
Objective: To teach students to self-monitor, self-evaluate/self-reinforce, and self-instruct to increase appropriate verbalization

Setting and Materials

Setting: special education resource room
Materials: 3” x 5” index cards, a pencil, prompt card

Content Taught

Students will be taught the difference between appropriate verbalizations and inappropriate verbalizations. Appropriate verbalizations are defined as “any utterance related to the assigned task such as asking for clarification, providing a positive acknowledgement for assistance received, demonstrating how to compute problems, or asking questions.” Inappropriate verbalizations are defined as “interrupting a peer or teacher when talking to other students, making animal noises or grunts, yelling, swearing, or whistling in class.”

Teaching Procedures

1. First, teach students to self-monitor by making a tally mark on the left side of a 3” x 5” index card each time they have an appropriate verbal interaction or make an appropriate verbal statement. Have the students make a tally mark on the right side of the 3” x 5” index card each time they have an inappropriate verbal interaction or make an inappropriate verbal statement. Model and practice recording using appropriate and inappropriate verbal verbalizations.

2. For self-monitoring and self-evaluation/self-reinforcement, have the students glance at the tally card each time they mark it and ask themselves, “How is this working out? How am I doing?” (be sure to include these questions on the index card and post on the student’s desk as a reminder). If the students feel they are doing well and have more tally marks on the appropriate side of their cards have them tell themselves, “I’m doing a great job.”

3. For self-evaluation/self-reinforcement, students will no longer tally, but will continue asking, “How is this working out? How am I doing?” based on the index card on their desk. If they continue to do well, have them tell themselves, “I’m doing a great job.”

4. For self-instruction, have the student learn how to ask for help by saying, “Do I understand what I’m working on?” “What don’t I understand?” “How could I phrase it as a question?” “Would it be appropriate to ask a neighbor for help?” “Should I raise my hand or talk out loud?”

5. For self-instruction and self-monitoring, follow step 1 above, but take away the self-monitoring tally cards and self-evaluative prompts.

6. For self-instruction, self-monitoring, and self-evaluation/self-reinforcement, use all three strategies as listed above and add self-reinforcement procedures described in steps 2 and 3.
7. Finally, for self-instruction, self-evaluation/self-reinforcement, remove tally cards and replace cards that had self-evaluation prompts printed on them. Continue with self-instruction as described in step 4.

**Evaluation**

Count appropriate and inappropriate verbalizations during a 15-minute seatwork period.

**Lesson Plan Based on:**