**SEW…Let’s self-reflect Date: \_ \_/\_ \_/\_ \_**

**classroom version**

**child 1’s name: \_\_\_\_\_\_\_\_\_\_\_\_ child 1’s goal(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**child 2’s name: \_\_\_\_\_\_\_\_\_\_\_\_ child 2’s goal(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**child 3’s name: \_\_\_\_\_\_\_\_\_\_\_\_ child 3’s goal(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Directions:*** There is enough space on this Self-Monitoring form to score 3 children at a time. Each item on the form should be scored for each child you monitor. Make a check in the appropriate box for each child using the following scale:

**Yes** = I correctly implemented the item; **No** = I did not correctly implement the item OR I forgot to implement the item; **?** = I need to work on implementing the item.

|  |  |  |
| --- | --- | --- |
| **Self-Reflection Item** | **Rating** | **Comments** |
| **Child 1** | **Child 2** | **Child 3** |
| **Yes** | **No** | **?** | **Yes** | **No** | **?** | **Yes** | **No** | **?** |
| Kept the child engaged with me or the materials  |  |  |  |  |  |  |  |  |  |   |
| Used a variety of toys/materials to teach the child a particular skill & maintain child interest |  |  |  |  |  |  |  |  |  |  |
| Secured the child’s attention prior to delivering an instruction or directive |  |  |  |  |  |  |  |  |  |   |
|  |  |  |  |  |  |  |  |  |  |
| Used a hierarchy to prompt child target behavior |  |  |  |  |  |  |  |  |  |   |
| -    Waited 3-5 sec before moving to next prompt in the hierarchy  |  |  |  |  |  |  |  |  |  |
| Reinforced child behavior using tangible or social reinforcers |  |  |  |  |  |  |  |  |  |   |
|  |  |  |  |  |  |  |  |  |  |
| Worked on at least 1 social-communication & 1 play skill |  |  |  |  |  |  |  |  |  |   |
| Embedded teaching episodes into a minimum of 3 classroom activities per school day that lasted for at least 10-15 minutes |  |  |  |  |  |  |  |  |  |   |
| Provided multiple opportunities for child to display targeted behavior(s) during the intervention session |  |  |  |  |  |  |  |  |  |   |
| Worked on the targeted skills during one-on-one and group settings |  |  |  |  |  |  |  |  |  |   |