Intervention Guide:
Self Evaluation

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What Is It?

Self-evaluation is a self-management instructional strategy that requires a student to compare their performance of a target behavior to a set of criteria or a goal. For example, a student may have a checklist with the steps for the "getting ready for lunch" routine. The student places a checkmark next to each step he completes. These checkmarks serve as an evaluation tool to determine if the student successfully completed the task.

When to Use It

- Use self-evaluation to increase student participation and engagement in activities and routines.

- Self-evaluation should only be used with a student who can complete each step of the task but does not.

- The student must be able to accurately reflect on his performance to indicate that he did or did not complete a step.

- The teacher needs to explicitly teach the student the skills that are required to use the self-evaluation procedures.

Steps to Implementation / How to Do It

☐	1. Select a task where the student requires additional support to engage in or successfully complete.
☐	2. Identify the steps that are necessary to complete the task.
☐	3. Design a self-evaluation tool that is easy for the student to use (e.g., checklist, yes/no form). Each step should be clearly described and have space for the student to mark their progress toward completing the steps. The forms can be in a written format or consist of pictures or symbols to represent each step. Use a format and visual representation most appropriate for the student.
☐	4. Teach the student how to use the self-evaluation tool. Model and describe each step or behavior. Then have the student practice the task and record his performance. Provide feedback and prompting to the student as needed. Gradually fade the number of prompts required to help the student engage in the process of self-evaluation. This may need to happen over multiple opportunities for the student to complete the task.
☐	5. Deliver the task and the self-evaluation tool.
☐	6. Once the student completes the task, review the self-evaluation form with him. Provide corrective feedback as necessary.
☐	7. Provide student-specific reinforcement when the student successfully completes the task.

Example

Carlos most often demonstrates challenging behaviors when transitioning from recess and specials in Mrs. Taylor's fourth-grade class. Mrs. Taylor's class typically transitions from these activities into academic instruction. Carlos is out of his seat and disrupts the beginning of the lessons during these transitions. His behavior requires frequent prompting and often results in a loss of instructional time. Mrs. Taylor works with the intervention team to design self-evaluation procedures that are appropriate for these transitions and Carlos. The team identifies the steps and behaviors that are necessary for Carlos to transition successfully into academic work following these activities. They identify the following criteria: (1) walk in line with the class, (2) hands to myself, (3) walk to my desk, (4) sit at desk, (5) get out work folder, (6) find pencil, (7) if Mrs. Taylor has not started class, draw on scratch paper, (8) when Mrs. Taylor starts class, put scratch paper away, eyes on Mrs. Taylor. The team creates a checklist with these steps and decides to provide Carlos with a small, laminated card listing the steps and a dry-erase marker to record his performance during each transition. They decide that when Carlos is successful in completing these transitions, Mrs. Taylor will deliver a token that he can use for other reinforcers at the end of the day.

During the first few days of implementation, Mr. Hines, the intervention specialist, works with Carlos during these transitions. Mr. Hines describes how the self-evaluation tool works and that Carlos will receive a token when he completes each step. Mr. Hines then models the appropriate steps and the process of self-evaluation. He has Carlos use the self-evaluation tool during a transition while he provides verbal prompts to remind Carlos of any missed steps. Carlos tries the self-evaluation tool each transition and Mr. Hines slowly fades the number of prompts that he delivers. During these practice rounds, Carlos receives a token for completing each transition successfully. When Carlos is successful in completing these transitions with minimal prompting over several occasions, Mr. Hines no longer provides support and Carlos begins using the procedures independently. During each transition, Carlos uses his self-evaluation tool and Mrs. Taylor monitors his performance. When he is successful in completing the transition, she collects his self-evaluation checklist and delivers a token immediately after she brings the class together for the start of the lesson. Carlos continues to use the self-evaluation tool during each transition. The intervention team monitors Carlos' progress and makes changes if necessary.

How to Increase Effectiveness

- Select tasks that can be broken down into steps or specific behaviors (e.g., I raised my hand when I got stuck. I kept my hands to myself. My voice was quiet when the teacher showed us how to do the worksheet.). Ensure that each skill is already in the student's repertoire and that he is just not displaying it during this particular time/activity.

- Design a recording form that the student can easily use. If the self-evaluation form is too complicated for the student to use, redesign the form so that it is accessible for the student. Consider using a student's preference on the form to have him initially interested in using it.

- Use clear and concise language or pictures to describe each step.

- Have the teacher spot check the student's performance on the task. The teacher should collect data on the student's performance on the task and compare the data with the student's self-evaluation form to ensure accuracy. Provide feedback to the student on their accuracy.

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- Provide immediate reinforcement when the student is successful in completing the task or engaging in the appropriate behaviors.

- Sometimes, the student also makes self-evaluative statements about his behavior as he compares his work to the goal (e.g., "Did I wash my hands? No, not yet—I'd better do that next.").

- Self-evaluation (sometimes called self-assessment) requires fairly simple but specific training in order for students to use it correctly.

Resources

Ness, B. M. & Middleton, M. J. (2012). A framework for implementing individualized self-regulated learning strategies in the classroom. *Intervention in School and Clinic, 47,* 267-275.