Using Self-Monitoring to Teach Functional Life Skills

What is the evidence base?

A potential level of evidence based on two acceptable quality single subject studies

With whom was it implemented?

- Students with
  - Autism (1 study, n=3)
  - Mild intellectual disability (1 study, n=4)
- Ages ranged from 12 to 20
- Males (n=5), females (n=2)
- Ethnicity
  - None reported (n=7)

What is the practice?

Self-monitoring is defined as a procedure whereby a person observes his behavior systematically and records the occurrence or nonoccurrence of a target behavior (Cooper, Heron, & Heward, 2007). Also called self-recording and self-observation.

In the studies used to establish the evidence base for using self-monitoring to teach life skills, self-monitoring included using:

- self-instruction training (Mahon & Bullock, 1992)
- self-monitoring board (Todd & Reid, 2006)

How has the practice been implemented?

- Self-instruction training through self-control techniques has been used to teach decision making for leisure skills in the community (Mahon & Bullock, 1992)
- A self-monitoring board has been used to teach increasing physical activity (Todd & Reid, 2006)
**Where has it been implemented?**
- Classroom (1 study)
- Classroom and home (1 study)

**Where is the best place to find out how to do this practice?**
- Not available at this time.

**How does this practice relate to Indicator 13?**
- Indicator 13 Checklist Item #3: Teaching functional life skills or developing self-monitoring skills may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Functional life skills or self-monitoring instruction may be transition services designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Developing functional life skills or self-monitoring skills may be part of an IEP goal that supports a student’s postsecondary independent living goal(s)

**How does this practice relate to Common Core Standards?**
Not applicable

**How does this practice relate to States’ Career Cluster Initiative: Essential Knowledge and Skills?**
- Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities (Academic Foundations)
  - Model behaviors that demonstrate active listening
- Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (communications)
  - Employ verbal skills when obtaining and conveying information
- Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments (Safety, Health and Environmental)
  - Identify safety hazards common to workplaces
  - Identify safety precautions to maintain a safe worksite
  - Implement safety precautions to maintain a safe worksite
References used to establish this evidence base:
