“Did you sign up for lunch?”

How can primary students use self-monitoring to increase independence in routine tasks?

Bailey Gilson

1\textsuperscript{st}/2\textsuperscript{nd} Grade Multiage Intern
Park Forest Elementary School

State College Area School District / Penn State University
Professional Development School

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bgilson421@gmail.com
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Abstract

In my first and second grade multiage classroom, I found myself frequently reminding many students to complete routine tasks, such as signing up for lunch or taking down their chairs during our morning routine. I also noticed that many students would ask, “What do I do next?” during independent writing. I believe that developing good independent work habits will serve my students well as they continue in school. In my inquiry, I wondered if teaching students self-monitoring strategies and providing them with resources to monitor their progress would increase independence in routine tasks.

Context

The Pennsylvania State University and State College Area School District collaborate to form a Professional Development School for pre-service teachers. Interns are placed in an elementary classroom for the entire school year. I am currently placed in a first and second grade multiage classroom in Park Forest Elementary. Park Forest Elementary is one of ten elementary schools in the district and it consists of students in kindergarten through fifth grade. My classroom has twelve first grade students and nine second grade students. There are eight boys and thirteen girls.

My classroom contains a diverse group of students with specific needs. Two students are African American, one student is from Saudi Arabia, one is Native American, and one is of low socio-economic status. Many of my students receive support outside of our classroom. One student has Attention Deficit Hyperactivity Disorder (ADHD) and two have Oppositional Defiant Disorder (ODD). One student receives Response to Intervention (RTI) in reading, two receive Title 1 reading support, and four
receive learning support for reading. Two students receive learning support for math. Two students receive speech instruction, two receive Occupational Therapy (OT), one receives English as a Second Language (ESL), and one receives autistic support. Two students see the school guidance counselor on a regular basis.

My students have a wide range of academic and developmental levels, especially given the multiage environment. In the classroom, typically nine students complete assignments in the time allotted and have given the assignment their personal best work. One student finishes well before other students because she is very focused and is able to read and write very quickly. Eleven students often do not finish assignments in the time allotted, but of the eleven, six of those students struggle with the academic components such as reading, physically writing words, or knowing basic mathematic facts. This causes them to need more time than other students on many assignments throughout the day. However, the other five of the eleven students seem to have a lack of focus during assignments that would hinder them from finishing in the time allotted. They display off-task behaviors such as talking to their neighbor or getting up out of their seats instead of working on the assignments.

Our typical school day includes a morning routine where students complete tasks around the classroom and then make up work or read until the day begins. During writing, students are independently moving through the writing process with individual conferences with the teachers. My second grade students go to another teacher for math, and his first grade students come to my room. For reading instruction, we utilize literature groups that include guided reading, word study, independent reading, and a listening
My students alternate having social studies or science each day and also go to a special at the end of the day.

Seven students usually will follow the directions the first time they are given. Six students sometimes follow the direction on the first time, but usually need another repetition before beginning. Eight students typically do not follow the direction the first time it is given. These students need the direction to be personally repeated to them in order to follow it. When these students are not following the direction, they are often engaging in off-task behavior such as talking to their neighbors or are moving about the classroom, or are working on the previous assignment.

**Wonderings**

*Main Wondering*

How can primary students use self-monitoring to increase independence in routine tasks?

*Sub-Wonderings*

- What behaviors are primary students demonstrating that contribute to lack of focus and independence in routine tasks?
- How can I teach primary students self-monitoring strategies?
- How do self-monitoring strategies increase independence in academic tasks?
- How do self-monitoring strategies increase on-task behavior during independent work time?
- How do self-monitoring strategies decrease time between activities?
- How do self-monitoring strategies affect the quality of student work?
Data Collection

Before

Before beginning any self-monitoring interventions for my inquiry, I wanted to collect some data about what my students were doing during independent work times. I began by using a time sweep systematic observation to see on or off-task behavior (See Appendix C for time sweep chart). Every five minutes, I scanned the room and marked down if the student was on or off-task. If they were off-task, I made a note of what they were doing instead of working such as being up out of their seat, socializing with other students, being assisted by a teacher, or working on something else.

In addition, I wanted to keep track of how many times I had to remind each student to follow a direction. I kept anecdotal notes using a class-seating chart of which students needed to be reminded of a direction and what they were doing instead of following the direction. I made an x next to students’ names each time I gave them a direction reminder (See Appendix D for sample of notes).

Before beginning any self-monitoring strategies, I wanted to also survey my students on how they felt they followed directions and worked independently (See Appendix E for student survey).

