



Kent State University

# The Inclusion of Self-Monitoring Checklists: A Research Synthesis on Their Sole Application or Part of a Self-Monitoring Package

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PRESENTED AT....

## *Results*

### PARTICIPANTS:

70 males and 124 females

Age Range: 8 to 56

Disabilities: Learning Disabled (10.68%), Attention Needs (0.48%), Asperger Syndrome (0.48%), Typical Functioning (79.12%), Intellectual Disability (4.96%), Emotional Disturbance (2.42%), and Traumatic Brain Injury (0.48%).

### SETTINGS:

Classroom, Work Environment, Therapeutic Setting

### RESEARCH DESIGNS:

Reversal and Multiple Baseline (Across Subjects and Across Behaviors)

### DEPENDENT VARIABLES:

Increase of the following behaviors:

On-Task Behavior

Task Accuracy

Task Completion

Task Productivity

Task Transitioning

Class Participation

Staying within Setting

### INDEPENDENT VARIABLES:

Momentary Time Sampling

Behavioral Self Monitoring

Specific Instruction

Self Monitoring to Increase Participation

### DISCUSSION:

The articles reviewed for this synthesis exhibit the need for self monitoring, with a specific focus on self-monitoring checklists. The use of checklists increased academic success, on-task behavior, transitions, and productivity. By using a self-monitoring checklist, subjects were able to record their own behaviors and with generalization the ability to alter their behaviors across settings and behaviors. Since all articles reviewed proved successful in the implementation of a checklist, it is this author's claim that a checklist does work.

### *Table of Overlapping Data Results*

Will be created upon completion of data review once information is considered valid and able to be analyzed further.

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