

Name: _____ Date: _____



Pay attention! Stop talking! Sit down! Sit still! Turn around!
 Finish your work! Wake up! Be quiet! Pick your head up! I'm calling
 your parents! Go to the Dean's office! Focus on what you're doing!

what's the
POINT?

If you're sick of hearing the above noise from your teachers, try this: On a regular basis, during class, make a quick note of what you're doing. This can help you reduce bad behaviors and increase good ones.

what's
MONITORING?

When you **monitor** something, you keep an eye on it; you keep it in the front of your mind and pay attention to it. You **monitor** your appearance when you look in the mirror. Nurses **monitor** their patients' conditions when they check their pulse and temperature.

Self-monitoring means that you monitor yourself, and it can work wonders with improving behavior because it really tunes you in to what you're doing, and it lets you see numbers go up when you get better at behaving in ways that help you reach your goals.

It's easy! All you have to do is:

- be aware of your behavior,
- take quick, regular notes about your behavior, and
- look at those notes to try to spot problems and patterns

Oh,
PLEASE

Yes. Please. Get better grades, get in less trouble, turn in more and better-quality work, be hassled less, go HOME after school instead of TO DETENTION.

It can have maximum positive impact for only a few minutes' work every day. Try it out!



Example: Here's how you might fill out a sheet if you can't focus in class. This is only an example; you should target whatever behaviors you want.

Keep the maximum number of target behaviors to 3 or less. (One at a time is best.)

BSM

Name: _____ Date: _____

STEP 1 Write up to three positive behaviors you should be doing at each check time

See other side for positive behavior tips

An adult in the room can help you to remember the check times

STEP 2 Write from one to ten check times at which you'll be checking your behavior. Keep the number of times the same for each day:

- 10:40
- 10:50
- 11:00
- 11:10
- 11:20
- 11:30
- :
- :
- :
- :

Start with every five or ten minutes, then less often as your behavior improves

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STEP 3 At each check time, check a box if you're actually doing the behavior.

Don't check it if you were planning on doing it, or if you were just about to do it, or if you had just stopped it.

Only check the check box if you were actually doing the behavior at the check time.

STEP 5 Compare, think, and write: Look at your totals for today. How do they compare to earlier days? What could you do to improve your numbers? Jot down a few notes.

I had a hard time today at 10:50 and 11:20, probably because of having to read. Yesterday I had a 4 and a 5!

STEP 4 At the end of the class, add up the check marks for each behavior and write the totals in the yellow boxes.

3 4

Chart your behavior every day to see how you're doing over time. Try starting with a ten-day trial: make 10 copies of page 3, and do this every day.

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Positive Behavior tip: Write what you should be doing, not what you shouldn't be doing. In other words, don't write "Don't be late" (negative); write "Be on time" (positive).

Examples of positive behaviors:

- Looking at teacher
- Awake and alert
- Seated
- Hands and feet still
- Mouth closed, voice quiet
- Actively listening to teacher
- Working appropriately
- Taking notes
- Checking writing for correctness
- Recording homework in daily planner
- (Anything else that you want to see more of)

For more guidance on how to use this sheet, go to www.LoveYourPencil.com, search for **bsm82**, click on the article "Behavioral Self-Management", read it, and watch the accompanying video. This form is designed to be flexible. If you have an idea to make it better, click on "Contact Us" on the web site, and send in your suggestion!