


A Single-Subject Study of a Technology-Based Self-Monitoring Intervention

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Purpose and Significance

- Increase on-task behavior
 - Teach self-management
 - Can be used for other desired behaviors
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Participants:

Located in a Midwestern school district

- Seasoned teacher in her 13th year, no prior behavior management training
 - John, 11 yr old male w/ a 504
 - Ashley, 11 yr old female w/no plan, but labeled “at risk”, diagnosed ADHD
 - Emily, 11 yr old female w/no plan, but “slight risk” for attention issues
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Type of Intervention:

6 week study using iPads
to self-monitor behavior
with students who are
diagnosed with ADHD or
labeled at-risk

Independent/ Dependent Variables

Dependent variable:

Academic engagement

Independent variable:

SCORE IT application

Data Collection:





Student

Touch the scores for C.



Be Respectful

Never	A Little	Sometimes	A Lot	Always
0	1	2	3	4

Be Responsible

0	1	2	3	4
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Be Ready

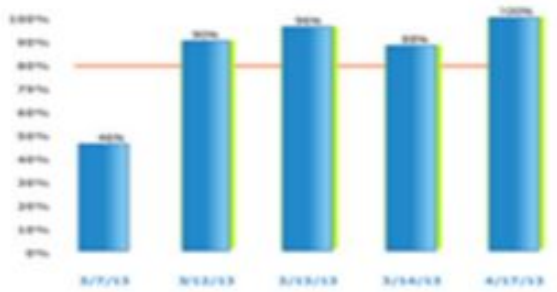
0	1	2	3	4
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Done



