and handout available at:

http://www.interventioncentral.org/nasp_pittsburgh
Supporting RTI & the Common Core

Finding the Spark: How to Give Students the Tools to Manage Their Own Learning: Support Materials
Jim Wright, Presenter

8 July 20014
National Association of School Psychologists Summer Conference
Pittsburgh, PA

Jim Wright
364 Long Road
Tully, NY 13159
Email: jim@jimwrightonline.com
Workshop Downloads at: http://www.interventioncentral.org/nasp_pittsburgh
I have come to believe that a great teacher is a great artist... Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

- John Steinbeck
Common Core State Standards Initiative
http://www.corestandards.org/

View the set of Common Core Standards for English Language Arts (including writing) and mathematics being adopted by states across America.
Common Core State Standards:
Supporting Different Learners in Reading

“The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.”

Response to Intervention

Common Core State Standards:
Supporting Different Learners in Reading

“It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.”

Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Tamara & Jack: Contrasting Learners

Has several favorite study techniques that help her to fully comprehend challenging reading assignments.

+ **Academic ‘Fix-Up’ Skills**

Completes a single reading of any assigned text, whether he understands the content or not.

- **Academic ‘Fix-Up’ Skills**
Tamara & Jack: Contrasting Learners

Attends all classes, takes full notes, has a strong homework routine, and is developing solid time management skills.

+ Academic Survival Skills

Takes sporadic notes, lacks a consistent homework routine, and has difficulty planning multi-step academic tasks such as writing a research paper.

- Academic Survival Skills
Tamara & Jack: Contrasting Learners

Reflects on her work habits and academic performance—and makes adjustments as needed.

+ **Self-Monitoring**

Seldom sets academic goals of any kind and pays little attention to work performance.

- **Self-Monitoring**
Tamara & Jack: Contrasting Learners

Will seek out teachers immediately if she has a problem with coursework and is able to advocate for her learning needs.

+ Negotiation/Advocacy

Avoids meeting with teachers unless forced to— and says little during those instructor conferences.

- Negotiation/Advocacy
Response to Intervention

Training Students to Be Self-Managing Learners: Why It Matters...

Students should develop self-management skills because:

1. they will need these self-management skills in future education and work settings.
2. teachers see part of their mission as training the student to become independent.
3. limited resources in schools requires that they make use of all available—including students.
Response to Intervention

Workshop Topics

1. **Student Negotiation Skills.** What are structures that teachers can follow when conferencing with students to build negotiation skills?

2. **Self-Directed Intervention Ideas.** What are examples of academic interventions that students can implement independently?

3. **Academic Survival Skills.** How can teachers train students in important ancillary skills such as organization & time management?

4. **Self-Monitoring.** What packaged approaches can assist students to pay closer attention to their own behaviors?

5. **Online Resources.** Where can school consultants find free student self-management resources to support teachers?

www.interventioncentral.org
Building Student Negotiation Skills.

How can problem-solving meetings be structured so that they promote student skills to (1) negotiate with adults, (2) identify learning needs, and (3) take ownership of a plan to meet those needs?
AVAILABILITY: 'BIASES OF IMAGINABILITY'. The degree of motivation that a student brings to math work can be influenced by the ease with which that student is able to imagine positive or negative outcomes.

EXAMPLE—AVAILABILITY: 'BIASES OF IMAGINABILITY'. A student lacks motivation to put her full effort into a math assignment because

– she can vividly imagine failing the assignment (based on past experience) but

– cannot easily picture succeeding on the assignment (because she has few if any prior examples of success to call to mind).

In this case, the ‘bias of imaginability’ is tilted toward the negative and saps student motivation.
Promoting Correspondence Between What the Student Says and What the Student Does

“A relationship between what a person says he/she will do and what he/she then does, or between what he/she does and later says that he/she has done is termed correspondence between verbal and nonverbal behavior.

In basic and applied research, establishing verbal nonverbal relationships has led to a technology of behavior change known as correspondence training.”

Educators Value Correspondence Between Verbal and Non-Verbal Behavior

“Correspondence is valued by the listener. Valued descriptors like trustworthy, truthful, and reliable suggest a positive regard for high correspondence.

Lack of correspondence, when a speaker reports a behavior that did not occur (lying) or promises a behavior that never occurs, is often aversive for listeners. Several folk sayings illustrate this: 'the most promising student in the class-always promising but never doing' or 'talk is cheap.’”

Response to Intervention

Building Student Negotiation Skills: 3 Meeting Structures

1. **Student Self-Directed Interventions.** The student participates in a problem-solving meeting that focuses on his/her role in the intervention plan.

2. **Negotiating Missing Work: Student-Teacher Conference.** This meeting protocol can help teachers to teach the student negotiation skills while generating a plan to turn in late work.

3. **Work Planning Conference: Plan-Evaluate-Adjust.** The student learns to set work goals, evaluate the outcome, and make adjustments as necessary.
Building Student Negotiation Skills: 3 Meeting Structures

Each of the 3 meeting structures:

• addresses an immediate problem or issue

• promotes the development of student skills relating to academic performance

• gives the student experience negotiating with adults regarding his or her needs as a learner
Student Self-Directed Interventions
Planning Meeting
(Online)
Student Self-Directed Interventions Sheet: Guidelines for Use

What It Is. This worksheet is an organizer that teachers, counselors, and other educators can use to develop a student-directed intervention.

• The worksheet is structured to focus appropriate responsibility on the student for carrying out the intervention plan.

• The adult role in the problem-solving meeting is to support the student but not to ‘own’ the intervention.
Student Self-Directed Interventions: Planning Sheet

Section 1: Defining Your Goals

Directions: Define 1-2 intervention goals that you would like to work on. Try to be specific.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Section 2: Selecting Student-Directed Interventions

Directions: List up to 4 strategies that you will use on your own to reach your goal(s).

<table>
<thead>
<tr>
<th></th>
<th>Check-in Date:</th>
<th>Check-in Date:</th>
<th>Check-in Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strategy still in use?</td>
<td>Strategy still in use?</td>
<td>Strategy still in use?</td>
</tr>
<tr>
<td></td>
<td>□ Y □ N</td>
<td>□ Y □ N</td>
<td>□ Y □ N</td>
</tr>
<tr>
<td></td>
<td>□ Y □ N</td>
<td>□ Y □ N</td>
<td>□ Y □ N</td>
</tr>
<tr>
<td></td>
<td>□ Y □ N</td>
<td>□ Y □ N</td>
<td>□ Y □ N</td>
</tr>
<tr>
<td></td>
<td>□ Y □ N</td>
<td>□ Y □ N</td>
<td>□ Y □ N</td>
</tr>
</tbody>
</table>
Response to Intervention

Student Self-Directed Interventions Sheet: Guidelines for Use

Where to Use the Form. The form is structured to follow a student-centered problem-solving format:

1. Defining Your Goals.
2. Selecting Student Directed Interventions
3. Selecting Interventions Supported by Others
4. Measuring Progress Toward Your Goals
5. Setting an Intervention Check-Up Date
Student Self-Directed Interventions Sheet: Guidelines for Use

Structure of the Form. The framework of this worksheet is flexible.

– A single teacher, or guidance counselor, or entire instructional team can use the form when conferencing with a student.