To get a better understanding of self-monitoring strategies, I interviewed my partner classroom teacher Carrie Mauk. From being in her learning support classroom, I have seen her use a few self-monitoring strategies with her students and was interested in seeing how she manages the interventions. Carrie gave me many great ideas to try with my students as well as advice about teaching and reflecting on the use of self-monitoring strategies.
I also wanted to learn a student’s perspective about following directions and completing work. I interviewed a student about how she focuses on assignments and the reasons behind why she does. I thought perhaps she would have strategies she uses to monitor her independent progress through routine tasks that I could introduce to the whole class (See Appendix F for notes from the interviews with Carrie and my student).

During

During my self-monitoring interventions, I continued to time sweep for on-task behavior and kept anecdotal notes of my direction reminders to individual students.

I also kept a reflective journal on my laptop throughout the intervention process to reflect on how I thought my strategies were going. I kept notes of things students said to me, how they reacted to the interventions, and changes that I noticed over time (See Appendix G for journal excerpts).

The self-monitoring strategies I implemented consisted of checklists for morning routine and writing (See Appendix H for the self-monitoring strategies used). One week, I gave students a new checklist on their coat hooks each morning that listed the morning routine for them to follow and cross off when they were finished. The next week, I gave students a weeklong morning routine sheet that required them to color in stars when they completed their morning routine each day. For the third week, I gave students the opportunity to create their own monitoring strategy for morning routine. Some students chose to create something to hang on their coat hooks while others created weeklong lists to keep in their pockets to use each day.
For writing, I created two kinds of self-monitoring strategies for students to use based on the type of writing we were doing. Towards the beginning of the inquiry process, I taught my students How-To writing. I created a self-monitoring checklist for students to use that outlined the writing process and the steps necessary to complete it independently. Two weeks later, I began to teach paragraph writing. I created Perfect Paragraph checklists to help students remember what the steps were to write a paragraph. These strategies were meant to encourage independence and on-task by allowing students to monitor their own progress during routine activities.

While students were in the middle of using self-monitoring strategies, I gave them a survey about how they felt about using the lists (See Appendix I for the student opinion survey). Students expressed their opinions about the lists and if they thought they were helpful.

After

After using self-monitoring strategies, my class went a week without using anything created by me. I kept a time sweep of on-task behavior and continued to keep anecdotal notes of direction reminders to see if student behavior has changed and that they learned how to monitor their own progress independently during routine tasks.

I interviewed six students based on the responses they gave on the survey (See Appendix J for excerpts from the student interviews). One student liked using the lists and thought they helped her, one student did not like using lists and thought they did not help her at all, and the other four students, three boys and one girl, were in the middle.
Data Analysis

I analyzed my data throughout the inquiry process. Before implementing any self-monitoring strategies, I wanted to see if there were trends between my time sweep and anecdotal notes data. I looked to see what students were typically on-task or what students were typically off-task. If they were off-task, I wanted to see what they were doing instead. From this data, I learned that though some students were typically on-task, many were off-task. Those who were off-task were usually up out of their seats socializing during morning routine or socializing during writing instead of completing the routine. I also wondered, do the same students require direction reminders? I found that the students who were off-task were in fact the students that required multiple direction reminders. Once I began implementing self-monitoring strategies, I continued to take time sweeps and anecdotal notes to compare them to my pre-intervention data. I looked to see if students who were typically off-task were now on-task, or if I still needed to remind those students to take down their chair or to check their writing piece for capital letters.

I looked for trends among the student surveys I gave as well. I looked to see if the students who thought they always followed directions the first time (according to the pre-survey) actually do so compared to my anecdotal notes. I also wondered if the students who were typically on-task liked using the checklists and thought they were helpful. Or was the opposite true? Based on the surveys, I interviewed students and considered their opinions about using self-monitoring strategies. (See Appendix K for excerpts from Data Analysis).
Furthermore, I compared my own written reflection journal throughout the inquiry process. I wanted to see if my predictions were true, if I began to change my thinking, and which strategies I thought worked the best.

**Explanation of Findings**

*Claim 1*

*When used by students, self-monitoring strategies can increase independence during routine tasks.*

*Evidence*

When my students were using the self-monitoring strategies, I noticed an increase in independence, compared to their behavior before implementing self-monitoring strategies. Before using self-monitoring strategies, six students typically required multiple direction reminders during morning routine. Based on the anecdotal notes, I learned that only three students typically required multiple direction reminders to sign up for lunch or take down their chairs after self-monitoring strategies were implemented. I learned that more students were also working independently during writing because typically only two students needed direction reminders during self-monitoring, compared to the six students typically requiring them prior to implementing self-monitoring strategies. In addition, in my reflection journal, I recorded observations of student conversations when the teacher was assisting them. I found that when a teacher was assisting a student, they were not having a conversation about what to do next; instead, it
was a conversation about their writing. Therefore, more students independently moved through the routine.

However, if students were not actively using the self-monitoring strategy, they were typically off-task socializing and needed multiple direction reminders to be directed back to use the list. One student in particular needed to be reminded multiple times to look at the self-monitoring list and be directed back on-task. Therefore, some students were less independent during these routine times, even though they had a self-monitoring strategy to use.

Claim 2

**Self-monitoring strategies can increase on-task behavior of some students.**

*Evidence*

When using self-monitoring strategies, more students exhibited on-task behavior during morning routine and writing compared to before self-monitoring strategies were introduced. Prior to implementing self-monitoring strategies, six students were off-task three or more times during the daily time sweep in morning routine and three students were off-task three or more times during the daily time sweep in writing. These students were typically up out of their seat and/or socializing with a peer. Once self-monitoring strategies were implemented, only two students were off-task three or more times during morning routine time sweeps and one during writing time sweeps.

Claim 3

**Self-monitoring strategies can be helpful to some, but not all, students.**
Evidence

Based on the student opinion survey, the majority of students said that using the lists have been helpful. 84% of students said lists helped them in morning routine (58% yes and 26% maybe) and 62% of students said the lists helped them in writing (36% yes and 26% maybe). Students who were interviewed said that the lists were helpful because they, “said everything I need to know,” “have everything written down,” “helped me remember what to do,” “have every step to do on my own.” Based on these statements, I conclude that for the students interviewed and the students who colored in happy faces on their surveys, the lists helped them monitor their progress throughout a routine. Based on the time sweeps and direction reminders, I also noticed that students needed less teacher assistance and that the lists helped them stay focused on the routine they needed to complete.

Other students, however, explained that the lists were not helpful because they, “already knew what to do,” and “didn’t really need it.” In an interview with one student who said that she did not think the lists were helpful, I asked her whether or not she thought the lists could be helpful for other students. She responded with, “maybe.” For the students who reported that the lists weren’t helpful, I conclude that they did not see a benefit in using the strategy because they felt as though they did not need to monitor their progress during daily routines.

Reflections and Implications for Future Practice

Through the inquiry process I have learned a lot about my students and grown as a teacher. I initially wanted to teach my students self-monitoring strategies because I was
constantly giving direction reminders of what to do next during a routine task like morning routine or independent writing. I wanted to encourage my primary students to become more independent and rely less on an adult for these routine activities. Though my strategies increased independence in some students, from my data, I saw that once I stopped telling students to use a self-monitoring strategy, whether it was teacher-made or self-made, they did not all actively self-monitor their behavior. Therefore, though it was helpful at the time, unless I give students these strategies, they won’t self-monitor independently and revert back to their behaviors from before my inquiry.

I also learned self-monitoring, like all things in time, wears off. The first day using a strategy was flawless. Every student followed the routine and I did not need to give direction reminders for routine things. By the end of the third week however, I could feel that some of my students were getting tired of using self-monitoring strategies. One student I interviewed even suggested alternating days of the week or times when we use them.

However in the future, I would like to occasionally use self-monitoring strategies with my students. I still believe it is important for students to learn independence, but I have learned that it works best when the teacher provides them with an outline or something structured to follow. For example, in future writing units that require a multiple step process to follow, I would definitely create a self-monitoring strategy for students to use. Doing so can increase independence and decrease off-task behavior, if even for just some students.

I am also left with future wonderings. Due to the time constraint and structure of this inquiry, I was not able to fully explore all of my sub wonderings about using self-
monitoring strategies with primary students. I could have looked at many other things such as: How does the quality of their work increase during writing if they are using a strategy? Or how can I use self-monitoring strategies with students to decrease time between activities? I think self-monitoring can be used in a variety of ways and I would be interested in exploring more of them in the future.

I think the most important thing I learned from this inquiry is to try new things with my students more often. By the hundredth day of school, students have come into the classroom and completed the same routines one hundred times; it should be engraved in their brains. From my data and my observations, however, it wasn’t. By providing students with the self-monitoring strategies, they became re-engaged and reminded of routines in our classroom and were able to try something new for a little while.
Appendix A – Inquiry Brief

Bailey Gilson
Inquiry Brief
March 1, 2011

CONTEXT

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My classroom contains a diverse group of students with specific needs. Two students are African American, one student is from Saudi Arabia, one is Native American, and one is of low socio-economic status. Many of my students receive support outside of our classroom. One student has Attention Deficit Hyperactivity Disorder (ADHD) and two have Oppositional Defiant Disorder (ODD). One student receives Response to Intervention (RTI) in reading, two receive Title 1 reading support, and four receive learning support for reading. Two students receive learning support for math. Two students receive speech instruction, two receive Occupational Therapy (OT), one receives English as a Second Language (ESL), and one receives autistic support. Two students see the school guidance counselor on a regular basis.
My students have a wide range of academic and developmental levels, especially given the multiage environment. In the classroom, typically nine students complete assignments in the time allotted and have given the assignment their personal best work. One student finishes well before other students because she is very focused and is able to read and write very quickly. Eleven students often do not finish assignments in the time allotted, but of the eleven, six of those students struggle with the academic components such as reading, physically writing words, or knowing basic mathematic facts. This causes them to need more time than other students on many assignments throughout the day. However, the other five of the eleven students seem to have a lack of focus during assignments that would allow them to finish in the time allotted. They display off-task behaviors such as talking to their neighbor or getting up out of their seats instead of working on the assignments.

Seven students usually will follow the directions the first time they are given. Six students sometimes follow the direction on the first time, but usually need another repetition to be ready to follow the direction. Eight students usually do not follow the direction the first time it is given. They will need the direction to be personally repeated to them in order to follow it. When these students are not following the direction, they are often engaging in off-task behavior such as talking to their neighbors or are out of their seat, or are still working on the previous assignment and are not transitioning when told to.

RATIONALE
Since the beginning of the school year in my first and second grade multiage classroom, I have noticed a decrease in student focus during lessons and an increase in the dependence on teachers in the classroom. I found myself repeating directions constantly to students and then still finding materials out or not returned to the correct place. Additionally, students would bring me what they thought were completed assignments without checking their work. I received papers with no names, incorrect spellings of words they are expected to spell correctly, and wrong answers. Many times, I corrected capitalization or misspellings in writing that the student had correctly written in previous assignments. If the student had taken time to check his or her work prior to coming to a teacher, he or she might catch their mistake and correct it on their own. Furthermore, many students had difficulty completing assignments within the time allotted. For some of those students, academic struggles caused the need for extra time, but for others, who did not struggle academically, something else inhibited them from completing their work.

Though some of these problems are not detrimental to first or second grade students, it is important for them to develop good independent work habits for their future. From personal experience in organization and time management, I have developed strategies to help monitor my focus and behavior. I use to-do lists, track my progress, and reflect on my performance. In addition, after taking several Special Education courses for my Special Education minor, I have read about and seen self-monitoring help students focus during assignments and increase independence.

The classroom examples and personal experiences with self-monitoring strategies has led me to wonder about how I can teach self-monitoring strategies to primary
students. I also wonder if teaching such strategies will actually increase independence in my classroom and decrease the amount of reminders I have to give each day.

**MAIN WONDERING**

How can primary students use self-monitoring to increase independence in routine tasks?

**SUBQUESTIONS**

1. What behaviors are primary students demonstrating that contribute to lack of focus and independence in routine tasks?
2. How can I teach primary students self-monitoring strategies?
3. How do self-monitoring strategies increase independence in academic tasks?
4. How do self-monitoring strategies increase on-task behavior during independent work time?
5. How do self-monitoring strategies decrease time between activities?
6. How do self-monitoring strategies affect the quality of student work?

**TIMELINE**

- Week 1 – February 14
  - Systematic observation – Time Sweep of on-task behavior during morning routine, writing, and unit
• Inquiry Brief and Annotated Bibliography due 2/18

• Week 2 – February 21
  o Anecdotal notes – did students follow directions the first time? How many reminders did I give each student?
  o Survey students about following directions, independent work habits, on-task behavior (use smiley face choices)

• Week 3 – February 28
  o Interview Carrie about self-monitoring strategies
  o Interview student about focus during assignments and following directions
  o Continue to take on-task sweeps and anecdotal notes about direction following

• Revised Draft and Bibliography due 3/2

• Week 4 – March 7 (Spring Break)
  o Analyze data
    ▪ How do my notes compare to students’ perceptions of their behavior?
    ▪ What self-monitoring interventions would be best to use in my classroom?

• Week 5 – March 14
  o Implement interventions
    ▪ Checklist in writing folders
    ▪ Smiley face charts for morning routine (desks or coat hooks?)
    ▪ Seat-work, rug-behavior, group-work cards for unit?
• Time sweep for on-task behavior and anecdotal notes of direction reminders to see changes
• Record and analyze data

• Week 6 – March 21
  o Implement interventions
    ▪ Checklists in writing folders
    ▪ Charts for morning routine
  o Time sweep for on-task behavior and anecdotal notes of direction reminders to see changes
  o Record and analyze data

• Week 7 – March 28
  o Implement interventions
    ▪ Checklists in writing folders
    ▪ Charts on desk
  o Time sweep for on-task behavior and anecdotal notes of direction reminders to see changes
  o Record and analyze data
  o Survey students on feelings about interventions