Teacher

Allison



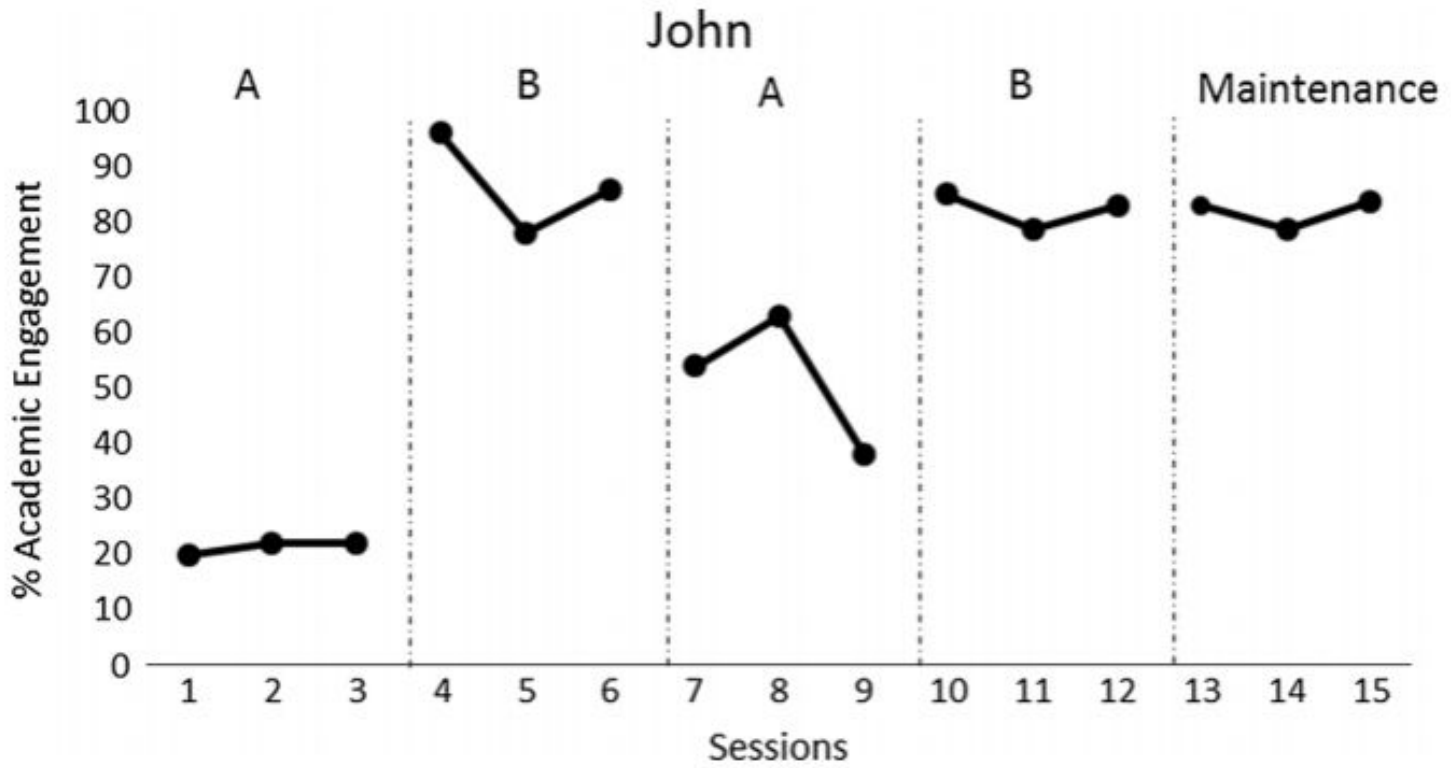
Done

Results

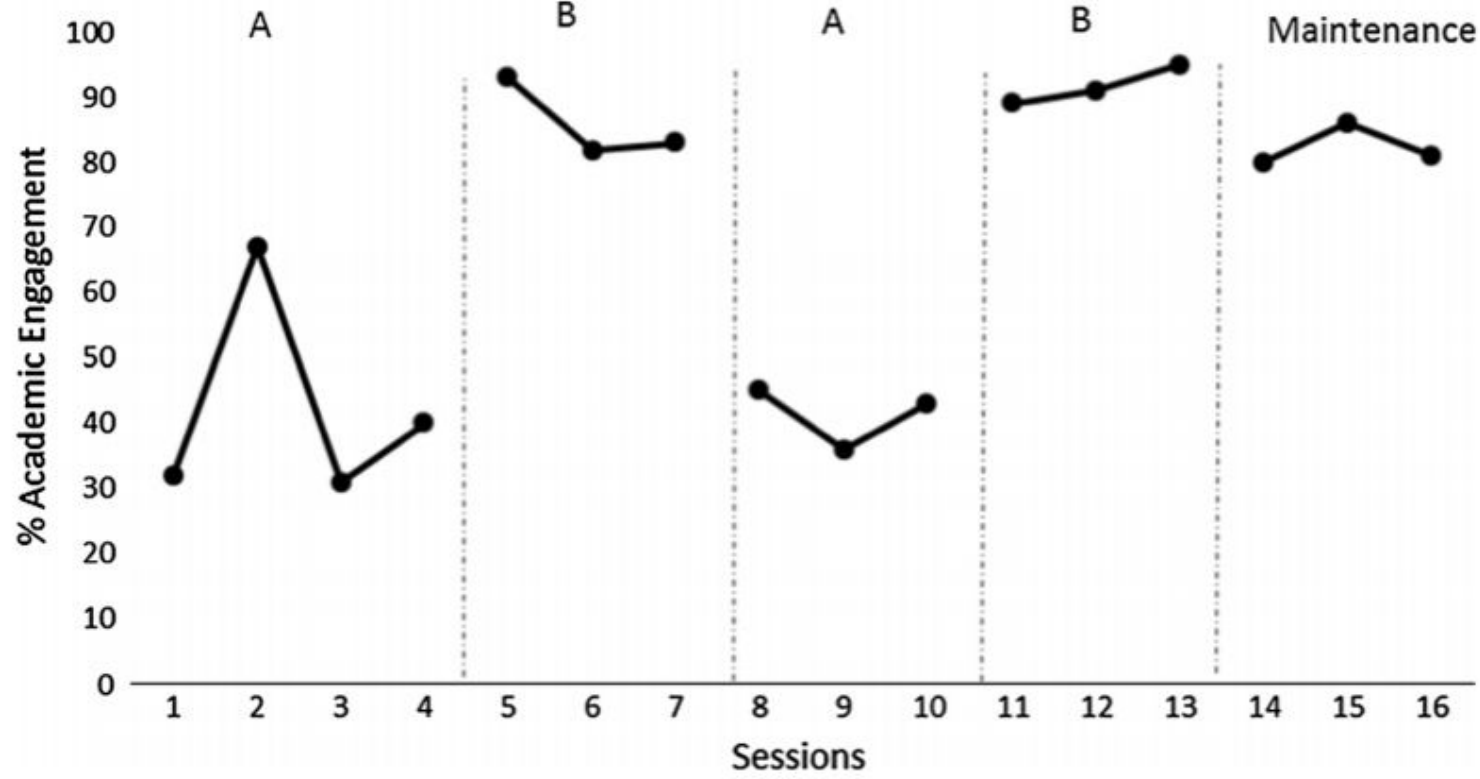
Success!

