



**I-Connect**  
A Data Driven Self-Monitoring Application

# Using I-Connect as a Self Monitoring Intervention

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# Self Monitoring with I-Connect in 4 Steps:

1. Select the target behavior
2. Select a prompt to remind the student to monitor their behavior
3. Select an interval to determine how often the student will be prompted
4. Set a goal for the student to achieve

(adapted from Davis et al., 2016)





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## Step 1: Select the target behavior

- Prioritize a behavior that will have the greatest impact on the student's success
- Focus on what the student should be doing, instead of what they shouldn't be doing.
- Select a behavior that is meaningful to the student and is one they are willing to change.





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# So Many Behaviors To Target...

## HOW TO CHOOSE WHAT TO START WITH OR WHAT TO MONITOR

- One strategy is to identify the behavior that you think **will make the biggest difference** for the student
  - e.g., Being Engaged (they are more likely to be appropriate and understand what is going on if they are engaged)
- One strategy is to identify the behavior that you think that the student will **most likely have success with first**
  - e.g., Student monitors the more basic skill of using polite words before monitoring the more complex skill of being engaged or productive





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# Step 2: Select a Prompt

## I-Connect Citizenship Categories:

	Definition	Example Prompts
Engagement	Behaviors related to the student's attention and focus on the directed task	<ul style="list-style-type: none"><li>• Are you on task?</li><li>• Are you paying attention?</li><li>• Are your eyes on the lesson?</li></ul>
Appropriateness	Behaviors related to engaging in socially appropriate behavior in the school, home or community context.	<ul style="list-style-type: none"><li>• Are you appropriate?</li><li>• Are your hands calm?</li><li>• Are you using your materials for work?</li></ul>
Comprehension	Behaviors related to accessing assistance to clarify directions or gaining more information/support.	<ul style="list-style-type: none"><li>• Do you understand?</li><li>• Do you have any questions?</li><li>• Do you need help?</li></ul>





# When selecting Prompts to Monitor

Monitoring and Citizenship

Monitoring: Math

Math

Citizenship prompts

Select Engagement prompt

Select Engagement prompt

Are you on task?

--Custom engagement prompt, stated positively

Select Appropriateness prompt

Select Comprehension prompt

Variable interval

Fixed interval

Variable interval

Fixed interval

Desired mean interval

Goal %

Desired mean interval

Goal %

+ Add another location

Next Step 3

A custom prompt can be entered in. Be sure to phrase the prompted in positive, simple and meaningful way.



# Customizing Prompts

- Prompts should be positively stated & simple

## Examples:

Are you working?

Vs

Are you being appropriate?

Vs

Do you understand?

Vs

## Nonexamples:

Are you not-working?

Are your hands in your pants?

Are you lost?

- Prompts should be meaningful

## Examples:

Are you paying attention?

Vs

Are your hands calm?

Vs

Do you have any questions?

Vs

## Nonexamples:

Are you doing what your teacher says?

Are you stimming?

Are you lost?



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# Although all 3 Could be Used, We Recommend Only Selecting Only One Prompt to Monitor.

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Why?

Because targeting 1 specific skill on behavior to monitor typically allows an individual to focus on that skill or behavior

- ✓ Increase Accuracy of Monitoring
- ✓ Target Improvement
- ✓ Success





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## Step 3: Select an Interval

- The interval refers to how often the student will see the prompt.
- It's best to start with a smaller interval (more frequent prompts), this will help to build momentum.
- Before selecting the interval, observe the student to see how long they can maintain the target behavior, set the first interval a little below this.
  - For example if a student is typically able to focus for 5 minutes, set the first interval for 4 minutes and 30 seconds.
  - This will start the student off with a high likelihood of success.





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# Choosing the best interval:

## Variable

- The prompt will be delivered at varying intervals that average out to a certain amount of time.
  - Example: 30 Second variable prompt could occur at 20 sec, 25 second, 30 seconds, 35 seconds
- Variable schedules will generally support the best improvements as they help prevent the individual from predicting when they will be prompted.

## Fixed

- The prompt will be delivered at fixed intervals
  - Example: a 15 minute prompt would occur exactly every 15 minutes.
- Fixed schedules are better suited to larger intervals and can be used to align with scheduled activities or transitions in the classroom.





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## Step 4: Set a Performance Goal

- Consider what peers' performance look like, set a goal that is similar to that.
- If it is difficult to set a goal, have the student use I-Connect first to see what their baseline is.
  - Move the goal up incrementally each week if necessary.
- If the student's current performance is drastically different than their peers, set a goal for their current performance or a little below to build momentum, and gradually increase the goal weekly as they experience success.





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# References

Davis, J. L., Mason, B. A., Davis, H. S., Mason, R. A., & Crutchfield, S. A. (2016). Self-monitoring interventions for students with ASD: A meta-analysis of school-based research. *Review Journal of Autism and Developmental Disorders*, 3(3), 196-208.

