

Student Self-Monitoring Starter Kit

Building independence through self-awareness

From *Classroom Pulse* - www.classroompulse.io

Part 1: Self-Monitoring Checklists by Age

Early Elementary (K-2) - Picture-Based

Was I a Good Listener?

Time	Did I look at the teacher?	Did I stay quiet?	Did I sit in my spot?
Morning Circle	Good OK Needs Work	Good OK Needs Work	Good OK Needs Work
Reading Time	Good OK Needs Work	Good OK Needs Work	Good OK Needs Work
Math Time	Good OK Needs Work	Good OK Needs Work	Good OK Needs Work
Afternoon	Good OK Needs Work	Good OK Needs Work	Good OK Needs Work

My Goal Today: _____ happy faces

I Got: _____ happy faces

I Met My Goal! YES NOT YET

Upper Elementary (3-5) - Written Checklist

Self-Monitoring Sheet

Name: _____ Date: _____

My Target Behavior: _____

Time Period	Did I do it? (Y/N)	How well? (1-5)
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Total Yes: _____ out of _____

My Goal: _____ Did I meet it? Yes No

What helped me today? _____

What was hard? _____

Middle School (6-8) - Class Period Tracking

Daily Behavior Tracker

Name: _____ Date: _____

Target: _____

Period	Class	Self-Rating (1-5)	What affected my rating?
1			
2			
3			
4			
5			
6			

Rating Scale: 5 = Excellent - Did my best the whole time 4 = Good - Minor slip, got back on track 3 = Okay - Some struggles, some successes 2 = Difficult - Struggled most of the period 1 = Very Hard - Need to try different strategies

Daily Average: _____ **Weekly Goal:** _____

Reflection: What will I try tomorrow? _____

High School (9-12) - Self-Analysis Sheet

Weekly Self-Monitoring Log

Name: _____ Week of: _____

Goal: _____

Why this goal matters to me: _____

Day	Self-Rating	Situation	What I Did	What I Could Try
Mon	/10			
Tue	/10			
Wed	/10			
Thu	/10			
Fri	/10			

Weekly Average: ____/10

Pattern I Notice: _____

Adjustment for Next Week: _____

Part 2: Goal-Setting Worksheet

My Behavior Goal

What behavior do I want to work on? _____

Why is this important to me? _____

What does success look like? _____

What gets in my way? _____

What strategies will help me? 1. _____
2. _____ 3. _____

My SMART Goal:

- **Specific:** What exactly will I do? _____
- **Measurable:** How will I track it? _____
- **Achievable:** Is this realistic for me right now? _____
- **Relevant:** Why does this matter? _____
- **Time-bound:** By when? _____

My Goal Statement: _____

Part 3: Accuracy Check Protocol

Teacher-Student Matching Game

Purpose: Ensure student self-monitoring is accurate

Procedure: 1. Both teacher and student independently rate the same time period 2. Compare ratings at the end 3. Celebrate matches! 4. Discuss differences without judgment

Recording Sheet:

Time Period	Student Rating	Teacher Rating	Match?
			Y / N
			Y / N
			Y / N
			Y / N

Accuracy Percentage: _____ matches out of _____ = _____%

Accuracy Goal: 80% or higher

If accuracy is low: - Review behavior definition together - Practice with examples and non-examples - Increase check-ins temporarily - Simplify the rating system if needed

Part 4: Reinforcement Menu Template

My Reward Menu

When I meet my daily goal, I can choose:

Small Rewards (Daily) - _____
- _____ -
] _____ -

Medium Rewards (Weekly) - _____
- _____ -

Big Rewards (Monthly) - _____
- _____

Points System (Optional): - Daily goal met = _____ points - Weekly goal met = _____
bonus points - Perfect week = _____ bonus points

Point Values: - Small reward = _____ points - Medium reward = _____ points - Big reward
= _____ points

Part 5: Fading Plan Template

Transitioning to Independence

Phase 1: High Support (Weeks 1-2) - Teacher prompts before each interval - Teacher and student both record - Daily accuracy checks - Daily review meetings

Phase 2: Moderate Support (Weeks 3-4) - Teacher prompts at start of activity only - Student records independently - Accuracy checks every other day - Review meetings 3x per week

Phase 3: Low Support (Weeks 5-6) - No teacher prompts - Student records independently - Weekly accuracy checks - Weekly review meetings

Phase 4: Maintenance (Ongoing) - Student self-manages completely - Monthly check-ins - Student self-reinforces - Periodic accuracy checks

Criteria for Moving to Next Phase: - 80%+ accuracy for one week - Consistent goal achievement
- Student expresses readiness

Part 6: Troubleshooting Guide

Common Problems and Solutions

Problem: Student inflates self-ratings **Solutions:** - Increase accuracy checks temporarily - Reinforce honest reporting, not just good behavior - Use matching games - Simplify rating system

Problem: Student forgets to self-monitor **Solutions:** - Use visual/auditory cues (timer, sticky note) - Pair with existing routine - Start with fewer monitoring times - Use peer buddy system

Problem: Student loses motivation **Solutions:** - Revisit reinforcement menu - Involve student in goal revision - Celebrate small wins - Connect to meaningful outcomes

Problem: Goals are too easy/hard **Solutions:** - Review data and adjust - Involve student in goal-setting - Use successive approximations - Consider different target behaviors

This starter kit is provided by Classroom Pulse for educational purposes. For digital self-monitoring tools, visit www.classroompulse.io