• Week 8 – April 4
  o Implement interventions
    ▪ Checklist in writing folders
    ▪ Charts on desk
• Time sweep for on-task behavior and anecdotal notes of direction reminders to see changes

• Student survey (same as before) to see if there are any changes in students’ perceptions of themselves (4/6)

• Record and analyze data

• **Draft of Inquiry Paper due (4/8)**

- **Week 9 – April 11**
  - Implement Interventions
    - Checklists in writing folders
    - Charts on desk
    - Unit cards
  - Time sweep for on-task behavior and anecdotal notes of direction reminders to see changes
  - Record and analyze data

- **Week 10 – April 18**
  - Finalize Draft
  - Conference Preparation

- **Week 11 – April 25**
  - Finalize Draft
  - Conference Preparation
  - **Inquiry Conference - April 30**
  - **Final Paper due May 1**
DATA COLLECTION

Before

I will use a time sweep systematic observation of my class during independent work times to see on or off-task behavior. Every five minutes, I will scan the room and mark down if the student was on or off task, and if they were off-task, what were they doing instead of doing their work? I will use a class list in a chart format to record the data.

I will keep anecdotal notes of how many times I give a direction to each student and who follows the direction on the first time. I would like to set up my computer to film or just audio record a lesson. I can watch it after and take notes on which students followed the direction the first time and then how many reminders I had to give individual students after.

I will survey my students about how they feel they follow directions and work independently and on-task. I want to use the smiley-face range of choices that my mentor used during conferences with my students because they might better be able to show how they feel rather than circle words.

I also would like to interview my partner teacher Carrie Mauk about self-monitoring strategies that she uses. From being in her learning support classroom, I have seen her use things like a visual assignment checklist with students that really help them monitor their progress throughout the lesson.

I plan to interview a student who does follow directions the first time and completes her work. I will ask about how she focuses on assignments and why she does
these things. I would like to see if she uses any strategies herself that I could possibly share with other students. I think getting a child’s perspective on this topic might be beneficial and perhaps her strategy or thinking might connect better with other students in the room.

**During**

I will continue anecdotal notes of how many times I give a direction and reminders to students and a time sweep of how students are working.

I want to use a reflective journal to document how I feel the strategies are going. Do I notice changes in my students through observations? I am considering using a blog format but am struggling with making my observations public.

Two interventions I would like to use involve the students recording their progress throughout their assignments independently. I would like to put weekly checklists in students’ writing folders for them to check off when they have completed steps in the writing process and monitor their progress. I would like to have students self-monitor during morning routine as well. I think having a chart on their desks or at their coat hooks that list reminders of the morning routine could help students monitor their behavior. I am also considering making morning folders that have the chart on them that include their morning work or a book for students to read inside the folder. I would like students to monitor during unit time as well. Carrie suggested using monitoring cards based on the type of work students are doing during unit. I could slip a student a seat-work, rug behavior, or group-work card for them to monitor based on the expectations for the particular type of activity. I would like to see what strategies the student I interview
uses and consider implementing them with my whole class.

I plan to use the same survey I gave students before implementing strategies to see if their perceptions of themselves as learners are changing.

After

I will continue anecdotal notes of directions as well as a time sweep of how students are working to compare the data to the data before the interventions were started.

I will give my students the same survey again and compare the final results of their self-perceptions to the data from before they were taught self-monitoring strategies.

I will analyze the data from my students’ checklists and charts as well as giving another survey to see if they liked using them or thought they were helpful.
Appendix B – Annotated Bibliography


This website discusses the importance of students using self-monitoring strategies in variety of ways while writing. According to the site, students who use strategies while writing are better able to evaluate, modify, and adjust their choices in writing. In the “Helpful Hints” section, it is recommended that an age-appropriate strategy is chosen for students that way they are not overwhelmed with the need to monitor many things. Not all of the strategies apply to my students in this context, but I am interested in using some of them like COPS (Capitalization, Organization, Punctuation, Spelling) in the future.


This article gives an overview of the benefits of student self-monitoring and provides a descriptive outline of how to plan a self-monitoring intervention. What I found most interesting and helpful was that the authors suggest starting by identifying a target behavior, however, they recommend using an appropriate behavior to monitor. For example, if the student focuses on monitoring appropriate hand-raising, instead of calling out, the authors believe the intervention will have a positive tone and the student may more willingly accept the intervention. I find this to be an interesting concept and I plan to use this article’s approach to self-monitoring in my inquiry.


This journal article is a study done to examine the affect of teaching self-monitoring strategies to a fourth grade student who exhibits problem behaviors. I would like to use a data collection strategy from the study that is similar to the time sweep systematic observation. In the article, the researchers recorded student behavior in ten second intervals throughout ten minutes of instruction. In addition to recording on or off task behavior, the researchers were interested in teacher attention and recorded whether the teacher was giving instruction, praise, correction, or no attention. I thought it would be interesting to incorporate observation of my behavior as a teacher as well as how the students respond to me.


