My Self-Check Sheet

When the cue comes, I stop for a second, ask myself one question and mark the honest answer.

Name: _____ **Date:** _____

1 What I am checking One behavior at a time

Class or activity: _____ Check every ___ minutes or: _____

My cue: ☐ Timer ☐ Vibration ☐ Teacher signal ☐ End of each task ☐ Other _____

My question: Was I _____

It looks like (YES)

_____

_____

_____

It does not look like (NO)

_____

_____

_____

2 Before I start Tick each one

☐ Materials out ☐ I know the task ☐ I know how to ask for help ☐ I read my goal

3 Session 1 Circle YES or NO at each check

Date: _____

1	2	3	4	5	6	7	8	9	10
YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Small box under each check = adult match (tick if the adult agrees).

YES total: ___ / 10 My goal: ___ / 10 Goal met? Yes / Not yet Matched the adult: ___ / 10

4 Session 2 Circle YES or NO at each check

Date: _____

1	2	3	4	5	6	7	8	9	10
YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Small box under each check = adult match (tick if the adult agrees).

YES total: ___ / 10 My goal: ___ / 10 Goal met? Yes / Not yet Matched the adult: ___ / 10

How did I do?



Honest match bonus: I matched the adult on 8 or more checks.

☐ Bonus earned ☐ Not this time

What helped me: _____

Next time I will: _____

5 My week Tick the days I met my goal

Mon ☐	Tue ☐	Wed ☐	Thu ☐	Fri ☐
YES: ___ / ___	YES: ___ / ___	YES: ___ / ___	YES: ___ / ___	YES: ___ / ___

Original layout by Lotus & Tulip. A teaching tool, not an IEP, a behavior plan or a diagnosis.

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Self-Monitoring Planner and Weekly Graph

For the adult: plan it, graph it every day, and fade the support step by step.

Name: _____ **Date:** _____

1 The plan Write the behavior in the student's words

Target behavior: _____

Type: ☐ Attention (yes or no) ☐ Performance (how many done or correct) ☐ Routine steps

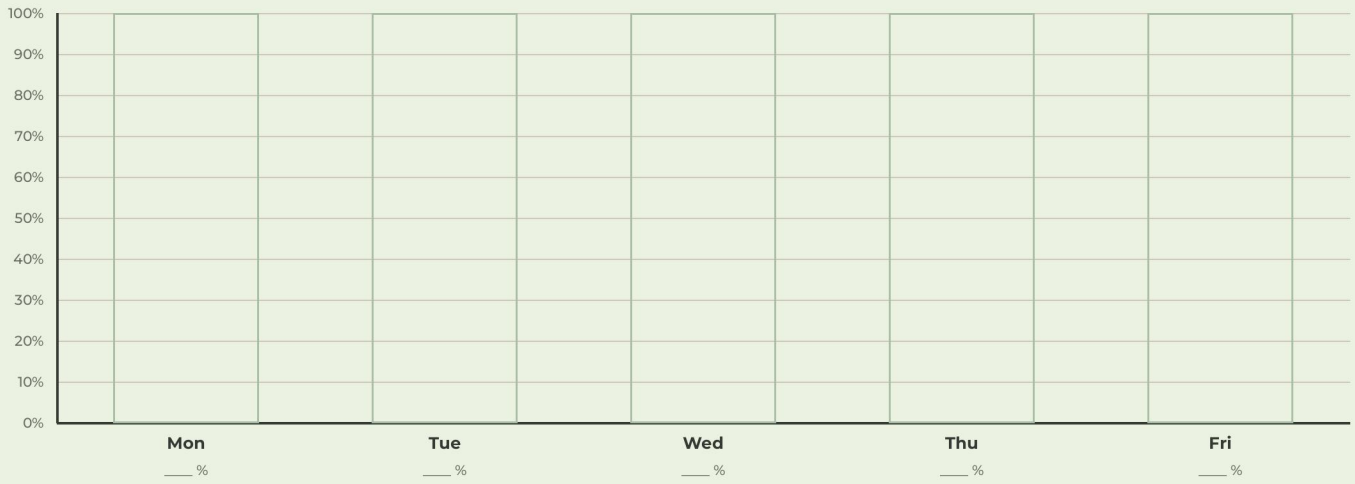
Cue: _____ **Interval (minutes):** _____

Baseline: ___ of ___ checks = _____ **First goal:** ___ of ___ checks = _____

Reward for meeting the goal (chosen with the student): _____

Adult matching: ☐ Every check ☐ 2 random checks ☐ End of class only ☐ Off

2 Weekly graph Shade each day's YES percent, then draw the goal line



3 Fading ladder Move up one step after the goal is met most days for 1 to 2 weeks

1	2	3	4	5
Adult matches every check	Adult matches 2 random checks	Longer intervals between checks	One self check at the end of class	No sheet: I check myself
Started: _____	Started: _____	Started: _____	Started: _____	Started: _____

For the adult: making self-monitoring work

1. Teach it first: model YES and NO examples and practice with real work before the student uses the sheet alone.
2. Praise honest answers, especially an honest NO. Reward matching the adult, not just a high score.
3. Add a goal, quick feedback after each session and, if needed, a small reward. These extras matter.
4. Keep the sheet private and the cue discreet, such as a vibrating watch or a quiet signal.
5. If nothing changes after two to three weeks, rethink the target, teach the skill again or ask the school team.

Notes: _____

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