– This form can also be very helpful to structure parent-teacher-student meetings to make them more productive and to document the intervention plans developed there.
Student Self-Directed Intervention Plan: Ricky

- A 9th-grade instructional team decides to meet with Ricky and his parent to create a student-directed intervention plan.
- In that meeting, the team targets homework as their primary concern.
- The team, Ricky, and his parent acknowledge that he has the skills to get his homework done. At present, however, his rate of homework completion varies from about 20% (math) to 70% (English).
# Section 1: Defining Your Goals

**Directions:** Define 1-2 intervention goals that you would like to work on. Try to be specific.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Section 1: Defining Your Goals

**Student Directions:** Define 1-2 intervention goals that you would like to work on:

The student is likely to need your assistance to select 1-2 specific goals to be the focus of the intervention. The defined goal(s) may include basic academic skills, cognitive strategies, and/or more general 'academic enabling' skills. NOTE: If the presenting student problem stems from deficits in basic academic skills or cognitive strategies, you may want to review the appropriate reading or math Common Core State Standards for ideas on how to word the goal statement in standards-based form.
Student Self-Directed Intervention Plan: Ricky

SECTION 1: DEFINING YOUR GOALS

Here is the way that the team and Ricky reframe his presenting problem as an intervention goal: “Ricky will turn in at least 80% of his homework assignments in English, math, social studies, and science on time and completely done.”

NOTE: This goal-setting exercise is consistent with the classroom goal-setting idea selected by the team as an accommodation for Ricky.
# Section 2: Selecting Student-Directed Interventions

**Directions:** List up to 4 strategies that you will use on your own to reach your goal(s).

<table>
<thead>
<tr>
<th></th>
<th>Check-in Date:</th>
<th>Check-in Date:</th>
<th>Check-in Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 2: Selecting Student-Directed Interventions

**Student Directions:** List up to 4 strategies that you will take on your own to reach your goal(s).

The goal is for the student to take initiative in selecting several strategies that he or she is responsible for doing to reach the goal. As you assist the student in selecting and writing down self-help strategies, specify how frequently or under what conditions the student will use each strategy (e.g., "At the start of each class period, the student will review a checklist to ensure that she has all work materials."). The student form also allows you to meet with the student for follow-up sessions and to check off whether he or she is consistently using the self-help strategies. NOTE: The student may need training before he or she can use some strategies independently.
**Student Directions:** List up to 4 strategies that you will take on your own to reach your goal(s).

Several sample student-directed solutions appear below:

<table>
<thead>
<tr>
<th>Student-Directed Strategies</th>
<th>Student-Directed Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Self-monitor preparation for class using a student-created checklist</td>
<td>□ Write down homework assignment and double-check for accuracy and completeness before leaving class</td>
</tr>
<tr>
<td>□ Bring all work materials to class</td>
<td>□ Ensure that all work materials for homework go home</td>
</tr>
<tr>
<td>□ Write complete lecture notes</td>
<td>□ Study course material on a regular review schedule</td>
</tr>
<tr>
<td>□ Maintain a clear, uncluttered work space</td>
<td>□ Prepare nightly homework plans, check off completed tasks</td>
</tr>
<tr>
<td>□ Create a structured work plan before completing larger assignments</td>
<td>□ Use 'self-help' Internet sites (e.g., algebrahelp.com) to find answers to questions</td>
</tr>
<tr>
<td>□ Complete additional readings to reinforce understanding of course concepts, content</td>
<td></td>
</tr>
<tr>
<td>□ Take practice tests to prepare for actual class or state tests</td>
<td></td>
</tr>
</tbody>
</table>
Student Self-Directed Intervention Plan: Ricky

SECTION 2: SELECTING STUDENT-DIRECTED INTERVENTIONS

Student Daily Homework Assignment Sheet: The team suggests that Ricky use a daily assignment sheet that they developed to plan out his homework, including columns to record each homework task, materials needed for that task, an estimated amount of time needed to complete each task, and whether Ricky actually completed and turned in each assignment task.

After some hesitation, Ricky agrees to use this sheet for each course. Ricky’s mother is encouraged to look for these forms each day when Ricky comes home from school.
### Section 3: Selecting Interventions Supported by Others

**Directions:** List up to 3 types of assistance that you plan to obtain from others to reach your goal(s):

<table>
<thead>
<tr>
<th></th>
<th>Check-in Date:</th>
<th>Check-in Date:</th>
<th>Check-in Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strategy still in use? □ Y □ N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

[www.interventioncentral.org](http://www.interventioncentral.org)
**Response to Intervention**

**Section 3: Selecting Interventions Supported by Others**

**Student Directions:** List up to 4 types of assistance that you will obtain from others to reach your goal(s):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this section are listed those student supports that require assistance from others. As you help the student to choose and document strategies involving others, specify how frequently or under what conditions the student will use each strategy (e.g., "When the student has a question about lecture content or an assignment, he will bring that question to the teacher during her free period."). The student form also allows you to meet with the student for follow-up sessions and to check off whether he or she is continuing to use these 'other-assisted' strategies.
**Response to Intervention**

**Section 3: Selecting Interventions Supported by Others** (Cont.)

**Student Directions:** List up to 4 types of assistance that you will obtain from others to reach your goal(s):

Several sample 'interventions supported by others' appear below:

| Use teacher-supplied guided notes in class | □ Create a study group with other students |
| Seek instructor help during free periods | □ Have parent(s) assist as 'homework coaches' to help the student to organize, get started with, and complete homework |
| Receive tutoring services from peer or adult | □ Meet with the teacher for brief weekly conferences to review course performance (e.g., grades, missing work, etc.) |
| Be assigned an adult mentor | |
| Set up regular 'check-in' sessions with a school staff member to monitor student's intervention follow-through | |
| Have the teacher review and sign off on homework assignments written in the student's notebook/course agenda | |
Student Self-Directed Intervention Plan: Ricky

SECTION 3: SELECTING INTERVENTIONS SUPPORTED BY OTHERS

The team, the parent, and Ricky also agree to include these ‘other-supported’ ideas in his plan:

**Teacher Review of Homework Assignment Sheets:** Ricky is to turn in completed homework assignment sheets at the end of each week so that teachers can monitor use of this organizer.

**Homework/Classwork Help Sessions:** While Ricky is encouraged to seek help from his teachers during their open period, the team informs Ricky that he *must* come to help period on any day when homework is not turned in.

**Parent Email Contact:** Ricky’s mother is encouraged to email any of Ricky’s teachers to get a prompt response on any missing homework.
## Section 4: Measuring Progress Toward Your Goals

**Directions:** Select up to 2 ways that you will measure progress toward your intervention goal(s).

<table>
<thead>
<tr>
<th></th>
<th>Check-in Date:</th>
<th>Check-in Date:</th>
<th>Check-in Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monitoring still in use? □ Y □ N</td>
<td>Monitoring still in use? □ Y □ N</td>
<td>Monitoring still in use? □ Y □ N</td>
</tr>
<tr>
<td>2</td>
<td>Monitoring still in use? □ Y □ N</td>
<td>Monitoring still in use? □ Y □ N</td>
<td>Monitoring still in use? □ Y □ N</td>
</tr>
</tbody>
</table>
响应干预

第4节：衡量实现目标的进步

学生指导：选择2种方法来衡量你达到干预目标的进度

任务是选择一到两种方法来跟踪你正在尝试的干预是否真正有效，以帮助学生实现目标。在帮助学生选择每种监控进度的方法时，可以指定数据收集的频率（例如，‘每日’，‘每周’，‘每次辅导会后’）。此学生表单也允许你与学生进行后续会面，以检查数据是否被一致地收集。以下列出了跟踪学生干预进度的一些示例方法。

<table>
<thead>
<tr>
<th>方法</th>
<th></th>
<th>方法</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'学术能手’技能检查表</td>
<td></td>
<td>家庭作业日志</td>
<td></td>
</tr>
<tr>
<td>行为报告表：由教师和/或学生完成</td>
<td></td>
<td>学校/家庭笔记</td>
<td></td>
</tr>
<tr>
<td>评估工作成果</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Self-Directed Intervention Plan: Ricky

SECTION 4: MEASURING PROGRESS TOWARD YOUR GOALS

The team, the parent, and Ricky also agree to include these ‘other-supported’ ideas in his plan:

Teacher Homework Logs: His teachers will continue to monitor Ricky’s homework completion.

