

BEHAVIOR

Vibra-Watch

Student self-monitoring plan for on task behavior

CANDIDATES

- Students with significant inattention to whole class instruction needing a behavioral cue to redirect to task

PROCEDURE

Identify Candidates

- Identify students who have difficulty attending to whole class instruction due to significant inattention or impulsivity. If frequency of inattention is more than once per 15 minutes, and cannot be recovered without teacher intervention, students may be candidates for this intervention. Record how many times you need to redirect the child per half hour period.

Set Watch

- See attached instructions for setting watch. Set interval alarms for between 5- 15 minutes.

Explain watch system to student

- Explain that you are putting him / her in charge of her behavior and provide student with the watch. Practice having the student record his / her on task behavior using the attached chart

Monitor form / Student behavior & Progress

- Monitor effectiveness of the intervention. Determine after 2 weeks whether attention has improved compared with baseline (record of before starting the watch).

MATERIALS

• Wobl Watch:

http://www.amazon.com/WobL-Alarm-Vibrating-Reminder-Watch/dp/B00O4DMW9G?ie=UTF8&psc=1&redirect=true&ref_oh_aui_detailpage_o03_s00

• Student Self Monitoring Chart

SCRIPT for Explanation to Student

“ I notice that you sometimes seem distracted when I am talking to the whole class. I am going to put you in charge of checking your own behavior. Here is a watch that I am going to lend to you. It will vibrate every — minutes. When it does, I want you to check yourself to see if you are doing what you are supposed to be. If you are, give yourself a check in the smiley face box, if not, check the frown. Be honest with yourself about whether you are really on task. You are responsible for not getting it wet and not touching the buttons. If you are not responsible for the watch, I will have to give it to someone else. Lets set a goal about how many smiley faces you think you can get today.”

REFERENCE

Lam, A., Cole, C. L., Chapiro, E.S., & Bambra, L.M. (1994) Relative effects of self-monitoring on-task behavior, academic accuracy, and disruptive behavior. *School Psychology Review*, 23, 44-59.