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Empowering Teachers with Low Intensity Strategies to Support Instruction: A Self-Monitoring Illustration

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Project Empower

- The purpose of "Empowering Teachers with Low-Intensity Strategies to Support Instruction," a creative inquiry at Clemson University, was to equip teachers with low-intensity strategies that can be implemented within the classroom to boost the academic engagement of their students.
- Some examples of low intensity strategies are active supervision, behavior-specific praise statements, instructional choice, and self-monitoring.
- Through Project Empower, Clemson students—as members of the research team—learned the process of data collection in the schools (both for baseline data and data during the intervention) including actions to ensure treatment integrity and social validity

Self-Monitoring

- **Self monitoring** is a two-stage process of observing and recording one's behavior wherein (a) the student discriminates occurrence/non-occurrence of a target behavior, and (b) s/he self-records some aspect of the target behavior *(Mace, Belfiore, & Hutchinson, 2001)*
- **Increases** on-task behavior *(Amato-Zech, Hoff, & Doepke, 2006),* and compliance *(Lane et al., 2007)*
- **Decreases** problem behavior *(Kern et al., 2001)* and disruptive behavior *(Blood et al., 2011)*

Participants

The student teacher and the cooperating teacher nominated three (3) of their six (6) 5th grade students who had the greatest difficulty remaining engaged in class activities to be a part of the project.

- Two (2) African American 5th grade males receiving special education services for other health impairments attention deficit hyperactivity disorder (OHI) and
- One (1) Caucasian 5th grade female receiving special education services for a specific learning disability (LD).

5th Grade Illustration

Setting: 5th grade resource classroom taught by a student teacher with a cooperating teacher with 20 years of teaching experience

Procedures: All six (6) students wore a MotivAider® set to pulse every two minutes. Upon feeling the pulse students were to mark whether or not they were working at the time of the pulse.

- At the end of each class period, students would chart their progress (i.e., # of working intervals). Students received a two (2) interval bonus for honesty.
- At the end of the week, students who received 80% or more working intervals received 10 min of free time.

Preliminary Results

		Baseline M (SD)	Intervention M (SD)	Withdrawal M (SD)	Intervention M (SD)
Marty	AAE	21.39 (18.30)	64.17 (23.33)	18.33 (15.28)	61.25 (16.52)
	AE	72.22 (10.78)	90.83 (7.36)	68.33 (10.41)	85.00 (14.72)
	IOA	89.17% agree [33.33% obs]	96.67% agree [50% obs]	95% agree [33.33% obs]	95% agree [25% obs]
	TF		76.5% [100% w/prompts]		90%
Kip	AAE	34.72 (7.10)	65.00 (24.70)	10.33 (0.58)	65.00 (18.26)
	AE	87.22 (4.43)	90.00 (7.07)	69.67 (14.50)	87.5 (9.57)
	IOA	95% agree [33.33% obs]	93.33% agree [50% obs]	90% agree [33.33% obs]	90% agree [25% obs]
	TF		75% [100% w/prompts]		90%
Bobby	AAE	23.43 (17.43)	59.00 (30.23)	10.00 (8.16)	63.75 (10.31)
	AE	69.72 (19.25)	74.67 (21.97)	45.00 (15.81)	87.5 (6.45)
	IOA	97.5% agree [33.33% obs]	91.67% agree [50% obs]	100% agree [25% obs]	90% agree [25% obs]
	TF		75% [100% w/prompts]		90%

Note: AAE = active academic engagement, AE = academic engagement (active + passive academic engagement), IOA = Interobserver agreement, M = mean, obs = observations, SD = standard deviation, TF = treatment fidelity.