Attendance at Help Sessions: Ricky’s teachers will also log those days when Ricky attends homework-help sessions.
Section 5: Setting an Intervention 'Check-Up' Date

Directions: Decide how many instructional weeks your intervention will last. Write in the intervention 'end date' (the calendar date when you will review progress to see if your current intervention plan is effective):

Number of instructional weeks the intervention will last: _______________ End Date: _____/_____/______
Section 5: Setting an Intervention 'Check-Up' Date

**Directions:** Decide how many instructional weeks your intervention will last. Write in the intervention 'end date' (the calendar date when you will review progress to see if your current intervention plan is effective):

The student must allocate sufficient time for the intervention to accurately judge whether it is a success. Generally, student interventions should last between 4 and 8 instructional weeks. You can assist the student in both setting a reasonable timespan for the intervention and (by consulting a school calendar) writing down the end-date to mark the conclusion of the intervention.
Student Self-Directed Intervention Plan: Ricky

SECTION 5: SETTING AN INTERVENTION ‘CHECK-UP’ DATE

The team and parent agree to monitor the intervention for 6 instructional weeks.
Activity: Student Self-Directed Intervention Plan

In your groups:

- Consider the structure of the Student Self-Directed Intervention Plan form presented here.

- What is ONE potential obstacle that you can think of to using this (or similar) problem-solving format at your school? How might you overcome that obstacle?

Student Self-Directed Interventions Sheet: Sections:

1. Defining Your Goals
2. Selecting Student Directed Interventions
3. Selecting Interventions Supported by Others
4. Measuring Progress Toward Your Goals
5. Setting an Intervention Check-Up Date
Negotiating Missing Work: Student-Teacher Conference (Online)
Negotiating Missing Work: Student-Teacher Conference

When students fall behind in their classwork, they can quickly enter a downward spiral. Some students become overwhelmed and simply give up.

In such cases, the teacher may want to meet with the student—and if possible, a parent—to help that student to create a work plan to catch up with late work.

At the meeting, the teacher and student inventory what work is missing, negotiate a plan to complete that overdue work, and perhaps agree on a reasonable penalty when late work is turned in. All attending then sign off on the work plan. The teacher also ensures that the atmosphere at the meeting is supportive.
Negotiating Missing Work: Student-Teacher Conference (Cont.)

Here in greater detail are the steps that the teacher and student would follow at a meeting to renegotiate missing work:

1. *Inventory All Missing Work.* The teacher reviews with the student all late or missing work. The student is given the opportunity to explain why the work has not yet been submitted.
2. **Negotiate a Plan to Complete Missing Work.** The teacher and student create a log with entries for all missing assignments. Each entry includes a description of the missing assignment and a due date by which the student pledges to submit that work. This log becomes the student’s work plan. Submission dates for late assignments should be realistic—particularly for students who owe a considerable amount of late work and are also trying to keep caught up with current assignments.
# Student Late-Work Planning Form: Middle & High School

**Teacher:** ______________________  **Course:** ______________________

**Student:** ______________________  **Date:** ___________ / ___________/ ___________

**Directions:** At a teacher-student conference, use this form to create a plan for the student to complete and submit missing or late work.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Target Date for Completion</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What penalty—if any—will be imposed for these late assignments? ____________________________________________

______________________________  ________________________________  ________________________________
Student Signature              Teacher Signature                Parent Signature
3. [Optional] Impose a Penalty for Missing Work. The teacher may decide to impose a penalty for the work being submitted late. Examples of possible penalties are a reduction of points (e.g., loss of 10 points per assignment) or the requirement that the student do additional work on the assignment than was required of his or her peers who turned it in on time. If imposed, such penalties would be spelled out at this teacher-student conference. Any penalties should be balanced and fair, permitting the teacher to impose appropriate consequences while allowing the student to still see a path to completing missing work and passing the course.
4. *Periodically Check on the Status of the Missing-Work Plan.* If the schedule agreed upon by teacher and student to complete and submit all late work exceeds two weeks, the teacher (or other designated school contact, such as a counselor) should meet with the student weekly while the plan is in effect. At these meetings, the teacher checks in with the student to verify that he or she is attaining the plan milestones on time and still expects to meet the submission deadlines agreed upon. If obstacles to emerge, the teacher and student engage in problem-solving to resolve them.
How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

pp. 21-23
TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

The student is trained to follow a plan>work>self-evaluate>adjust sequence in work-planning:

• **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.

• **Work.** The student completes the work.

• **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.

• **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Planning</th>
<th>Planning</th>
<th>Planning</th>
<th>Self-Evaluation</th>
<th>Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>□ YES □ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjustment: Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

Number of Goal Not Met & Action Plan to Fix: ____________
Number of Goal Not Met & Action Plan to Fix: ____________
Number of Goal Not Met & Action Plan to Fix: ____________

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

1. **Task.** The student describes each academic task in clear and specific terms (e.g., "Complete first 10 problems on page 48 of math book", "write an outline from notes for history essay").

   For this part of the work plan, the teacher may need to model for the student how to divide larger global assignments into component tasks. In the future to improve performance and outcomes.

TUTORIAL: How To... Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

2. **Time Allocated.** The student decides how much time should be reserved to complete each task (e.g., For a math workbook assignment: "20 minutes" or "11:20 to 11:40").

Because students with limited planning skills can make unrealistic time projections for task completion, the teacher may need to provide initial guidance and modeling in time estimation.

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

3. **Performance Goal.** The student sets a performance goal to be achieved for each task. Performance goals are dependent on the student and may reference the amount, accuracy, and/or qualitative ratings of the work: (e.g., for a reading assignment: "To read at least 5 pages from assigned text, and to take notes of the content"; for a math assignment: "At least 80% of problems correct"; for a writing assignment: "Rating of 4 or higher on class writing rubric").

SELF-EVALUATION: The teacher & student meet after the work to evaluate with 2 phases to the meeting:

1. **Comparison of Performance Goal to Actual Performance.** For each task on the plan, the student compares his or her actual work performance to the original performance goal and notes whether the goal was achieved. In addition to noting whether the performance goal was attained, the student evaluates whether the task was completed within the time allocated.

SELF-EVALUATION: The teacher & student meet after the work to evaluate with 2 phases to the meeting:

2. **Adjustment.** For each task that the student failed to reach the performance goal within the time allocated, the student reflects on the experience and decides what adjustments to make on future assignments. For example, a student reviewing a homework work-plan who discovers that she reserved insufficient time to complete math word problems may state that, in future, she should allocate at least 30 minutes for similar tasks.

