

SPECIAL EDUCATION • SELF-MONITORING

EDITABLE

STUDENT SELF-MONITORING CHECKLISTS

On-task self-check with a teacher match column, daily self-rating for six and eight periods, work completion, morning routine, executive function week, break log, goal sheet, weekly reflection, match data and fade rule, graph, certificate. Fillable PDF.

STUDENT On-Task Self-Check

At every cue the student asks one question, "Was I working?", and marks Y or N. The teacher marks the same cues on the right without looking, then the two are compared.

STUDENT DATE CUE EVERY ... MINUTES ACTIVITY

THE QUESTION I ASK MYSELF AT THE CUE (THE TEACHER TYPES IT; USUALLY: WAS I WORKING?) WHAT COUNTS AS YES (WE AGREED ON THIS)

CUE	TIME	ME: Y / N	TEACHER: Y / N
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

MY YES COUNT (OUT OF 30) TEACHER YES COUNT CUES WHERE WE MATCHED (OUT OF 30) MY PERCENT (YES ÷ 30 × 100)

STUDENT Daily Behavior Self-Rating

Three goals the teacher types in the student's words, six periods, a 0, 1 or 2 from the student and one from the teacher, and a match column. Type the goals once, Save As.

STUDENT DATE DAILY GOAL (POINTS OR PERCENT) CASE MANAGER / TEACHER

GOAL 1, IN MY WORDS (TEACHER TYPES IT) GOAL 2, IN MY WORDS GOAL 3, IN MY WORDS

PERIOD / CLASS	GOAL 1	GOAL 2	GOAL 3	MY TOTAL	MATCH (Y / N)
	ME	TEACHER	ME	TEACHER	

Day total: MY POINTS (OUT OF 36) TEACHER POINTS PERIODS MATCHED (OUT OF 6) MY PERCENT

STUDENT Work Completion Checklist

One row per assignment. Did I start, did I finish, did I turn it in, and a teacher check. The lines at the bottom are for what got in the way, in the student's words.

STUDENT DATE OR WEEK OF TEACHER

SUBJECT / CLASS	WHAT I HAVE TO DO	DID I START? Y / N	DID I FINISH? Y / N	TURNED IN? Y / N	TEACHER CHECK

FINISHED / LISTED TURNED IN / LISTED PERCENT TURNED IN

STUDENT Executive Function Weekly Checklist

Seven skills, each with a line for what it looks like for this student, a check for each day, and a weekly self-score. The student fills it; the teacher reads it on Friday.

STUDENT WEEK OF CLASS OR TEACHER

SKILL	WHAT IT LOOKS LIKE FOR ME (TEACHER TYPES IT)	MON	TUE	WED	THU	FRI	MY SCORE (0-5)
Planning	I know what to do and make a plan.						
Materials	I find what I need when class starts.						
Starting	I begin when the time we agreed.						
Staying on	I keep working until the stop signal.						
Finishing	I completed the task.						
Turning in	I handed it in when I was asked to.						
Asking for help	I asked when I was stuck, when we agreed.						
Week total	(out of 35)						

The score is a count, not a grade. The one I want to get better at next week, and

STUDENT Goal Setting Sheet

My goal, in my words, why it matters to me, what I will do, who helps, how I will know, and three check-in dates. Written with the teacher, signed by both.

STUDENT DATE TEACHER

My goal, in my words

Why it matters to me

What I will do

Who helps me, and how

How I will know I am getting there (the sheet, page __, and the score I am aiming for)

THREE CHECK-INS

CHECK-IN DATE	HOW IS IT GOING, IN MY WORDS	MY SCORE	INITIALS (ME / TEACHER)

TEACHER Match Data Sheet

Ten days of the student's score beside the teacher's, whether they matched, and the agreement percent. The fade rule is written in the blanks before day one.

STUDENT SHEET USED (PAGE) STARTED TEACHER

DAY	DATE	STUDENT SCORE	TEACHER SCORE	MATCH? (Y / N)	AGREEMENT PERCENT	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

The fade rule, written in the blanks before day one

PERCENT DAYS

When agreement is _____ or better for _____ days in a row, check every other day. Then: NEXT STEP (EVERY THIRD DAY, ONCE A WEEK, STOP)

Fillable PDF

20 Pages

On-Task Self-Check

Goal Sheets

Which Sheet for Which Student

Start from the goal or the problem, not from the sheet. Match it once, write the page number on the roster, and teach the sheet in three short days.

