



Student: _____
 Team Members Involved: _____

Date: _____

Self & Match

Considerations *During Implementation Guide*: Reviewing the Data & Taking Next Steps

Reviewing the *Self & Match*

Does your *Self & Match* System ROQ? Here's how to find out...

- STEP 1 – Review the completed *Self & Match* sheets and answer the applicable questions that are listed below (Review-R)
- STEP 2 – Observe and fill in applicable areas of this guide (Observe-O)
- STEP 3 – After reviewing the completed *Self & Match* sheets or simultaneously, consider asking staff or the student the applicable questions- Some possible follow-up questions are italicized (Question-Q)
- As you complete the **Considerations *During Implementation Guide***, place a check mark in each white box that you've Reviewed, Observed, or Questioned.

	R	O	Q
<i>Overall, how are the team members feeling about the ease and feasibility of the current system? The student? Parents? Special Education teacher? General Education teacher? Instructional Assistants? Related Service Personnel?</i>			

Analyzing the Completed *Self & Match* Forms

	R	O	Q
Are the forms dated?			
Is form being implemented across every interval? Being filled in? <ul style="list-style-type: none"> • If not, are there consistent intervals that are not being completed? • <i>If so, how can this be addressed?</i> 			
Does it appear that there are appropriate intervals between <i>Self & Match</i> opportunities? <ul style="list-style-type: none"> • <i>Are there certain intervals, activities, or subjects that the student would benefit from rating him/herself more frequently (i.e. – split Math into 1st rotation and 2nd rotation?)</i> • <i>Are there any times of day that the intervals can be combined or lengthened (i.e. – combine 8:30-8:45 and 8:45-9:00 rating to a 8:30-9:00 rating.)</i> 			
Do the staff responses seem to be consistent? <ul style="list-style-type: none"> • <i>If no, how can this be addressed</i> Is there a particular staff present when the student most often engages in challenging behavior or appropriate behavior? <ul style="list-style-type: none"> • <i>If yes, how can this be addressed</i> 			
If the student comes in late or leaves early are points being reconfigured correctly?			



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Analyzing the Rewards

	R	O	Q
Is the student selecting a reward each day? <ul style="list-style-type: none"> • <i>Does the student know what he/she is working for?</i> 			
Is the student selecting different rewards each day or always selecting the same reward? <ul style="list-style-type: none"> • <i>Is the reward reinforcing?</i> • <i>How is the student selecting rewards?</i> • <i>NOTE: If the student is always selecting the same reward consider the possibility of the satiation.</i> 			
Is the student receiving his/her reward at the designated time? <ul style="list-style-type: none"> • <i>If no, why not?</i> 			
If the student is not earning his/her reward... <ul style="list-style-type: none"> • <i>Is the student missing the predetermined criteria by a lot or a little?</i> • <i>Has the student previously earned rewards and then stopped or has he/she never earned the reward?</i> 			
When was the last time the student earned his/her reward?			
Does the student have access to their selected reward at non-reward times of the day? <ul style="list-style-type: none"> • <i>For example, does he/she play on computer when finished a worksheet and also is working for <i>Self & Match</i> reward of computer?</i> 			
If the student does not earn his/her reward, does he/she appear disappointed? <ul style="list-style-type: none"> • <i>Is the reward motivating?</i> • <i>Would it be helpful to conduct an additional motivation assessment survey with the student</i> 			
During instances that the student does not earn his/her reward, what is the primary reason? <ul style="list-style-type: none"> • <i>Too many mis-matching of "Yes" vs. "No" with staff?</i> • <i>Questions too challenging?</i> • <i>Too long before ratings?</i> • <i>Missing ratings?</i> • <i>Never earning enough points? Other?</i> 			
Once a student reaches the criteria for reward, does he/she continue to demonstrate appropriate behavior? <ul style="list-style-type: none"> • <i>Or, is he/she consistently earning more "No's" once he/she has already reached the goal for their reward?</i> • <i>Is there a need for a big reward? Or, is it time to increase percentage of points?</i> 			

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<p>Are there instances where the students' behavior prevented him/her from earning a reward even if he/she turned his/her behavior around?</p> <ul style="list-style-type: none"> • <i>If so, how often does this happen?</i> • <i>Is the student not earning "Yes" responses after he/she determines he/she cannot reach their next reward?</i> • <i>Would it help to add a "gimme question"? Would it help to increase the opportunities for reward? Would it help to incorporate a "Big Reward"?</i> 				
<p>What is staff response if the student requests to change his/her reward after he/she has selected it?</p>				
<p>Are the reward choices linked to the student's function of behavior?</p>				
<p>If the student selects tangible rewards, do the rewards need to be replenished?</p> <ul style="list-style-type: none"> • <i>If so, who is replenishing and is it often enough?</i> 				
<p>Should we consider increasing or decreasing frequency of rewards?</p> <ul style="list-style-type: none"> • <i>Are there an appropriate amount of intervals/length of time between accessing a reward?</i> 				

Analyzing the Questions/Responses

	R	O	Q	
<p>Are all questions framed positively and mutually exclusive?</p>				
<p>Are the questions addressing the targeted challenging behaviors?</p> <ul style="list-style-type: none"> • <i>Do any questions need to be revised?</i> • <i>Are any questions mastered? (Look at teacher responses to each of the questions...Any question that is ALWAYS Yes?)</i> 				
<p>Are the questions aligned to the behavioral goals listed in the students IEP? How is the student progressing on each targeted behavior?</p>				
<p>Is there at least 1 question (or more) that seems to be achievable/attainable to the student?</p>				