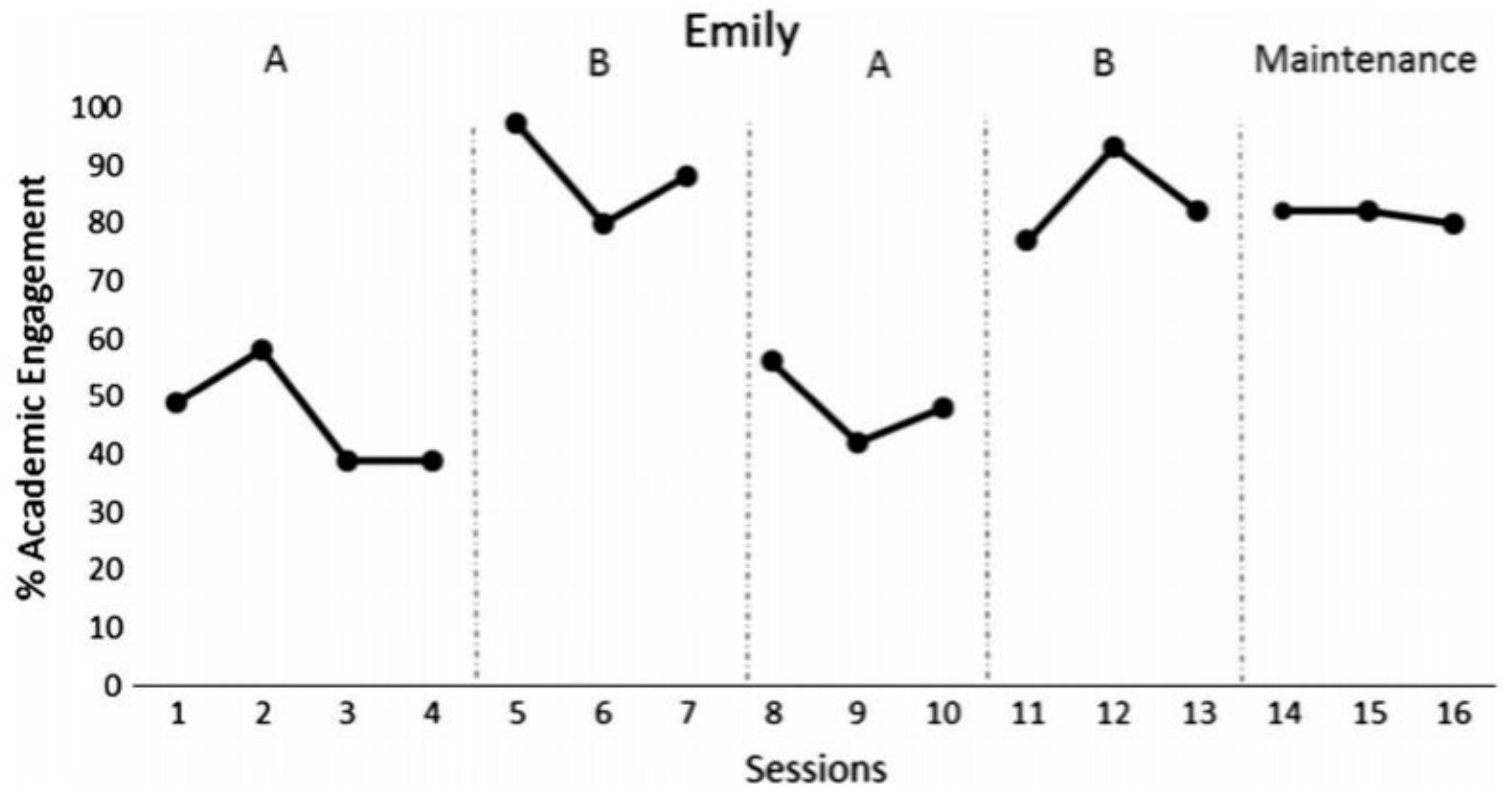
Each intervention period was successful

Students were able to maintain after the intervention was completed



Ashley





Implications

Self-management

Addressing issues early

Simplicity

How did this
contribute to my
understanding of
ABA principles?



Apple /IOS
only

App Store Preview



SCORE IT - Behavior Monitor

4+

Lizzy B. Good Behavior Consulting, LLC

★★★★★ 5.0, 2 Ratings

\$5.99

References

Vogelgesang, K. L., Bruhn, A. L., Coghill-Behrends, W. L., Kern, A. M., &

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