# Self-Monitoring

**Objectives:**
- to identify target behavior or emotion to monitor
- to develop a rating scale to increase accuracy of the observations
- to create a recording procedure

**Steps:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tr>
<td>☐ Introduce the idea of monitoring</td>
<td>Inform the child that monitoring involves repeated collection and recording of information regarding one’s behavior or emotions. Tell the child: “figuring out the kinds of things that lead us to have positive or sad feelings can be like solving a mystery. What do detectives look for when solving a mystery? That’s right – clues!” Let the child know that you will be working together to gather important clues to help him/her learn more about the kinds of situations that affect his/her feelings.</td>
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<td>☐ Identify target behavior or emotion to monitor</td>
<td>Work together to establish a target behavior or emotion for monitoring. For example, if anxiety is the primary concern, the ratings should be “fear ratings.” If the primary problem is depression, use “mood ratings.”</td>
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<td>☐ Develop a rating scale</td>
<td>Inform the child that whenever he/she practices something in session or at home, you will ask him/her to rate his/her feelings. These ratings help you solve the mystery of what kinds of things makes him/her have positive and sad feelings. Develop a rating scale to increase the accuracy of observations (e.g., 1 [not at all afraid] to 10 [extremely afraid]; 1 [not at all sad] to 10 [extremely sad]). Ask the child what the numbers mean to ensure comprehension.</td>
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| ☐ Create a recording procedure           | Determine:  
  - *when* (e.g., during social situations) and;  
  - *how often* (e.g., daily) monitoring will occur, and;  
  - *what* information about the target will be recorded (e.g., type of situation and rating).  
  - Over time, a change in ratings in the desired direction (e.g., decrease in fear rating; increase in mood rating) provides evidence of progress. |
| ☐ Practice assignment                    | Inform the child that you will review his/her recordings in your next meeting. Clarify any questions the child may have. |
Helpful Tips:

- Remember to praise often
- Remember to review often, by asking questions
- Brief any caregivers, teachers, or other adult figures who may be involved
- Simplify these steps if you have to
- This can be covered in more than one session/meeting