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<p>Is there 1 question that seems to be more difficult to the student than the others?</p> <ul style="list-style-type: none"> • <i>If so, is additional training required?</i> • <i>Should the interval be shortened?</i> • <i>Add “reminders” to that question?</i> 			
<p>Is the student able to accurately identify what a “Yes” vs. a “No” response would be for each question? If no...</p> <ul style="list-style-type: none"> • <i>Would the student benefit from more pre-teaching of expected / unexpected behavior?</i> • <i>Does the question presentation match student achievement?</i> • <i>Would the student benefit from pictures linked to the questions?</i> • <i>Would the student benefit from reviewing a t-chart for expected / unexpected behavior?</i> • <i>Are they reviewing / highlighting when appropriate / not appropriate behaviors are occurring</i> 			
<p>How often are the teacher responses and student responses matching? Is the student accurately giving himself/herself “No”? If no...</p> <ul style="list-style-type: none"> • <i>Is more teaching needed to help student identify what is a “yes” response or what is a “no” response?</i> • <i>Would it be helpful to prompt the student directly before he / she responds?</i> • <i>Would it be helpful to prompt the student directly after he / she engages in target behavior?</i> 			
<p>Are there times that the student says “No”, but teacher says “Yes”?</p> <ul style="list-style-type: none"> • <i>How often?</i> • <i>What could be contributing to this?</i> • <i>What can staff response be in situations where they noticed the student rated “No”, but staff planned on responding “Yes”</i> • <i>Is student allowed to change response?</i> 			
<p>Does the student argue with staff when student says “Yes” and staff says “No”?</p> <ul style="list-style-type: none"> • <i>If so, how can we resolve this? Reference O/No data? Additional teaching?</i> 			
<p>Does the student perform consistently across all staff members that he / she rates with?</p> <ul style="list-style-type: none"> • <i>If not, what could be contributing to this?</i> 			
<p>If a student engages in a target behavior, are the staff members accurately circling “No”? (Observe and/or compare to O/NO data if collected) If not...</p> <ul style="list-style-type: none"> • <i>Is the student engaging in the target but not receiving feedback for it?</i> • <i>Is the student engaging in other maladaptive behavior(s) that are not identified within the current questions?</i> 			



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Additional Questions to Consider

	R	O	Q
<i>Have the staff members been sufficiently trained on how to implement the system?</i>			
Are the <i>Self & Match</i> expectations incorporated into the daily language of the classroom? <ul style="list-style-type: none"> • Are the rules of the classroom being reviewed often? • Does the student know the classroom rules? 			
Is O/NO data being collected everyday? <ul style="list-style-type: none"> • Does it need to be? • Can it faded or should it be added? 			
<i>Is the system being implemented with integrity on days where there is a substitute? Fieldtrip? Change in Schedule?</i> <ul style="list-style-type: none"> • Are there directions listed for a sub to follow? • Would the student benefit from a “fieldtrip” form with less (or more) intervals and/or different questions? 			
Are the completed forms placed in a designated area?			
<i>When was student progress last communicated to parents?</i>			
<i>How can we further support generalization across settings?</i> <ul style="list-style-type: none"> • Are parents maintaining similar behavioral expectations at home? 			
<i>Would the student benefit from self-graphing?</i>			



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Analyzing the Graphs

	R	O	Q
Are there day(s) of the week that seem to be most successful for the student? • <i>How can we replicate this to be more often?</i>			
Are there day(s) of the week that seem to be hardest for student? • <i>What factors may be contributing to this?</i> • <i>Is there additional support we can put into place during that day(s)?</i>			
Is there a time of day that seems to elicit more “Yes” responses? • <i>How can we replicate this to be more often?</i>			
Is there a time of day that seems to elicit more “No” responses? • <i>Is there a setting event that may be contributing to this (i.e.-Student is hungry)?</i> • <i>Is there something in the environment we can change to support the student during this time (accommodations/modifications to the work)?</i> • <i>Would the student benefit from rating himself/herself more frequently during that time (i.e. every 30 minutes during math instead of at the end of the hour)?</i>			
Does the student perform differently in the morning vs. afternoon?			
Does the student perform differently across environments (for instance while in the self-contained class vs. General Education setting, Core Academic times vs. “Specials”)?			
Are there any patterns regarding increase or decrease of success over time? • For instance, does the student decline after a phase change and then increase again? Is there a decline after 2-week break?			
Are there any outliers in the data (unusual peaks and/or dips)? • <i>What may be contributing to the outliers?</i>			
Would it be helpful to graph each question separately? • <i>To identify patterns for each target behavior?</i> • <i>To report on IEP goal progress and/or develop new goals?</i>			
Overall, does the data indicate an upward trend or downward trend? • What is that average percentage of points earned? • Is it time to increase the percentage of points to earn reward?			



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Thinking Long Term... What are next steps?

	R	O	Q
<i>What is the procedure to increase student criteria for reward? How much increase will be made?</i>			
<i>Will we increase the length of time between each Self & Match interval/opportunity throughout the day? Which time-blocks will be combined?</i>			
<i>What is the procedure to decrease the frequency of rewards?</i>			
<i>Are any additional changes to the Self & Match warranted at this time?</i>			
<i>Which of the above procedures should we consider first?</i>			
<i>Who will introduce the Self & Match changes to the student? How will all staff members and/or parents be informed? When will these changes occur?</i>			
<i>When will team reconvene next?</i>			

OTHER NOTES:
