



Integrate Behavior Support into Academic Intervention

Why?

Academic engagement is a significant part of academic and behavioral development.

Our behavior intervention aimed to enhance students' self-regulation skills related to academic engagement, specifically focusing on their ability to pay attention, follow the teacher's expectations, manage impulses, and complete tasks.

How?

Step 1: Teach and review expectations

Explicitly teach expectations, use examples and student-friendly definitions at the beginning.

Step 2: Self-monitoring

Choose a behavior to monitor. Throughout the lesson, pause and monitor behavior several times.

Step 3: Self-evaluation

Teach the concept of self-evaluation and have student self-evaluate how well they met expectations at the end of the class.

Step 4: Mystery Match

Use group contingencies and mystery motivators to enhance the engagement and accuracy.

BASIC Name _____ Date _____

_____ **SELF-MONITOR** _____

Engaged means that I am paying attention to the teacher and focused on my work.

	Yes	No
1. When I heard the signal, was I engaged?		
2. When I heard the signal, was I engaged?		
3. When I heard the signal, was I engaged?		
4. When I heard the signal, was I engaged?		
5. When I heard the signal, was I engaged?		

MY DAILY REPORT

Engaged
I paid attention to the teacher and stayed focused on my work.

% of Total Time

Respectful
I followed the teacher's directions and got along well with others.

% of Total Time

Effort
I worked hard and tried my best.

% of Total Time

Adapted with permission from Chafouleas, Riley-Tilman, & Christ (2010).

