

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

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 2: Student self-monitor

Use a timer to produce a sound at unpredictable intervals. Whenever the student hears the sound, he should evaluate whether he was focused or distracted, and mark (or put a sticker on) the appropriate response on a chart:

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.