### Independent Work: Student Planner

**Student:** __________________________ **Teacher/Staff Member:** __________________________ **Date:** __/__/__

<table>
<thead>
<tr>
<th>Date: <em><strong>/</strong></em></th>
<th>Planning</th>
<th>Planning</th>
<th>Planning</th>
<th>Self-Evaluation</th>
<th>Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em><strong>/</strong></em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><em><strong>/</strong></em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><em><strong>/</strong></em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><em><strong>/</strong></em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of Goal Not Met & Action Plan to Fix:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Action Plan to Fix</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adjustment:** Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

Teachers can modify the format of the Plan-Evaluate-Adjust conference for students of younger ages and diverse abilities. For example, a 4th-grade instructor may not use a form to organize a student’s work-planning phase. Instead the teacher may have the student write down answers to open-ended questions for an assignment, such as:

- What do you want to accomplish today? (TASK)
- How long do you think it will take? (TIME ALLOCATION)
- How will you know that you have done a good job? (PERFORMANCE GOAL)

At the follow-up conference, teacher and student would compare the actual work to the student’s written plan.
Self-Regulation Skills: Work-Plan Conference

- Pair off at your tables. Review the structure for student work-planning conferences shared today. Discuss how you might use or adapt it to train students in work planning.

- Consider questions such as:
  - What assignments you might use it for: in-class? homework? longer-term assignments?
  - Who might conference with the student: teacher? counselor? mentor?

STUDENTWORK-PLANNING

Pre- and Post-Planning Conferences

PLANNING

1. Task
2. Time Allocated
3. Performance Goal

SELF-EVALUATION

1. Comparison of Performance Goal to Actual Performance
2. Adjustment
**Student-Directed Interventions.**
What are examples of academic interventions that the student can self-direct?
Reading Interventions:

1. Reading Reflection Pauses (Comprehension)
2. Read-Ask-Paraphrase (RAP) Cognitive Strategy (Comprehension)
3. Ask-Read-Tell Cognitive Strategy
Response to Intervention

Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- **Promoting Understanding & Building Endurance through Reading-Reflection Pauses** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every four sentences; every 3 minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.
Tutorial: How to Use Fixed-Interval Audio Tapes in Interventions

When assessment or intervention requires that specific actions be performed at fixed intervals, the most obvious solution is for the educator to use a fixed-interval audio tape. Such a tape has pre-recorded tones (i.e., 'beeps') occurring at fixed intervals (e.g., every 30 seconds; every 2 minutes; etc.) to cue the educator to collect a behavioral observation or implement an element of an intervention plan. Think of fixed-interval audio tapes as the 'soundtrack' for effective assessment and intervention work.
Fixed-Interval Audio Files
http://www.interventioncentral.org/free-audio-monitoring-tapes

This web page contains audio files in MP3 format. Each ‘tape’ lasts 30 minutes. Fixed intervals on the tapes range from 10 seconds to five minutes.
Intervention Example: Student as Interventionist

**Preparation**

- Mrs. Chappel decides to train Sabrina to self-monitor her reading comprehension using Reading-Reflection Pauses (Hedin & Conderman, 2010).
- The reading teacher contacts the Technology Department and is loaned an inexpensive MP3 player for the student’s use.
- Mrs. Chappel downloads a free MP3 audio file for self-monitoring (with 5-minute fixed-interval tones) from Intervention Central (www.interventioncentral.org).
- The reading teacher also creates a simple checklist of reading fix-up strategies for Sabrina’s use.
Intervention Example: Student as Interventionist Training

• Mrs. Chappel meets with Sabrina for four 20-minute sessions. During those sessions, she:
  – shows Sabrina how to use the MP3 player to play the self-monitoring audio tape.
  – trains the student in the reading reflection pause strategy (i.e., to stop every 5 minutes in her independent reading as signaled by the tone to monitor her understanding of the text and to apply fix-up skills from her checklist if needed).
  – helps the student to develop guidelines to judge when to use the strategy with difficult texts.
Response to Intervention

Intervention Example: Student as Interventionist

Implementation

• Mrs. Chappel checks in with Sabrina weekly about her use of the self-monitoring strategy. In these check-ins, the teacher gives the student a short sample passage and has her demonstrate the strategy (intervention integrity check).

• The reading teacher also directs Sabrina to keep a log recording the dates, time-spans, and text titles used in this intervention (indirect measure of intervention integrity).

• Mrs. Chappel suggests to Sabrina’s teachers that they identify for the student any reading assignments that should be read using the reading reflection-pause strategy.
Intervention Example: Student as Interventionist

Outcome

• After 4 weeks of Sabrina’s using the strategy, Mrs. Chappel judges that the student is ready to discontinue use of the self-monitoring tape.

• Sabrina continues to use the reading reflection-pause strategy, with the new goal of pausing at least 4-5 times during a reading session.

• Both Sabrina and her classroom teachers report that she appears to have greater understanding of her reading and displays greater confidence in class.

• Based on this positive outcome, Mrs. Chappel discontinues her sessions with Sabrina.
Retaining Text Information With Paraphrasing (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy—to be used as an organizer and verifiable work product.

**ASK-READ-TELL (ART): Reading Comprehension: Cognitive Strategy**
(Available on Conference Web Page)

**ASK-READ-TELL (ART): Student Worksheet** (McCallum et al., 2010)

Name: ___________________ Passage/Page Numbers: __________________ Date:________

Directions: Use the checklist below to guide your reading of this passage. Check off each step when completed.

**Step 1: Goal Before Reading:** I look at the title of the passage and ASK myself these questions:

- What is the main topic of the passage? What does it discuss?
- What information do I already know about this topic?

Based on the title, what are two questions about this passage’s topic that I would like to have answered in my reading?

1. ___________________________________________________________
2. ___________________________________________________________

**Step 2: Goal While Reading:** I READ the passage carefully for full understanding:

- While reading, I stop after each paragraph to ask, "Did I understand what I just read?"
- If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.
- If I do not understand the paragraph, I mark it with a minus (-) sign and:
  - reread the paragraph;
  - slow my reading;
  - focus my full attention on what I am reading;
  - underline any words that I do not know and try to figure them out from the reading (context).

**Step 3: Goal After Reading:** I TELL what I learned from the passage:

- Based on my reading, here are answers to my two questions from Step 1:

  1. ___________________________________________________________
  2. ___________________________________________________________

- When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

www.interventioncentral.org
Math Interventions:

- Cover-Copy-Compare:
  Math Facts
- Self-Administered Folding --
  In Technique
- Customized Math Self-
  Correction Checklists
Cover-Copy-Compare: Math Facts

In this intervention to promote acquisition of math facts, the student is given a sheet with the math facts with answers. The student looks at each math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).
<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $9 \times 7 = 63$</td>
<td>1a. $9 \times 7 = 63$</td>
</tr>
<tr>
<td>2. $9 \times 2 = 18$</td>
<td>2a.</td>
</tr>
<tr>
<td>3. $9 \times 4 = 36$</td>
<td>3a.</td>
</tr>
<tr>
<td>4. $9 \times 1 = 9$</td>
<td>4a.</td>
</tr>
<tr>
<td>5. $9 \times 9 = 81$</td>
<td>5a.</td>
</tr>
<tr>
<td>6. $9 \times 6 = 54$</td>
<td>6a.</td>
</tr>
<tr>
<td>7. $9 \times 3 = 27$</td>
<td>7a.</td>
</tr>
<tr>
<td>8. $9 \times 5 = 45$</td>
<td>8a.</td>
</tr>
<tr>
<td>9. $9 \times 10 = 90$</td>
<td>9a.</td>
</tr>
<tr>
<td>10. $9 \times 8 = 72$</td>
<td>10a.</td>
</tr>
</tbody>
</table>
Building Math-Fact Proficiency: Self-Administered Folding Technique (SAFI)

The math-fact self-administered folding-in intervention (math-fact SAFI) trains students to take charge of their own intervention to acquire and develop fluency in math-facts. Using flash cards, the student reviews math-facts with immediate performance feedback, engages in repeated practice to correct errors, and records on a running log those math-facts that have been mastered. An additional advantage of this intervention is that it has been shown to be effective with middle-school students.