In order to learn more about self-monitoring strategies, I chose to interview my partner classroom teacher, Carrie Mauk. Carrie taught elementary in the past but is now currently
a learning support teacher in my school. I turned to Carrie because from being in her learning support classroom, I have seen her use some self-monitoring strategies with her students. When I interviewed her, I asked her about how she has taught self-monitoring strategies in the past and what kinds of strategies she has used. She informed me of the time it takes for both teachers and students to really implement self-monitoring strategies correctly. She also gave me a few recommendations of things to try. When I expressed my concern for morning routine and how my students come in the room and wander about, not even going to their seats first, she recommended putting a checklist on their coat hooks in the hall because that is the first place they always go. In my original plan for my inquiry, I was interested in having students self-monitor their behavior during our unit time (social studies or science) as well, but was struggling to make something work because the instruction varied throughout the lesson – students may be in a whole group for a read aloud or discussion, may be in small groups for an inquiry, or may be working independently in a journal. She recommended “group work cards” that I could slip students based on the type of group work they were doing. I loved this idea, but due to time constraints with the schedule of inquiry and times when I would be out missing this instructional time, I chose not to implement them, but I would be interested in trying it for individual students in the future.


This website gives self-monitoring strategies for monitoring student behavior. I like the idea of setting a timer to go off every 3 minutes and students charting a + if they are working on-task or a – if they are off-task at that moment. Another idea I like is having students mark yes or no on a grid after a teacher gives a direction. I think this would motivate students to follow the direction the first time and decrease the amount of direction reminders I give, however I am not sure I want to use this strategy with a whole group. This strategy would require students to take a lot of time recording their direction following before they actually follow the direction. I want to keep this strategy in mind for working with individual students who need more monitoring.


This article describes the importance of using self-regulation techniques with students with emotional disabilities, self-monitoring being one of them. This article focuses most on self-regulating behaviors that the student might exhibit, not monitoring ability to be independent in routine tasks. However, it was interesting to read that there are four questions you should ask before using a self-regulation technique: can the student perform the expected behavior? Can the student control the problem behavior? Does the behavior occur frequently? Can the behavior be readily observed and recorded? If you can answer yes to all of these questions, a self-regulation strategy can be used with your
student. This is important to keep in mind before implementing strategies with my students.


This teacher’s class website explains how he uses self-monitoring with his entire class to target self-control in at-risk students. I relate to this website because I want to try self-monitoring strategies with my entire class in hopes of targeting self-monitoring for some students have difficulty staying on-task. This source explains that self-monitoring should not become a permanent strategy for a certain behavior. Therefore, I should not require my students to monitor their morning routine behavior for the rest of the school year because in theory, after teaching students to think about their behavior, they should continue to do it independently. This source recommends praising not accurate behavior, but accurate recording of behavior. So if a student honestly claims that they were off-task, there should still be some reinforcement for their recognition of their off-task behavior.


This website stresses the importance of reinforcers and feedback for individual students using self-monitoring strategies. I am wondering how I can transfer the idea of using reinforcers while teaching a whole class to use self-monitoring strategies compared to individual students. The website suggests giving positive feedback and reinforcers to students not only when they correctly perform the desired behaviors, but also when they recognize they have not performed the desired behaviors. I did not consider acknowledging a student positively for admitting he or she was not following directions or not working on-task until reading this website.


This study focuses on the differences between students’ self-monitoring during teacher-directed instruction compared to small-group instruction. The researchers found students were less likely to follow instructions, monitor progress, and seek help during teacher-directed instruction compared to small-group instruction. I related to this study’s results because I find myself repeating directions that were given to the whole group rather than when I direct groups during language arts centers to work on something. These results made me wonder if I should consider the type of instruction I am giving when I want students to use self-monitoring strategies. Because of this, I’d like to focus on morning routine, writing, and unit times throughout the day.

