

# Self-Monitoring

**Use This When:**  
To illuminate areas of concern and provide important information about treatment progress.



## 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:

<input type="checkbox"/> <b>Introduce the idea of monitoring</b>	<ul style="list-style-type: none"> <li>• Inform the child that monitoring involves repeated collection and recording of information regarding one’s behavior or emotions.</li> <li>• 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!”</li> <li>• 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.</li> </ul>
<input type="checkbox"/> <b>Identify target behavior or emotion to monitor</b>	<p>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.”</p>
<input type="checkbox"/> <b>Develop a rating scale</b>	<ul style="list-style-type: none"> <li>• Inform the child that whenever he/she practices something in session or at home, you will ask him/her to rate his/her feelings.</li> <li>• These ratings help you solve the mystery of what kinds of things makes him/her have positive and sad feelings.</li> <li>• 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]).</li> <li>• Ask the child what the numbers mean to ensure comprehension.</li> </ul>
<input type="checkbox"/> <b>Create a recording procedure</b>	<p>Determine:</p> <ul style="list-style-type: none"> <li>• <i>when</i> (e.g., during social situations) and;</li> <li>• <i>how often</i> (e.g., daily) monitoring will occur, and;</li> <li>• <i>what</i> information about the target will be recorded (e.g., type of situation and rating).</li> <li>• Over time, a change in ratings in the desired direction (e.g., decrease in fear rating; increase in mood rating) provides evidence of progress.</li> </ul>
<input type="checkbox"/> <b>Practice assignment</b>	<p>Inform the child that you will review his/her recordings in your next meeting. Clarify any questions the child may have.</p>

**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