# Sample Forms for Self-Management Systems

## Self-Monitoring Recording Form

The student records his or her performance at regular intervals or when prompted by the teacher. If the student meets the success criterion (see step 3 under Self-Monitoring), deliver a reinforcer. The student also can rate his or her performance in demonstrating the skill.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| When the timer goes off, I will color in the happy face if I was listening. I will color in the frowny face if I was not listening. | | | | |
| **I listened to my teacher.**   * I followed directions the first time. * I looked at my teacher while she was speaking. | ☹ ☺ | ☹ ☺ | ☹ ☺ | ☹ ☺ |
| ☹ ☺ | ☹ ☺ | ☹ ☺ | ☹ ☺ |
| **How did I do?** | **Great** | **I did ok** | **Try again** |

**Self-Evaluation Recording Form**

The student evaluates his or her performance at regular intervals or when prompted by the teacher. For some students, a teacher or staff person may engage in a discussion with the student to support him or her with completing the form. Here is an example of a self-evaluation form used by an older child with challenges regulating his or her anger:

|  |  |  |
| --- | --- | --- |
| Describe the situation that happened. |  | |
| What caused you to get angry? |  | |
| I made a choice: Was it positive or negative?  Circle the choice that you made. | Positive choices:  My choice was to tell the teacher.  My choice was to take deep breaths to calm down.  My choice was to ignore the other person and walk away.  My choice was to count to one hundred.  Negative choices:  My choice was to call the other person a name.  My choice was to use inappropriate language.  My choice was to harm another student.  My choice was to refuse to follow the expectations. | **Describe why your choice was positive or negative.** |
| The choice that I made had a consequence.  Circle the consequence. | **Positive consequences:**  I got to spend time with my teacher doing a fun activity.  I got to spend time with a classmate working on a fun activity.  I got to eat lunch with an adult.  My parents were notified.  **Negative consequences:**  I got a referral to the office for my behavioral choice.  My parents were notified.  I had to sit out of recess.  I was not allowed to participate in a fun activity. | Describe why the consequence was positive or negative. |
| I stayed in control  (Yes or No) |  | |

## Case Example: Incredible Five-Point Scale

**Context and Data Use:** The Incredible Five-Point Scale was used by a classroom teacher with a student who was participating in an academic intervention. The teacher was collecting progress-monitoring data and noted that the student’s performance was plateauing. The teacher explained to the student that for the last few weeks, he had been stuck and that she was concerned. She thought the student’s lack of progress was possibly due to issues outside class and confirmed her intuition with the student. She then explained that the Incredible Five-Point Scale was going to be used as a way to help him continue to be successful in his academic intervention. The teacher also used the scale as a way to ensure the student’s readiness to participate in the academic intervention.

**Implementation Procedures in Practice**

1. The behavior for self-evaluation was identified and defined with the student: *Student will identify emotional state proactively and develop strategies to express what he needs.*
2. The student was taught how to use the scale: The student received a word bank to help him identify what each number on the scale felt like to him. (e.g., 5 = I’m gonna explode, lose it!; 4 = I’m really upset; 3 = Eh, normal day; 2 = I feel pretty good; 1 = I’m happy and ready to learn!)
3. Initially, the student was assisted with identifying what he needed when he felt the way he did. This also was done as a way to inform the teacher about what she could do to support the student when he entered the classroom.
   1. For example, when the student arrived at the intervention period and said he was at a 5, the teacher allowed him to take a break or directed him to breathe and refocus.

## Sample Incredible Five-Point Scale

|  |  |  |
| --- | --- | --- |
| Rating | **How I Feel** | **What I Need** |
| 5 |  |  |
| 4 |  |  |
| 3 |  |  |
| 2 |  |  |
| 1 |  |  |