**NTACT**
National Technical Assistance Center on Transition

# Using Self-Monitoring to Improve Accuracy and Productivity

**Objective:** To teach students self-monitoring strategies/behaviors to improve academic accuracy and productivity performance

## Setting and Materials:

**Settings:** self-contained classroom

**Materials:** work tasks such as worksheets, a pencil, and self-recording sheets

## Content Taught

Students will learn self-monitoring skills to improve academic accuracy (number of items completed correctly), academic productivity (number of items completed daily), and on-task behavior (being seated, writing or calculating answers, or asking questions about tasks).

## Teaching Procedures

1. Provide students with an explicit definition of academic achievement using examples from student's previous work.
2. Discuss the importance of improving accuracy and productivity.
3. Instruct students to count the number of items given, number of items completed, and number of items answered correctly. Have the students write these numbers on a self-recording sheet and include available test scores (e.g., for spelling, students would count number of practices completed and number of words written correctly).
4. Model the self-monitoring procedure for students
5. Ask students to repeat the definition of academic achievement and explain why it is important to monitor accuracy and productivity as well as demonstrate self-recording.
6. Once you provide explanations, have students begin self-monitoring and continue to correct and return student work at the end of each session without giving verbal feedback.
7. Continue giving students opportunities to self-monitor across other subject areas.

# Evaluation

Collect data on academic accuracy, academic productivity, and on-task behavior by making anecdotal notes and/or collecting self-monitoring data sheets for each student.

**Lesson Plan Based on:**

Carr, S. C., & Punzo, R. P. (1993). The effects of self-monitoring of academic accuracy and productivity on the performance of students with behavioral disorders. Behavior Disorders, 18, 241-250.

IDEAs that Work
U.S. Office of Special Education Programs