



Using Self-Monitoring to Teach Functional Life Skills

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on three methodologically sound single-subject studies across 11 students with disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement self-monitoring to teach functional life skills is through the following research to practice lesson plan starters:

- [Using Self-Monitoring to Teach Decision Making for Leisure Activities \(Mahon & Bullock, 1992\)](#)

With who was it implemented?

- Students with
 - Autism (1 study, n= 3)
 - Mild intellectual disability (1 study, n= 4)
 - Moderate intellectual disability (1 study, n= 4)
- Ages ranged from 12 – 20 years of age.
- Males (n= 7), females (n= 4)
- Ethnicity
 - None reported (n=11)

What is the practice?

Self-monitoring is defined as a procedure whereby a person observes his behavior systematically and records the occurrence or nonoccurrence of a target behavior (Cooper, Heron, & Heward, 2007). Also called self-recording and self-observation.

In the studies used to establish the evidence base for using self-monitoring to teach life skills, self-monitoring included using:

- Self-instruction training through self-control techniques was used to teach decision making skills for leisure activities in the community (Mahon & Bullock, 1992)

- A self-monitoring board was used to teach increasing physical activity (Todd & Reid, 2006)
- Self-monitoring using an iPhone was used to teach grocery shopping and literacy skills (Douglas, Ayres, & Langone, 2015)

Where has it been implemented?

- Classroom (1 study)
- Classroom and home (1 study)
- Classroom and community site (i.e., grocery store; 1 study)

How does this practice relate to Common Core Standards?

- English Language Arts Reading Literature standards (9-10th grades) www.corestandards.org
- CCSS. ELA-LITERACY.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

How does this practice relate to the Common Career Technical Core?

- Attend to personal health and financial well-being
 - Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy, diet, exercise and mental health activities. Career ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- www.careertech.org/CCTC

References used to establish this evidence base:

- Douglas, K. H., Ayres, K. M., & Langone, J. (2015). Comparing self-management strategies delivered via iPhone to promote grocery shopping and literacy. *Education and Training in Autism and Developmental Disabilities, 50*, 446-465.
- Mahon, M. J., & Bullock, C. C. (1992). Teaching adolescents with mild mental retardation to make decisions in leisure through the use of self-control techniques. *Therapeutic Recreation Journal, 26*, 9-26.
- Todd, T., & Reid, G. (2006). Increasing physical activity in individuals with autism. Focus on Autism and Other Developmental Disabilities, 21, 167-176

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