

Student Self-Monitoring to Increase Fluency

Maag, J. W., Reid, R., & DiGangi, S. A. (1993). Differential effects of self-monitoring attention, accuracy, and productivity. *Journal of Applied Behavior Analysis*, 26, 329-344.

This targeted intervention helps students build fluency with basic facts (addition, subtraction, multiplication, or division) using time-drills and self-monitoring.

Materials:

- Teacher-created worksheet containing targeted problems for increased fluency
- Beeper tape with random time increments or timer totaling 10 minutes with a fixed number of prompts (i.e. 2 minutes, 3 minutes, 5 minutes, 7 minutes, 10 minutes).
- Student Self-Monitoring Sheet

Steps:

1. The teacher trains the student on this intervention.
2. The student sets a computation goal with the number of problems to complete for each interval on the Student Self-Monitoring Sheet.
3. The teacher provides the student with a worksheet and directs the student to complete the math facts as quickly as possible.
4. The teacher starts the beeper tape or sets the timer with the time for the beginning interval (i.e. 2 minutes).
5. After the first tone, the student circles the current problem and counts up the number of problems completed since the beginning of the worksheet and records it on the Student Self-Monitoring Sheet.
6. The teacher starts the beeper tape or sets the timer again for the next interval (i.e. 1, 2 or 3 minutes).

7. After each tone, the student circles the current problem and counts up the number of problems completed since the previous tone on the worksheet and records it on the Student Self-Monitoring Sheet.
8. The student adds up the problems completed for each tone and totals the number on the Student Self-Monitoring Sheet.
9. The student compares the total with the previous day's score to see if the student beat the previous day's score and records the result on the Student Self-Monitoring Sheet.