The Importance of Math-Fact Fluency

- Math-fact mastery permits students to shift valuable cognitive capacity away from simple calculations toward higher-level problem-solving (Gersten, Jordan, & Flojo, 2005; National Mathematics Advisory Panel, 2008).

- An important goal for schools is to ensure that students are proficient in math-facts by the end of grade 5 (Kroesbergen & Van Luit, 2003) to better prepare them for the demanding middle-school math curriculum.
Math-Fact Proficiency: Self-Administered Folding Technique

Prepare Materials. Prior to each tutoring session, the teacher prepares the following materials for the student:

• **Math-fact flash cards.** The entire collection of math-facts to be mastered are written onto flash-cards. One fact is written on each card, with the math-fact appearing on the front and the correct answer appearing on the back. For example, multiplication math-facts for 0 through 10 would require 121 flash cards to cover all possible number combinations for this fact-set.

• **Dry-Erase Board, Markers, and Eraser.** The student uses the dry-erase board to record all answers in the session.

### Student Log: Mastered Math-facts

Student: 

School Yr:  

Classroom/Course:  

Directions to the Student: Record any math-facts that you are transferring to the 'known' weekly stack.

<table>
<thead>
<tr>
<th>Item 1:</th>
<th>Date: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 2:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 3:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 4:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 5:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 6:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 7:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 8:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 9:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 10:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 11:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 12:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 13:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 14:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 15:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 16:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 17:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 18:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 19:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 20:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 21:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 22:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 23:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 24:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 25:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 26:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 27:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 28:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 29:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 30:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 31:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 32:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 33:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 34:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 35:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 36:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 37:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 38:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 39:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 40:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 41:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 42:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 43:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 44:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 45:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 46:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 47:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Item 48:</td>
<td>Date: / /</td>
</tr>
<tr>
<td>Carried Out?</td>
<td>Intervention Step</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>1. Start with the daily stack of cards from the last session. Or create a new &quot;daily stack&quot; by taking 7 cards from your weekly &quot;known&quot; stack and 3 cards from your weekly &quot;unknown&quot; stack and shuffling them.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>2. Take the first card from the top of the daily stack and place it flat on the table.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>3. Read the math-fact on the card and write the answer on the dry-erase board within 3 seconds.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>4. Turn the card over and compare the answer that you wrote to the answer on the card.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>5. If your answer is correct, sort that card into a &quot;daily known&quot; pile. If your answer is incorrect, sort that card into a &quot;daily unknown&quot; pile–then practice by writing the math-fact and correct answer on your dry-erase board three times in a row.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>6. Continue until you have answered all 10 daily cards. Then look at the daily &quot;known&quot; and &quot;unknown&quot; card stacks. If all daily cards are in the &quot;known&quot; stack, draw a star in the bottom left corner of your dry-erase board.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>7. Shuffle the 10 cards in the daily card deck.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>8. Continue reviewing all 10 cards in the daily deck as explained in steps 2-7 until you have drawn three stars in the bottom left corner of the dry-erase board. (In other words, continue until you have answered all 10 cards without error in a single run-through and have accomplished this feat a total of three times in the session.)</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>9. When you have earned 3 stars, consider the entire daily stack to be &quot;known&quot; cards. So it's now time to update the daily deck.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>10. Take any 3 cards from your current daily 10-card deck and transfer them to the weekly &quot;known&quot; deck. Then, on the Student Log: Mastered Math-facts form, record the math-facts and current date for the 3 cards that you transfer. Congratulations! These now count as mastered math-facts!</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>11. Next, take 3 cards from the weekly &quot;unknown&quot; stack and add them to your current daily deck to bring it back up to 10 cards.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>12. Begin reviewing the daily stack again (as outlined in steps 2-7) until your time runs out.</td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>13. Before ending the session, place rubber-bands around the weekly &quot;known&quot; and &quot;unknown&quot; decks and the daily stack that you are currently working on. Also, be sure that your Student Log: Mastered Math-facts form is up-to-date.</td>
</tr>
</tbody>
</table>
Math-Fact Proficiency: Self-Administered Folding Technique

**Prepare Materials.** In preparation for this intervention, the teacher also meets with the student to:

- *inventory those math-facts the student already knows.* The teacher reviews all math-fact cards with the student. The teacher shows each card to the student for 3 seconds. If the student responds correctly to the math-fact, the teacher sorts that card into the "known" stack. If the student answers incorrectly or hesitates for 3 seconds or longer, the teacher sorts the card into the "unknown" stack. The teacher then puts rubber bands around the "known" and "unknown" stacks for student use in the intervention.

Response to Intervention

Math-Fact Proficiency: Self-Administered Folding Technique

**Intervention Steps.** The student follows these self-check steps during this SAFI intervention:

1. Start with the daily stack of cards from the last session. Or create a new "daily stack" by taking 7 cards from your weekly "known" stack and 3 cards from your weekly "unknown" stack and shuffling them.

2. Take the first card from the top of the daily stack and place it flat on the table.

3. Read the math-fact on the card and write the answer on the dry-erase board **within 3 seconds.**

Math-Fact Proficiency: Self-Administered Folding Technique

**Intervention Steps.** The student follows these self-check steps during this SAFI intervention:

4. Turn the card over and compare the answer that you wrote to the answer on the card.

5. If your answer is correct, sort that card into a "daily known" pile. If your answer is incorrect, sort that card into a "daily unknown" pile—then practice by writing the math-fact and correct answer on your dry-erase board three times in a row.

Math-Fact Proficiency: Self-Administered Folding Technique

**Intervention Steps.** The student follows these self-check steps during this SAFI intervention:

6. Continue until you have answered all 10 daily cards. Then look at the daily "known" and "unknown" card stacks. If all daily cards are in the "known" stack, draw a star in the bottom left corner of your dry-erase board.

7. Shuffle the 10 cards in the daily card deck.

Math-Fact Proficiency: Self-Administered Folding Technique

**Intervention Steps.** The student follows these self-check steps during this SAFI intervention:

8. Continue reviewing all 10 cards in the daily deck as explained until you have drawn three stars in the bottom left corner of the dry-erase board. (That is, continue until you have answered all 10 cards without error in a single run-through and have accomplished this feat a total of three times in the session.)

9. When you have earned 3 stars, consider the entire daily stack to be "known" cards. So it's now time to update the daily deck.

Math-Fact Proficiency: Self-Administered Folding Technique

**Intervention Steps.** The student follows these self-check steps during this SAFI intervention:

10. Take any 3 cards from your current daily 10-card deck and transfer them to the weekly "known" deck. Then, on the **Student Log: Mastered Math-facts** form, record the math-facts and current date for the 3 cards that you transfer. Congratulations! These now count as mastered math-facts!

11. Next, take 3 cards from the weekly "unknown" stack and add them to your current daily deck to bring it back up to 10 cards.

Math-Fact Proficiency: Self-Administered Folding Technique

**Intervention Steps.** The student follows these self-check steps during this SAFI intervention:

12. Begin reviewing the daily stack again in the same manner as before until your time runs out.

13. Before ending the session, place rubber-bands around the weekly "known" and "unknown" decks and the daily stack that you are currently working on. Also, be sure that your **Student Log: Mastered Math-facts form** is up-to-date.

