Using Self-Monitoring to Teach Reading Comprehension, Productivity, and Accuracy

What is the evidence base?

- This is a research-based practice for students with disabilities based on two methodologically sound single case studies across
    - 6 students with SLD

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

The best place to find out how to implement REWARDS Program is through the following research to practice lesson plan starters:

- Using Self-Monitoring to Teach Reading Comprehension, Productivity, and Accuracy (Crabtree et al., 2010; Shimabukuro et al., 1999).

With whom was it implemented?

- Students with learning disabilities
- Ages ranged from 12 - 18
- Males (n=6)
- Ethnicity
    - Caucasian (n=3)
    - None reported (n=3)

What is the practice?

Self-management procedures such as self-monitoring is an effective intervention to increase time on-task (Dunlap, Dunlap, Koegel, & Koegel, 1991), academic performance and productivity (Miller, Miller, Wheeler, &Selinger, 1989) for students with disabilities. One way to self-monitor is to stop reading periodically and practice self-questioning (Williamson, 1996). Specifically, students can be taught to generate their own questions as they read through text (Wong, 1985).

In the studies used to establish the evidence base for using self-monitoring to teach reading comprehension, productivity, and accuracy included using:

- Teachers provide students with training sessions (one 30 min session, teachers discuss the importance of student engagement (Shimabukuro et al., 1999) and provided

modeling and guided practice with corrective feedback to instruct students to use the self-monitoring recording sheet (Crabtree et al., 2010).
- Materials used: one-page short reads pre-divided into three sections.
- Students completed a series of independent practice activities using similar stories provided in training.

Where has it been implemented?

- Small class sizes (5-10 students per group); special education self-contained or resource classrooms

How does this practice relate to Common Core Standards?

- Broad standard from www.corestandards.org ELA Grades
    - CCSS.ELA-LITERACY.RL.8.1
      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - CCSS.ELA-LITERACY.RL.8.4
      Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
    - CCSS.ELA-LITERACY.RL.11-12.1
      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
    - CCSS.ELA-LITERACY.RL.11-12.2
      Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
    - CCSS.ELA-LITERACY.RL.11-12.3
      Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

- List Career Ready Skills addressed (broad) and/ or Specific Career Clusters at www.careertech.org/CCTC
    - 2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about

when it is appropriate to apply the use of an academic skill in a workplace situation.

References used to establish this evidence base:

Crabtree, T., Alber-Morgan, S. R., Konrad, M. (2010). The effects of self-monitoring of story elements on the reading comprehension of high school seniors with learning disabilities. *Education and Treatment of Children, 33*, 187-203. doi: 10.1353/etc.0.0090

Shimabukuro, S. M., Prater, M. A., Jenkins, A., & Edelen-Smith, P. (1999). The effects of self-monitoring of academic performance on students with learning disabilities and ADD/ADHD. *Education and Treatment of Children, 22*, 397-414.

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