

Self-Monitoring Intervention Development Checklist

The skills and products pivotal to Self-Monitoring intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the “Completed” column as final decisions are made.

PROGRAM DESIGN

	Completed
1. An intervention coordinator is identified.	
2. A name for the Self-Monitoring Intervention has been determined for your	

DAILY PROGRESS REPORT (DPR)

	Completed
1. The positively stated behavioral expectations that will be listed on the DPR have been determined.	
2. A method for identifying target behaviors necessary for meeting expectations included on the DPR is in place (if applicable).	
3. The DPR consists of a minimum of 4 rating periods with scoring intervals no longer than 75 minutes.	
4. A range of scores to be listed on the DPR for rating behavioral performance has been determined (e.g., 1, 2, 3).	
5. Specific criteria to define how points are earned has been determined (e.g., never, sometimes, often). *Note – it is helpful to have the rating “key” documented on the DPR as a reminder of how points are awarded.	
6. Adaptations have been made (if applicable) so that the DPR is age appropriate for all students you serve (e.g., use of pictures; start and end time for class	
7. The DPR includes space for total points earned, percentage of points, and the student’s daily goal.	
8. A process for daily DPR data to be shared with families has been determined (e.g., send DPR home or make a separate parent reporting sheet).	
9. A process for parents respond to indicate they have seen and discussed DPR data with their child has been determined.	

IDENTIFYING PARTICIPANTS

	Completed
1. Criteria have been set for accepting students into the intervention.	
2. A process for acquiring parental consent for a child’s participation in the intervention is in place (if applicable).	
3. A process for considering students who transfer into the school is in place.	
4. Criteria for determining whether some students will begin a school year by participating in the program have been established.	



DATA MANAGEMENT

	Completed
1. A process for storing, graphing and reviewing student data is in place (e.g., SWIS, Excel, by hand).	
2. Someone has been assigned to examine student data and review it regularly (minimum is twice per month).	
3. Someone has been assigned to summarize student data and bring it to the team meeting.	
4. A process for sharing data with parents, participating classroom teachers, and the full staff has been determined.	

PLANS FOR FADING, GRADUATION, AND MAINTENANCE

	Completed
1. Criteria for when students are to begin fading the intervention have been	
2. The process for fading has been clearly defined.	
3. A flowchart that describes plans for gradually fading out use of the Self-management and daily data intervention components is developed.	
4. Criteria for the graduation process have been determined and a plan for how graduations be celebrated is in place.	
5. A plan for providing supports for students after graduating from the intervention is in place.	
6. A process for monitoring student data after the DPR is no longer being implemented has been established.	

TEACHING STAFF TO IMPLEMENT THE PROGRAM

	Completed
1. A plan for providing instruction to classroom and specialist teachers for implementing the intervention is in place and includes: <ul style="list-style-type: none">• Eligibility for participation• Baseline data collection procedures• Providing positive and corrective feedback statements• Cueing students to record data• Monitoring student rating on DPR• Initiating interactions with students• Response to major or minor referrals	
2. A process to provide teachers with coaching and implementation feedback has been established.	
3. A process for re-teaching staff is in place for components that are not implemented correctly.	
4. A plan and timeline for providing booster sessions for full staff about the purpose and key features of implementing the program is in place.	



TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM

	Completed
1. A plan for providing instruction to students participating in the intervention is in place and includes: <ul style="list-style-type: none">• Purposes of the intervention (e.g., positive, time-limited, goal of self- management)• Behavioral expectations• Earning points and point goals• Getting feedback from teachers• Role play for accepting positive and corrective feedback• Menu of reinforcers• How to handle disappointment if goal is not met• Plans for fading, graduation, and maintenance	
2. A plan for providing information about the intervention program to other children (if applicable) is in place.	

TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM

	Completed
1. A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child.	

EVALUATE PROGRAM OUTCOMES

	Completed
1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.	
2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.	
3. A plan for monitoring intervention outcomes is developed and includes: <ul style="list-style-type: none">• Number of students who participated• Number of students that graduated• Number of students that required more intensive support	
4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.	