Researchers for this study examined students’ self-monitoring strategies, specifically in self-instructions. They wondered if students orally set goals, planned strategies for carrying out tasks, and checked their work. They examined their results of self-monitoring statements in comparison with many factors – academic achievement level, gender, classroom environment, and self-perceived competence. From reading the study, I realized how many other factors impact my students’ various independence levels in the classroom. I also would like to see if using self-instruction would help my students increase their independence throughout daily assignments.
## Appendix C – Time Sweep

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
</tr>
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<tbody>
<tr>
<td>8:35</td>
<td></td>
<td></td>
<td>+</td>
<td>+</td>
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<tr>
<td>9:40</td>
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<tr>
<td>9:05</td>
<td>+</td>
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<td>+</td>
</tr>
</tbody>
</table>

**Key:**
- "+" = On-task
- "S" = Socializing
- "U" = Up out of seat
- "W" = Working on something else
- "T" = Teacher Assistance
### Appendix E – Pre-Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes?</th>
<th>Sometimes?</th>
<th>No?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I always follow directions the first time?</td>
<td><img src="image" alt="Yes" /></td>
<td><img src="image" alt="Sometimes" /></td>
<td><img src="image" alt="No" /></td>
</tr>
<tr>
<td>Do I always focus on my assignments?</td>
<td><img src="image" alt="Yes" /></td>
<td><img src="image" alt="Sometimes" /></td>
<td><img src="image" alt="No" /></td>
</tr>
<tr>
<td>Do I always check my work?</td>
<td><img src="image" alt="Yes" /></td>
<td><img src="image" alt="Sometimes" /></td>
<td><img src="image" alt="No" /></td>
</tr>
<tr>
<td>Do I always do my personal best work?</td>
<td><img src="image" alt="Yes" /></td>
<td><img src="image" alt="Sometimes" /></td>
<td><img src="image" alt="No" /></td>
</tr>
<tr>
<td>Do I always ask a teacher for help when I need it?</td>
<td><img src="image" alt="Yes" /></td>
<td><img src="image" alt="Sometimes" /></td>
<td><img src="image" alt="No" /></td>
</tr>
</tbody>
</table>
Appendix F – Notes from Pre-Interviews

Interview with Carrie Mauk (2/28/11)

- Time consuming..habit breaking
- Morning checklist on backpack hook laminated with wet erase marker …can read so can use words.
- Visual schedule
- Don’t take the time to think about what to do next
- Checklist for carpet behavior but takes upfront expectations
- Meet after to or teach them how to do it ..do it for them ..and then turn it over
- I’m following directions, I’m doing my personal best…smiley faces
- Expectations for group work or seat work- slip a card based on how you’re working or where you are working
- Lack self-awareness egocentric don’t know how their actions/behaviors influence other kids not natural

Interview with Student (2/28/11)

1. When you hear a teacher give a direction, you typically follow it right away. Why? It’s important to know what the teacher has to say and to know what to do when you’re supposed to.

2. When you get an activity to do, maybe a type of poem to write in writing or a sheet in your scrapbook to do for unit, what is the first thing you do? Get up, get the materials and do what you’re told. Remember to think through what you’re supposed to do.

3. Do you plan out how you will complete the activity? What do you tell yourself?
a. Depends on the activity, might think through the steps but if something is hard I might skip it

4. Do you check your work by yourself first before bringing it to a teacher?
   
   a. Read through it to hear mistakes, but may not try to correct it without a teacher.
   
   b. Sometimes reading through it helps to correct things, but I usually don’t read it for the purpose of editing
Appendix G – Excerpts from Reflection Journal

February 23, 2011

So far for my inquiry data collection, I have done a systematic observation time sweep of my class during morning routine, writing, and unit activities. I was interested in seeing which of my students were on-task, and if they were off-task, what were they doing instead? Were they socializing with a neighbor? Were they out of their seat? Were they simply asking a teaching for help? Or were they working on another assignment? For morning routine, I was surprised to find that many of my students were up out of their seat, socializing with friends, instead of working on morning work assignments or reading a book independently. During unit and writing, when my students were off-task, it was because they were socializing at their seats.

March 26, 2011

I stood out in the hallway while students came in because I wanted to see their reactions to the lists hanging on their coat hooks. Many were excited – as if it was a scavenger hunt to follow directions! (A student), who normally does follow the morning routine, said “Miss Gilson I already DOOOOO all of these things when I come in!” I felt bad, as if I was insulting her by giving her a list to follow, but I knew my strategies had to be consistent for all students.

Throughout the week, each morning I was able to see which students were at what stage of the writing process. I was impressed to see that I did not have to tell students what to do next. If they thought they were ready to conference, they simply asked a teacher if there was someone else available for them to work with. We assisted in pairing them up, but they talked about their writing, and returned to their seats to edit their steps.
I was impressed at the way students were working independently. If they were working with teachers, it was about the content of their writing – not the routine they should be following.
Appendix H – Self-Monitoring Strategies

Morning Routine 1

1. Sign up for lunch
2. Take down your chair
3. Get breakfast if you need to
4. Clean out your pocket!
5. Read a book if you finish

Morning Routine 2
Student-Made Morning Routine 1

Student-Made Morning Routine 2
How-To Writing

1. List every step in order (First ___. Next ___. Then ___. Finally ___.)
2. Share with a partner (Act out your task!)
3. Edit your steps if you need to
4. List materials you need
5. Check for spelling, capital letters, and punctuation
6. Share with a teacher
7. Write and draw pictures for your final copy!
Perfect Paragraphs

