

Sprick strategy for student self-monitoring of distracted behavior  
*Teacher's Encyclopedia of Behavior Management*, Randall Sprick

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The student may not know when or how often he is distracted. This intervention should help him become more aware of his own behavior.

**Step 1: Teach**

Days 1 – 3 (at least):

Preface any interaction (directions, praise, corrections) with this question:

**“(student’s name), are you focused or distracted?”**

Try to *ask more frequently* when he is focused, but also when he is distracted, to increase opportunity for praise.

Praise the student for correctly answering the questions – even if he was distracted, praise him for accurate self-assessment:

**“Right, (student’s name). I agree. You were staring at the bulletin board, but I am glad you can identify that as distracted behavior. Let’s see you get focused.”**

*Continue until the student is accurate at least 95% of the time.*



### **Step 3: Cross-check**

Keep random record of whether the student was focused or distracted at the time of the timer noise. Compare your results with his. Provide praise or feedback.

*Continue to check until the student is accurate about 95% of the time.*

### **Step 4: Reinforce**

Increase praise and attention for staying focused

Praise the student at end of monitored work period for accurate recording:

**“(student’s name), you are really handling this responsibly. Even though it was a rough day, you are willing to talk to me about things you might do differently tomorrow.”**

1. Use verbal corrections as reminders
2. Encourage the student to use self-reinforcement

**“This has been a successful morning. Silently tell yourself that you are really good at staying focused.”**

Provide intermittent prompts throughout the day.