IF THE GOAL OR THE PROBLEM IS	USE	WHERE
The student is off task during independent work and does not notice	On-task self-check, with a cue every few minutes	Page 7
A behavior goal about the whole day: following directions, staying in the area, using kind words	Daily behavior self-rating, six periods; eight periods for a secondary schedule	Pages 8, 9
Work gets started and not finished, or finished and not turned in	Work completion checklist	Page 10
Mornings fall apart: materials, homework, the first ten minutes	Morning routine and materials checklist, with the end-of-day rows	Page 11
Planning, starting, staying on, finishing, asking for help — several at once	Executive function weekly checklist	Page 12
The student takes breaks or uses a calm-down choice and nobody knows if it helped	Break and regulation log	Page 13
The student has never been asked what they want to get better at	Goal setting sheet first, then the sheet that measures it	Page 14
The teacher is not sure the student's marks are accurate yet	Match data sheet, ten days, then the fade rule	Page 16

How to introduce self-monitoring in three days

DAY	WHAT HAPPENS
Day 1: model	The teacher fills the sheet out loud for ten minutes while the student watches: what the cue sounds like, what the question is, what counts as yes. The student does not mark anything yet.
Day 2: do together	Both hold a sheet. At each cue the student marks first, then the teacher shows their mark. Talk about every cue where they differ, without arguing about it; agree on what yes means.
Day 3: do alone	The student marks alone. The teacher marks separately and compares afterward on the match sheet (page 16). When agreement stays high, the teacher checks less often.

What this file is not

Not a behavior plan and not a list of strategies. The teacher types the goal, the cue and the choices; the student does the watching. Nothing here says which students should self-monitor or why a behavior happens. If a plan or an IEP already names the goal, copy its words onto the setup page (page 5).

The three habits the file assumes

- ☐ The goal is in the student's words on page 5 before the first cue.
- ☐ The teacher checks the match (page 16) until agreement is high, then fades on the written rule.
- ☐ The percent goes on the graph (page 17) and the reflection (page 15) every Friday.

At every cue the student asks one question, “Was I working?”, and marks Y or N. The teacher marks the same cues on the right without looking, then the two are compared.

STUDENT

DATE

CUE EVERY __ MINUTES

ACTIVITY

THE QUESTION I ASK MYSELF AT THE CUE (THE TEACHER TYPES IT; USUALLY: WAS I WORKING?)

WHAT COUNTS AS YES (WE AGREED ON THIS)

CUE	TIME	ME: Y / N	TEACHER: Y / N
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

CUE	TIME	ME: Y / N	TEACHER: Y / N
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

MY YES COUNT (OUT OF 20)

TEACHER YES COUNT

CUES WHERE WE MATCHED
(OUT OF 20)

MY PERCENT ($\text{YES} \div 20 \times 100$)

How I did today, in my words

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Teacher: the cues we talked about, and why

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Daily Behavior Self-Rating

STUDENT	DATE	DAILY GOAL (POINTS OR PERCENT)	CASE MANAGER / TEACHER
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GOAL 1, IN MY WORDS (TEACHER TYPES IT)	GOAL 2, IN MY WORDS	GOAL 3, IN MY WORDS

MY POINTS (OUT OF 36)	TEACHER POINTS	PERIODS MATCHED (OUT OF 6)	MY PERCENT
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Executive Function Weekly Checklist

Seven skills, each with a line for what it looks like for this student, a check for each day, and a weekly self-score. The student fills it; the teacher reads it on Friday.

STUDENT

WEEK OF

CLASS OR TEACHER

SKILL	WHAT IT LOOKS LIKE FOR ME (TEACHER TYPES IT)	MON	TUE	WED	THU	FRI	MY SCORE (0-5)
Planning I know what is due and wrote it down							
Materials I had what I needed when class started							
Starting I began within the time we agreed							
Staying on I kept working until the stop signal							
Finishing I completed the task							
Turning in I handed it in where it goes							
Asking for help I asked when I was stuck, the way we agreed							
Week total (out of 35)							

The score is a count, not a grade

Check the day if it happened. The weekly self-score is the number of days checked, 0 to 5. The one skill with the lowest score is next week's goal on page 14; the rest keep going. The teacher reads this on Friday and writes one line, not a correction.