- Topic Sentence
- Body Sentence 1
- Body Sentence 2
- Body Sentence 3
- Closing Sentence
Appendix I – During Survey

1. Do you like using the lists in the morning?

2. Do you like one list every day or one list for the week?

3. Do the lists help you remember to do the morning routine?

4. Do you like using the lists in writing?

5. Do the lists help you remember what to do in writing?

6. Do the lists help you do better work?

7. Would you like to keep using lists?
Appendix J – Student Interview Notes

Student Interviews
Opinions About Using Self-Monitoring Strategies for Morning Routine and Writing

Student 1
- (yes for morning) It’s fun
- It said everything that I needed to know
- (no writing) I like to do it my own way sometimes
- Sometimes I want to do it my own way and sometimes I want to do it their way
- (how would you know what to write?) We talked about it a lot (so wouldn’t need a list)
- (overall) I like using them. They help me remember.

Student 2
- (yes for everything)
- I liked doing it
- Because it helped me remember things

Student 3
- (yes for everything)
- They’re fun because you get to color in things
- They help because they have everything written down
- Sometimes I forgot before
- (Do you think it helped you do things on your own without teacher help?) Yeah because it had steps to follow and I checked them off when I did them

Student 4
- (yes morning) It helped me remember what to do
- (yes writing) If I didn’t have this, I wouldn’t know what to do.
- (did it help you do things without asking teachers?) Yes because it has every step to do on my own
- Sometimes I do good work without them (the lists) but sometimes I do a little better work with them
- (sometimes use them) Not all the time, just like on certain days. Mix up days of the week.
- I got bored of new ones at my coat hook every day

Student 5
- (sometimes morning) I know what to do every morning so I don’t need a list
- (yes help) Sometimes I forget to take down my chair so it helps
- (sometimes writing) I don’t like using it because it tells me what to do
- (sometimes do better work) I mostly do always good work
- (not keep using lists) Unless it was a one thousand page book because I’d forget what to do because that’s too long.
- I just learned it so I know topic sentence, three body sentences, closing sentence. I remember what to do.
Student 6
- (no everything)
- I just didn’t really like the lists. I felt like I already knew what to do and I didn’t really need them.
- (Could it help other kids?) Maybe.
- (How-To writing had a certain procedure to follow but you didn’t think they helped?) I didn’t use the list. I just remembered you saying what to do.
Appendix K – Data Analysis Excerpts

Data Analysis (Before)

Comparing Pre-Survey Results to Time Sweeps and Anecdotal Notes of Direction Reminders

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I always follow directions the first time?</td>
<td>9</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Do I always focus on my assignments?</td>
<td>11</td>
<td>6</td>
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<tr>
<td>Do I always check my work?</td>
<td>10</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Do I always do my personal best work?</td>
<td>14</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Do I always ask a teacher for help when I need it?</td>
<td>11</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Of those who needed reminders, 3 claimed they always followed directions the first time, 2 said sometimes, and 1 was absent for the personal survey.

Of those who were off-task, 4 claimed they always focused on their assignments, 2 said sometimes, and 1 was absent for the personal survey.
Data Analysis (During)

Student Survey Results

1. Do you like using lists in the morning?
   a. Yes – 11
   b. Maybe – 5
   c. No – 3

2. Do you like using one list every day or one list for the week?
   a. Every day - 15
   b. Week – 3
   c. Not sure – 1

3. Do the lists help you remember to do the morning routine?
   a. Yes – 11
   b. Maybe - 5
   c. No – 3

* of the 3 students that did not like using the morning lists, 2 said they did not help them remember, one said that they did. One student who liked using them said that they do not help her remember to do morning routine because she “remembers anyway”

4. Do you like using the lists in writing? (book club kids excluded)
   a. Yes – 6
   b. Maybe – 3
   c. No – 7

5. Do the lists help you remember what to do during writing?
   a. Yes - 7
   b. Maybe - 5
   c. No – 4

* of the 7 students that did not like using the lists, only 3 said the lists did not help them. 3 said the lists maybe help and 1 said they did.

* of the 6 students that did like using the lists, 1 said they maybe helped them and 1 said they did not help them.

* of the 3 students that maybe liked using the lists, 2 said the lists helped them

6. Do the lists help you do better work?
   a. Yes – 9
   b. Maybe – 7
   c. No – 3

7. Would you like to keep using lists?
   a. Yes – 10
   b. Maybe – 3
   c. No – 6

* Of the 9 students that said lists helped them do better work overall, 7 wanted to continue using them, 1 maybe wanted to, and 1 did not.