<table>
<thead>
<tr>
<th>Item</th>
<th>Equation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>6x8 = 48</td>
<td>1.1.13</td>
</tr>
<tr>
<td>Item 2</td>
<td>9x9 = 81</td>
<td>1.1.13</td>
</tr>
<tr>
<td>Item 3</td>
<td>9x3 = 27</td>
<td>1.1.13</td>
</tr>
</tbody>
</table>
Student Self-Monitoring: Customized Math Self-Correction Checklists

**DESCRIPTION:** The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student then uses this checklist to self-monitor—and when necessary correct—his or her performance on math worksheets before turning them in.

Sources:
### Math Self-Correction Checklist

**Student Name:** ___________________________  **Date:** ___________________________

**Rater:** Student  **Classroom:** ___________________________

**Directions:** To the Student: BEFORE YOU START: Look at each of these goals for careful math work before beginning your assignment. AFTER EACH PROBLEM: Stop and rate YES or NO whether you performed each goal correctly.

<table>
<thead>
<tr>
<th>I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
<tr>
<td><em>YES</em> <em>NO</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
<tr>
<td><em>YES</em> <em>NO</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I lined up all numbers in the right place-value columns.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
<tr>
<td><em>YES</em> <em>NO</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I rechecked all of my answers.</th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
<tr>
<td><em>YES</em> <em>NO</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing

Interventions:

- Writing: Goal-Setting & Report-Out
- Writing: Summarizing Assigned Readings
Meta-analysis: A Way to Draw Powerful Conclusions about Best Practices

Several meta-analyses are the source for these instructional recommendations in writing. Meta-analysis is a statistical procedure that aggregates the findings of various individual studies—all focusing on one writing-instruction component—to calculate for that component a single, global estimate of effectiveness.

Sources:


Meta-analysis: A Way to Draw Powerful Conclusions about Best Practices

The results of these meta-analyses are calculated as 'effect sizes'. An effect size is the estimate of the difference between a treatment group (in this case, students receiving a specific writing-instruction treatment) and a control group that does not receive the treatment. The larger the effect size, the more effective is the treatment.

Here is a scale that to evaluate the importance of effect-sizes:

- 0.20: Small effect size
- 0.50: Medium effect size
- 0.80: Large effect size
Writing: Goal-Setting & Report Out. Effect sizes: 0.76 (Graham, McKeown, Kiuhare, & Harris, 2012); 0.70 (Graham & Perrin, 2007). At various points in the writing process (planning, drafting, writing, revising), students are encouraged to formulate specific goals; they later report out (to the teacher or a peer) whether they have actually accomplished those goals.

Examples of goal-setting might include locating at least 3 sources for a research paper, adding 5 supporting details during revision of an argumentative essay, writing the first draft of an introductory paragraph during an in-class writing period, etc.
Writing: Summarizing Assigned Readings. Effect sizes: 0.40 (Graham & Herbert, 2010); 0.82 (Graham & Perrin, 2007). Students are explicitly taught how to summarize and/or reflect in writing on texts that they have recently read. Each of the following writing activities has been found to be effective in promoting writing skills — as well as improving reading comprehension:

- paraphrasing the original text as a condensed student summary
- analyzing the text, attempting to interpret the text’s meaning, or describing the writer’s reaction to it
- writing notes (e.g., key words or phrases) that capture the essential text information
Example: Writing: Summarizing Assigned Readings

- **Question Generation.** This strategy incorporates paragraph main ideas and note-cards to promote retention of textual information:
  1. **LOCATE MAIN IDEAS.** For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a ‘gist’ sentence.
  2. **WRITE MAIN IDEAS ON NOTE-CARDS.** The student then writes the main idea of that paragraph on an index card. Cards are sequentially numbered to correspond with paragraphs in the passage.
  3. **GENERATE REVIEW QUESTIONS.** On the other side of the card, the student writes a question whose answer is that paragraph’s main idea sentence. The card-stack becomes a study tool.

Group Activity: Student-Directed Interventions

At your tables:

- Consider the sample academic-intervention ideas shared here.
- Discuss how you might use one or more of these strategies in your classroom or school.

1. Reading Reflection Pauses (Comprehension)
2. Read-Ask-Paraphrase (RAP) Cognitive Strategy (Comprehension)
3. Ask-Read-Tell Cognitive Strategy
4. Cover-Copy-Compare: Math Facts
5. Self-Administered Folding – In Technique
6. Customized Math Self-Correction Checklists
7. Writing: Goal-Setting & Report-Out
8. Writing: Summarizing Assigned Readings (Example: Question Generation)
**Academic Survival Skills.** How can teachers assess and intervene with indirect, global sets of student skills that support academics? pp. 2-12
The Problem That This Tool Addresses:

Academic Survival Skills Checklist

Students who would achieve success on the ambitious Common Core State Standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006).

Examples of academic survival skills include the ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means.

Academic Survival Skills Checklist: What It Is…

- The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day.
### Time-Management Skills Checklist

1. **CREATE A MASTER SCHEDULE.** Develop a Sunday-through-Saturday weekly master schedule for the quarter, semester, or school year. In that schedule, (1) fill in school classes and study periods, (2) include any regularly scheduled activities such as commuting, sports, clubs, lessons, or part-time jobs, (3) block out time for essential activities such as eating and sleeping, and (4) include adequate time for recreation. In the remaining blocks of open time in the schedule, reserve a minimum amount of time each day for study. Update this schedule whenever a significant schedule change occurs. TIP: Consider labeling several time-blocks as 'open' in the master schedule to accommodate occasional unforeseen study or other time requirements.

2. **KEEP A DAILY CALENDAR.** Whether you use a paper or electronic version, keep a calendar to track your changing daily schedule. When constructing each daily calendar schedule, it is most efficient to start with the structure of the master schedule and then add any additional events scheduled to occur on that day.

---

### Time-Management Skills Checklist

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.</strong> SCHEDULE PREVIEW AND REVIEW TIME FOR DEMANDING COURSES.</td>
<td>When possible, reserve time before a challenging class to preview material to be covered and time soon after the class session to review lecture notes. Write these preview and review slots into your master schedule.</td>
</tr>
<tr>
<td><strong>4.</strong> WHEN SCHEDULING, START WITH OUTCOME GOALS.</td>
<td>When developing a daily or weekly schedule, first list any important goals to be accomplished by the end of that scheduled time-period (e.g., to produce a 5-paragraph essay; to complete a college application; to transcribe a set of paper notes into electronic format). After developing the schedule, double-check to ensure that you have incorporated sufficient time and the correct sequencing of activities into that schedule to attain those key goals.</td>
</tr>
</tbody>
</table>

### Time-Management Skills Checklist

5. **USE UNEXPECTED POCKETS OF FREE TIME EFFICIENTLY.** Have a plan to make efficient use of small amounts of unscheduled time that become available. Tasks suitable for brief pockets of open time could include reviewing and revising lecture notes, starting a homework assignment, studying note-cards to prepare for an upcoming test, and updating your study schedule for the following day.

6. **ALLOCATE DOUBLE TIME FOR SIGNIFICANT ACADEMIC TASKS.** When deciding how much time to schedule for a substantial academic task, predict the time required—and then double that estimate. People often reserve too little time for demanding tasks—so doubling your time estimates can correct for this over-optimistic bias.