The one I want to get better at next week, and what I will try

My goal in my words, why it matters to me, what I will do, who helps, how I will know, and three check-in dates. Written with the teacher; signed by both.

STUDENT

DATE

TEACHER

My goal, in my words

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Why it matters to me

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What I will do

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Who helps me, and how

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How I will know I am getting there (the sheet, page __, and the score I am aiming for)

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THREE CHECK-INS

CHECK-IN DATE	HOW IS IT GOING, IN MY WORDS	MY SCORE	INITIALS (ME / TEACHER)

STUDENT SIGNATURE

TEACHER SIGNATURE

.....

Match Data Sheet

Ten days of the student's score beside the teacher's, whether they matched, and the agreement percent. The fade rule is written in the blanks before day one.

STUDENT

SHEET USED (PAGE)

STARTED

TEACHER

DAY	DATE	STUDENT SCORE	TEACHER SCORE	MATCH? (Y / N)	AGREEMENT PERCENT	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

The fade rule, written in the blanks before day one

PERCENT

DAYS

When agreement is _____ or better for _____ days in a row, check every other day. Then:

NEXT STEP (EVERY THIRD DAY, ONCE A WEEK, STOP)

How the match is checked

Both mark the same cues or periods without looking at each other's sheet, then compare. For the on-task sheet (page 7), agreement percent = cues where both marks are the same $\div$ cues $\times$ 100. For the self-rating (pages 8 and 9), it is periods matched $\div$ periods $\times$ 100. Write what counts as a match for this student here, and keep it the same for the ten days.

What counts as a match for this student, and changes to the plan with the date

EXAMPLE

An On-Task Self-Check, Filled In

Omar is invented, and so is every mark. Notice that the two cues where he and the teacher disagreed are the two cues they talked about afterward, which is the whole reason for the match column.

On-task self-check (page 7) — Omar, fourth grade, Monday 10/6 (invented)

Setup (page 5): “I am watching whether I am working on my own reading.” Cue: a vibrating timer every 2 minutes, 9:30 to 10:08, independent reading. Yes means: eyes on the book or pencil on the response sheet. Teacher marks the same cues from her desk. Earning: 16 or more yes marks is a choice of the read-aloud book. Fade rule (page 16): agreement 80 percent or better for 5 days, then the teacher checks every other day.

CUE	TIME	OMAR	TCHR	MATCH	CUE	TIME	OMAR	TCHR	MATCH
1	9:30	Y	Y	Y	11	9:50	Y	Y	Y
2	9:32	Y	Y	Y	12	9:52	N	N	Y
3	9:34	Y	Y	Y	13	9:54	Y	Y	Y
4	9:36	N	N	Y	14	9:56	Y	Y	Y
5	9:38	Y	Y	Y	15	9:58	N	N	Y
6	9:40	Y	Y	Y	16	10:00	Y	Y	Y
7	9:42	N	N	Y	17	10:02	Y	N	N
8	9:44	Y	Y	Y	18	10:04	Y	Y	Y
9	9:46	Y	N	N	19	10:06	Y	Y	Y
10	9:48	Y	Y	Y	20	10:08	Y	Y	Y

MY YES COUNT	TEACHER YES COUNT	CUES MATCHED	MY PERCENT	TEACHER PERCENT	AGREEMENT
16 of 20	14 of 20	18 of 20	80% ($16 \div 20 \times 100$)	70% ($14 \div 20$)	90% ($18 \div 20$)

Match data sheet (page 16) — the row Monday produces

DAY	DATE	STUDENT SCORE	TEACHER SCORE	MATCH? (Y / N)	AGREEMENT PERCENT	INITIALS
1	10/6	80%	70%	Y	90%	JR
2	—	—	—	—	—	—

Match is Y because agreement, 90 percent, is at or above the 80 percent written in the fade rule. Day 1 of the 5 the rule asks for. The student score, 80 percent, is the point that goes on the graph (page 17).

What the teacher wrote on the lines (page 7), and what Omar wrote

Teacher: Cues 9 and 17. At both, Omar had the book open and was turned to his neighbor. He marked Y; I marked N. We agreed that yes means eyes on the book, not the book open, and he wrote that on his sheet for tomorrow. **Omar:** “I got 16. I want 18 tomorrow. The timer helps because I forget.”