Preliminary Results
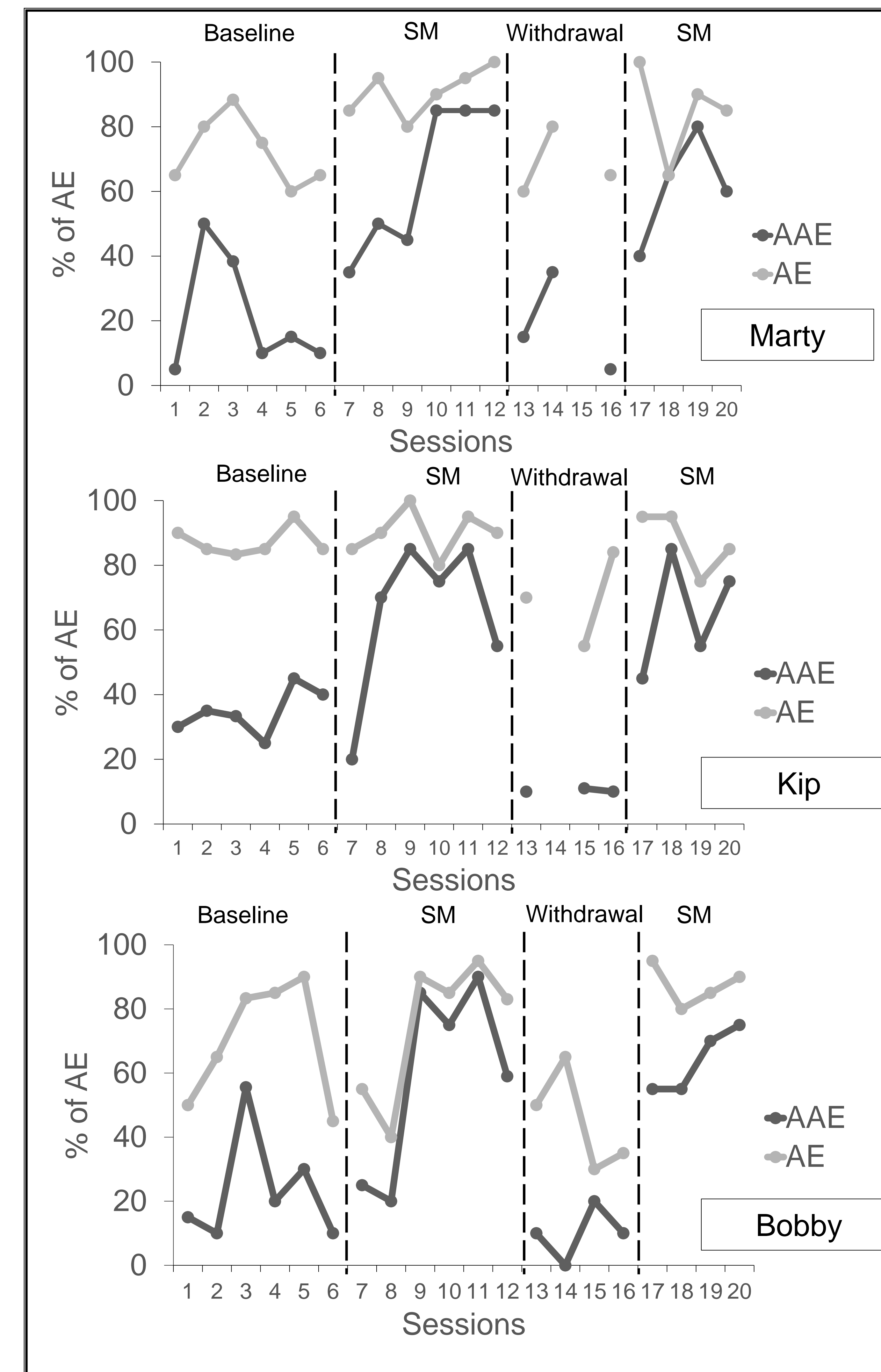
Future Directions

- Complete data collection (SM phase 2, Maintenance, Generalization, and Social Validity)
- Replicate in general education classrooms
- Replicate with greater time intervals (i.e., >2 min)
- Replicate with classroom/cooperating teacher