Response to Intervention

Academic Survival Skills Checklist: Time Management

Example

<table>
<thead>
<tr>
<th>Time-Management Skills Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. TIME MANAGEMENT: REFLECT AND REVISE. At the end of each week, review your time-management planning efforts with a critical eye and note areas needing improvement. For example, investigate whether the amount of time that you typically set aside for study or other activities is sufficient, whether you are actually sticking to your general schedule, and whether there are important but overlooked activities or tasks that need to be added to your schedule.</td>
</tr>
</tbody>
</table>

Response to Intervention

Academic Survival Skills Checklists: 5 Uses

*Consistent expectations among teachers.* Teachers at a grade level, on an instructional team, or within an instructional department can work together to develop checklists for essential global academic-survival skills. As teachers collaborate to create these checklists, they reach agreement on the essential skills that students need for academic success and can then consistently promote those skills across their classrooms.
Academic Survival Skills Checklists: 5 Uses

Proactive student skills training. One excellent use of these checklists is as a classwide student training tool. At the start of the school year, teachers can create checklists for those academic survival skills in which students are weak (e.g., study skills, time management) and use them as tools to train students in specific strategies to remediate these deficiencies. Several instructors working with the same group of students can even pool their efforts so that each teacher might be required to teach a checklist in only a single survival-skill area.
Academic Survival Skills Checklists: 5 Uses

*Student skills self-check.* Teachers can use academic survival-skills checklists to promote student responsibility. Students are provided with master copies of checklists and encouraged to develop their own customized checklists by selecting and editing those strategies likely to work best for them. Instructors can then hold students accountable to consult and use these individualized checklists to expand their repertoire of strategies for managing their own learning.
Academic Survival Skills Checklists: 5 Uses

Monitoring progress of academic survival-skills interventions. Often, intervention plans developed for middle and high school students include strategies to address academic survival-skill targets such as homework completion or organization. Checklists are a good way for teachers to measure the student's baseline use of academic survival skills in a targeted area prior to the start of the intervention. Checklists can also be used to calculate a student outcome goal that will signify a successful intervention and to measure (e.g., weekly) the student's progress in using an expanded range of academic survival-skills during the intervention period.
Academic Survival Skills Checklists: 5 Uses

*Parent conferences.* When teachers meet with parents to discuss student academic concerns, academic survival-skills checklists can serve as a vehicle to define expected student competencies and also to decide what specific school and home supports will most benefit the student. In addition, parents often appreciate receiving copies of these checklists to review with their child at home.
The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.

http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

Success in school depends on the student acquiring effective ‘academic survival’ skills such as study skills, time management, and homework completion. The Academic Survival Skills Checklist Maker is a free application that allows teachers, students, and parents to assemble ‘how to’ checklists that can be used to train students in essential academic-support skills. These checklists are a great way to promote student independence and accountability. For suggestions on how to use these checklists, download Jim Wright’s Academic Survival Skills Checklists: 5 Ways to Help Students to Become Effective Self-Managing Learners.
Activity: Academic Survival Skills Checklists

- Discuss how you as a consultant might encourage teachers to use Academic Survival Skills Checklists.
Student Self-Monitoring. What are the components of a self-monitoring program—and how can self-monitoring empower the student?
The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.
Student Self-Monitoring: Advantages

When students take a role in monitoring their own behaviors, several benefits can occur (Rhode et al., 1983):

- Students can become more independent—increasing their self-regulation/self-management skills as they monitor their progress toward behavioral goals.
- There is also evidence that student-directed interventions such as self-monitoring are less likely to fail (be extinguished) than interventions solely implemented by others.

How To: Teach Students to Change Behaviors Through Self-Monitoring (Online)

1. Define Behavior Target(s) to Self-Monitor.
4. Decide on a Monitoring Cue.
6. Conduct Periodic Accuracy Checks.
1. Define Behavior Target(s) to Monitor

The teacher and student meet privately to select and define one or more behaviors that the student will monitor.

Targets for self-monitoring can include behaviors to *increase*, such as:

- Focusing on the task or assignment (on-task).
- Making positive statements to peers.

Self-monitoring can also focus on behaviors to *decrease*, such as:

- Calling out.
- Leaving one's seat.
1. Define Behavior Target(s) to Monitor (Cont.)

For each goal behavior, the teacher and student write a clear, specific behavioral definition that provides observable 'look-fors' to indicate when the behavior is displayed. For example, 'on-task' can be made observable by defining it as "eyes on the teacher or desk-work".
2. Choose a Method for Recording Self-Monitoring Data

The three most common methods for student self-monitoring are:

- Rating scale.
- Checklist.
- Frequency count.
### Student Self-Monitoring: Behavior Rating Scale

This self-rating scale allows you to rate how well you carry out selected behaviors.

**How to Use This Behavior Rating Scale:**
This scale is to be used to rate your selected behaviors at the end of a pre-determined period (e.g., after independent work; at the end of the school day; at the end of math class).

**How to Set Up the Behavior Rating Scale:** Follow these steps to prepare the rating scale:

1. **Select Behaviors.** In the left column of the table below, write down up to 8 behavior goals that you plan to rate (e.g., stay in seat, complete seatwork, work well with others, participate in the activity, keep workspace clean).
2. **Choose a Schedule for Completing the Rating Scale.** Decide when you will fill out this self-rating scale (e.g., after independent work; at the end of the school day; at the end of math class; just before lunch and again at school dismissal).

I plan to complete this rating scale on the following schedule:

<table>
<thead>
<tr>
<th>Behaviors: How well did I...</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>•</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>•</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
<tr>
<td>•</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
</tr>
<tr>
<td>•</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>•</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
<tr>
<td>•</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
</tr>
<tr>
<td>•</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>•</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
<tr>
<td>•</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>
Self-Monitoring Methods: Checklist (Online)

Student Self-Monitoring: Behavior Checklist

Behavior checklists are simple ways to check off whether or not you carry out selected behaviors.

How to Use This Behavior Checklist: The behavior checklist can be used before starting an activity to ensure that you are prepared (e.g., before beginning independent work) or after the activity (e.g., at the completion of independent work) to track whether you displayed target behaviors. The behavior checklist form allows you to list up to 8 different behaviors. NOTE: Checklists are an excellent tool at the end of an assignment for you to use to check your work.

How to Set Up the Behavior Checklist: Follow these steps to prepare the checklist:

- List Behaviors to Be Treated: In the left column of the table below, write down up to 8 behaviors to make up your checklist. Good checklist items are those that can be easily verified as 'done' or 'not done' (e.g., arrived at class on time, brought all work materials to class, avoided chatting with classmates during independent work time).
- Choose a Schedule for Completing the Behavior Checklists: Decide when you will fill out this checklist (e.g., before or after independent work, at the start or end of the school day, before or after math class).

I plan to complete this behavior checklist on the following schedule:

<table>
<thead>
<tr>
<th>Behaviors: I engaged in these behaviors...</th>
<th>1 Date</th>
<th>2 Date</th>
<th>3 Date</th>
<th>4 Date</th>
<th>5 Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Student Name:

Grade/Classroom:

www.interventioncentral.org 123
**Self-Monitoring Methods:**

**Frequency Count (Online)**

---

**Student Self-Monitoring: Frequency Count**

A frequency count is a recording of the number of times that you engaged in a behavior during a specific time-period (e.g., during a class period). Frequency counts can be used to track behaviors that you want to increase or decrease.

How to Use This Frequency-Count Form: With this frequency count form, you record each occurrence of the behavior with a tally-mark (‘|’). At the end of the time-period, you add up the tally-marks to get a total sum of behaviors for that observation session.

