

Canned Interventions

W^xA^xT^xI^xH

Self Monitoring

Intervening with continuous instructional cues to improve independent checks for accuracy

CANDIDATES

- Students with inconsistent generalization of newly taught math concepts. Students with a deficit in math application.

PROCEDURE

Daily Support

1. On the progress monitoring form, record 6 or more formative or summative assessments representing the student's math application skills
2. Make a checklist referencing each of the steps in the math application problem (see example)
3. Model use of the checklist with the student
4. Give the student a problem to complete
5. Tell students to put a plus sign next to each step on the checklist that was completed correctly and a minus sign next to any step that was incorrect or skipped
6. Monitor student's independent use of the checklist
7. Give the student a copy of the checklist at the beginning of each subsequent intervention period

MATERIALS

- Individual Math Checklist
- Math Assignment
- Progress Monitoring Graph

8. Have student chart points earned on the attached chart (one point for each correct response and one point for each time checklist is appropriately followed)
9. Student earns free time or reward for an agreed upon number of points at the end of the week.
10. On the progress monitoring form, record 6 more formative or summative assessments representing the student's math application skills

Troubleshooting

If the student did not follow a step on a problem, tell the student to redo the problem. If the student is unable to complete the problem correctly, model and then have the student complete independently three times.

EXAMPLE CHECKLIST

- I copied the problem correctly
- I regrouped when I needed to (top number bigger than bottom number)
- I borrowed correctly (number crossed out is one bigger)
- I subtracted all of the numbers
- I subtracted correctly

REFERENCE

Dunlap, L.K. & Dunlap, G. (1989). A self-monitoring package for teaching subtraction with regrouping to students with learning disabilities. *Journal of Applied Behavior Analysis*, 22, 309-314.