

Monitoring

Use This When:

To illuminate areas of concern and provide important information about treatment progress.



Objectives:

- to identify target behaviors to monitor
- to develop a rating scale to increase the accuracy of observation
- to create a recording procedure

Steps:

<input type="checkbox"/> Provide rationale	Monitoring is gathering information about the child’s behavior to identify area of concern and provide information about how treatment is going.
<input type="checkbox"/> Identify and define behaviors to be monitored	Select one or two behaviors to be monitored (e.g., tantrums). Define the behavior(s) to increase the accuracy of observations (e.g., “tantrum” includes crying or yelling lasting at least 1 minute).
<input type="checkbox"/> Establish recording procedure	Determine: <ul style="list-style-type: none"> • <i>when</i> (e.g., during playtime), • <i>how often</i> (e.g., nightly), and • <i>what</i> information will be recorded.
<input type="checkbox"/> Create recording form	Create a recording form that identifies what information is to be recorded. Consider information such as: <ul style="list-style-type: none"> • the situation the behavior occurred in • the behavior • how the caregiver responded • did the caregiver’s response work?

Continuing the tantrum example, the recorded information may look like this:

<u>Situation</u>	<u>Behavior</u>	<u>Response</u>	<u>Work?</u>
1. <i>Wanted toy from sibling</i>	<i>tantrum-2 min</i>	<i>redirect to other toy</i>	Y
2. <i>Instructed to clean up</i>	<i>tantrum-4 min</i>	<i>active ignoring, praise for cleaning up</i>	Y

<input type="checkbox"/> Subjective ratings	In addition to concrete behaviors, the caregiver or others can also provide subjective ratings about how “disruptive” (or “anxious” or “sad”) a child is. Develop a scale to increase the accuracy of ratings (e.g., 1 [not disruptive] to 10 [very disruptive]). Have the caregiver provide ratings at specified intervals (e.g., daily; weekly).
<input type="checkbox"/> Review information collected by caregiver	Examine the data with the caregiver to determine if treatment progress is occurring. For example, if a caregiver indicated that her child was moderately disruptive (e.g., 4) over the previous week, comparison of the current rating with ratings from previous weeks (e.g., 9, 7, 6) would provide evidence to suggest that the child’s disruptive behavior is improving relative to previous levels of misbehavior.

Helpful Tips:

- Sometimes monitoring alone can be a helpful intervention (e.g., caregiver monitoring of child bedtime/curfew might help lead to improvements)
- Remember to praise often
- Remember to review often, by **asking questions**
- Remember to use examples to explain concepts
- Remember to practice often and provide corrective feedback to the caregiver
- Brief any other caregivers, teachers, or other adult figures who may be involved
- Simplify these steps if you have to
- This material can be covered in more than one session/meeting