How to Set Up the Frequency-Count Form: Follow these steps to prepare the frequency-count form:

- **Define the Target Frequency-Count Behavior:** In the space below, describe the behavior that you will measure using a frequency count. (Here are some examples: leaving my seat without teacher permission, completing a math problem, requesting teacher help, talking with other students about off-task topics):

  Target Behavior to Measure: ___________________________________________________

- **Choose a Schedule for Conducting the Frequency Count:** Decide when you will use the frequency-count form to track the target behavior:

  I plan to conduct the frequency count at the following time(s) and/or during the following activity(ies):

---

|   | Tally Box: Write a mark ('|') in this box each time the target behavior occurs | Total Behaviors for Session |
|---|---|---|
| 1 | | > |
| Date: ___/___/___ | | |
| 2 | | > |
| Date: ___/___/___ | | |
| 3 | | > |
| Date: ___/___/___ | | |
| 4 | | > |
| Date: ___/___/___ | | |
| 5 | | > |
| Date: ___/___/___ | | |

---

**Student Name:**

**Grade/Classroom:**
3. Choose a Self-Monitoring Schedule

Because self-monitoring requires that the student periodically measure his or her behavior, the teacher and student must decide on what schedule the monitoring will occur (Rafferty, 2010; Webber et al. 1993):

- **Start of period or day.** The student monitors at the start of the class period or school day. Sample behaviors suitable for 'start' intervals include arriving to class on time and having all required work materials.

- **End of period or day.** The student monitors at the end of the class period or school day. Sample behaviors suitable for 'end' intervals include copying homework assignments from the board and global ratings of the student's behavior during that classroom period or school day.
3. Choose a Self-Monitoring Schedule (Cont.)

- **Scheduled transition points through period or day.** The student monitors periodically during the class period or school day, with each monitoring episode tied to a scheduled, easily identified 'transition point' that naturally occurs in that classroom setting.

- **Start or end of assignments.** As student academic work is often the focus of self-monitoring, a logical time-point for doing that monitoring is when beginning or finishing assignments.

- **Fixed intervals through period or day.** The student monitors at fixed periods during the class period or school day (e.g., every 15 minutes; at the top of each hour). Sample behaviors suitable for 'fixed' intervals include overall classroom behaviors, attention, social interactions, and compliance.
4. Decide on a Monitoring Cue

- ‘Beep tape’. The student is given an audio tape (or electronic audio file) with beeps spaced at fixed intervals whose rate matches the student’s self-monitoring schedule. For example, a student monitors his on-task behavior every 5 minutes on a self-rating scale using an MP3 player with an audio-file beep tape with tones at 5 minute intervals.

- Timer. The student or teacher sets a timer (e.g., kitchen timer, cell-phone timer, stopwatch) for a pre-set interval. When the timer rings, the student self-monitors behavior and then the timer is reset. For example, a student in a math class sets a cell-phone timer with vibration setting for 3-minute intervals during independent work. When the timer rings, the student counts up the number of math-computation problems completed during the interval.
4. Decide on a Monitoring Cue (Cont.)

- **Teacher-delivered cue.** The teacher delivers a cue to the student to remind him or her to self-monitor. For example, at the end of an in-class writing assignment, an English instructor prompts the class to review their compositions using self-correction checklists before turning in their work.

- **Student-delivered cue.** The student is given responsibility to initiate self-monitoring informally without use of a timer, beep tape, or other external cue. For example, a student monitoring her understanding of assigned texts during in-class independent reading is directed to use a rating scale at least 3 times during the activity to rate and record her comprehension of the text—with the student determining how to space the self-checks.
Interval Recording: Tech Solutions

- Schools can purchase devices or apps to simplify the process of fixed- or variable-interval self-monitoring. One example of such a device/app product is **MotivAider**.

Source: [http://habitchange.com/](http://habitchange.com/)
When collecting data and implementing interventions, the educator must often pay close attention to the passage of time. For example:

- An observer measuring a student's level of classroom attention may choose to assess that student's on-task behavior every 20 seconds during an independent seatwork assignment.
- A teacher who wishes to use more praise-statements to motivate the class may attempt to praise positive student behaviors at least once every 3 minutes during large-group instruction.
- A student may need a reminder every 5 minutes to use comprehension fix-up strategies during independent reading.
When assessment or intervention requires that specific actions be performed at fixed intervals, one helpful solution is for the educator to use a fixed-interval audio tape. Such a tape has pre-recorded tones (i.e., 'beeps') occurring at fixed intervals (e.g., every 30 seconds; every 2 minutes; etc.) to cue the educator to collect a behavioral observation or implement an element of an intervention plan. Think of fixed-interval audio tapes as the 'soundtrack' for effective assessment and intervention work.
# Beep Tapes: Examples of Use

**TEACHER.** A teacher who wishes to use more praise-statements to motivate the class decides to praise positive student behaviors at least once every 4 minutes during large-group instruction.

**EXTERNAL OBSERVER.** An observer measuring a student's level of classroom attention chooses to assess that student's on-task behavior every 20 seconds during an independent seatwork assignment.

**STUDENT.** A student is reminded every 5 minutes to use a checklist to self-rate academic engagement and to measure work output.

**WHOLE CLASS.** A class of students is signaled to apply reading-comprehension fix-up skills every 3 minutes during an in-class reading assignment.
Fixed-Interval Audio Files
http://www.interventioncentral.org/free-audio-monitoring-tapes

This web page contains audio files in MP3 format. Each ‘tape’ lasts 30 minutes. Fixed intervals on the tapes range from 10 seconds to five minutes.
5. [Optional] Choose Rewards for Successful Behavior Change

The teacher may want to choose suitable rewards to further motivate students to use self-monitoring to move toward positive behavior change (Loftin, Gibb, & Skiba, 2005). Teachers can increase the power of a self-monitoring program by rewarding students when they consistently achieve positive ratings. Here are 3 ideas for figuring out what rewards will motivate a particular student:

- **Watch the student in action.**
- **Ask people who know the student well.**
- **Administer a reinforcer survey.**
6. Conduct Periodic Accuracy Checks

Periodically, the teacher should check the student's self-monitoring data and procedures—particularly at the start of the monitoring—to ensure that the student is recording accurately (Webber et al., 1993). Random spot-checks tend to result in higher-quality student self-recording data.
7. Fade the Self-Monitoring Plan

As the student attains his or her behavioral goals, self-monitoring procedures should be faded—that is, gradually simplified or discontinued.

The goals in fading are (1) to streamline self-monitoring so that it becomes sustainable over the long term, while (2) maintaining the student’s behavioral gains.
7. Fade the Self-Monitoring Plan (Cont.)

Specific methods used in fading will vary, depending on the elements that make up the self-monitoring plan.

Fading strategies might include condensing the monitoring format (e.g., distilling a 6-item checklist for monitoring classwork-readiness into a single question: "Am I ready to work?")", changing the monitoring cue (e.g., moving from use of an external beep-tape to student-delivered cues); and monitoring less frequently (e.g., having the student shift down from a daily monitoring schedule to monitoring twice per week on randomly selected days).
How To: Teach Students to Change Behaviors Through Self-Monitoring

1. Define Behavior Target(s) to Self-Monitor.
4. Decide on a Monitoring Cue.
6. Conduct Periodic Accuracy Checks.
Discussion Question: Challenges in Self-Monitoring

- Review the 7 steps to setting up a student self-monitoring program.
- As a consultant:
  - select one step that you think might be most challenging for teachers to implement.
  - brainstorm ways to overcome this challenge.

How To: Teach Students to Change Behaviors Through Self-Monitoring

1. Define Behavior Target(s) to Self-Monitor.
4. Decide on a Monitoring Cue.
6. Conduct Periodic Accuracy Checks.