

Increasing Accuracy and Productivity Rates With Self-Monitoring

Bennett, K., & Cavanaugh, R. A. (1998). Effects of immediate self-correction, delayed self-correction and no correction on the acquisition and maintenance of multiplication facts by a fourth-grade student with learning disabilities. *Journal of Applied Behavior Analysis* 31, 303-306.

This targeted intervention helps students build fluency and accuracy with basic facts through self-monitoring computation speed and charting daily progress.

Materials:

- Math Facts Worksheet
- Math Facts Worksheet Answer Key
- Student Progress Monitoring Chart
- Timer

Steps:

1. The teacher provides the student with a math facts worksheet containing either multiplication, division, addition, or subtraction basic facts.
2. The teacher tells the student that they will have three minutes to work on the problems on the worksheet.
3. The teacher starts the timer.
4. After the timer ends, the student uses the answer key to check the completed problems.
5. The student adds up the total correct digits on the worksheet. (A correct digit is defined as a digit with the correct value and place value location in an answer. In this scoring method, students can get partial credit even if some of the digits are incorrect.)
6. The student plots the total correct digits on the Student Progress Monitoring Chart