School Self Monitoring and Guidance

This Health Log is a template for making school self-monitoring and guidance apps. It can be used as is or can be used as the basis for a custom log. It has a matching observer log that can be used for tandem (simultaneous) observations of the student by a professional.

A report by the same name has been designed for displaying the information entered in this log. The report will help you analyze the data and answer common questions:

• Is social behavior or are emotional reactions improving?
• What triggers negative social behavior or negative mood states?
• Are there patterns in behavior by the day of the week? By class? By the time of the month for females?

A second report is available (if you are doing tandem recording) that displays key classroom social behaviors by both observers on the same charts. These are especially useful for teaching about different perspectives and what clues each observer is using in making evaluations.

We recommend the following implementation plan:

• If tandem recording is going to happen, have the observer record for at least a week in at least a couple of classes before the student observers (a baseline).
• Spend a couple of sessions training the student how to make the ratings (even before introducing the software) – make sure the student understands the rating scales and how to apply them in their own life.
• Have the student use the app during a session with the professional to insure the student understands how to use it. It is particularly important to practice the screen for repeated scoring throughout class.
• Allow the student to customize the device (e.g., select a wallpaper/add a picture). Review the rules for device use. Have the student enter key appointments and dates into the calendar of the device.
• Devise a schedule for 1) the classes in which recording will occur (start small), 2) the days of the week recordings will occur, 3) battery recharging and uploading data, 4) chart review/feedback.
• Have the student upload after the first day of use to insure the data has been entered appropriately.
The first screen of the app is the menu to select which part of the app the user wants to complete. The sections include:

1. **AM check in** – a short question and guidance set for the first thing in the morning. Can be done at home or at arrival at school.
2. **Mood, stress, anger** – assessment of one’s emotional state with ratings and checklists about feelings and potential triggers. Some guidance is provided if feelings are out-of-bounds.
3. **Class behavior** – a set of self-monitoring screens for behaviors, attention, triggers during class. A separate set of questions has been included for each class (see the class sections in the second screen to the left).
4. **Peer relations** – a set of questions about interactions with peers outside of class, such as during lunch.
5. **Homework** – some guidance screens for managing homework. This section is particularly important for customization.
6. **Guidance** – guidance screens related to emotion regulation in four areas (see the four areas of guidance at the bottom to the left).
7. **End of day summary** – questions about the end of the day that are meant to be completed at home before bed.

The observer version of this app has the class behavior sections and some ratings by the observer of the student’s mood/energy. The latter ratings can be done in tandem with the student or at a different time of day.
AM Check In

A short question and guidance set for the first thing in the morning gets one off to a good start and helps evaluate if sleep is an issue.
Mood, Stress, Anger: Mood Ratings and Guidance to Handle Issues

This set of emotion regulation-related screens is focused on self-monitoring of one’s feelings status. This section has both self-ratings and guidance.

The guidance section does not ask for self-ratings. The guidance provided is more comprehensive on some topics.
Class Behavior

The same set of questions is asked for each class. Middle and high school courses have different names in different systems, so SymTrend created sets that should cover all courses that someone will take. We only display the versions for History/Social Studies.

Students shouldn’t have to take data for all classes – it is probably too burdensome.

- Try collecting data about a class that is easy and not too stressful and one of the more challenging ones, so you can compare the features of the classes and the student’s response to them.
- The screens for classes are a combination of rating scales about social behavior in the classroom, checklists about the classroom environment and other stressors, and some guidance screens.
- The first and last screens for the class are guidance screens about how to get ready for class and how to clean up and gather belongings at the end of class.

A parallel log for classroom behavior will be available for observers to rate the student in classes.
Class Behavior: Continuous Recording

A protocol used in self-monitoring research conducted by SymTrend and UNC/Chapel Hill required students to evaluate their own social behavior in the classroom at the same time as professional observers.

Students recorded positive and negative social behaviors during self-initiated and prompted “exchanges” with the teacher and peers in the classroom. Professional observers used the same evaluation scheme as the students used for self-evaluation.

The continuous recording behavior screen in this log is a short version of the continuous scoring methodology used in that research. Students who participated in our research project were able to do the scoring continuously, without being distracted. Students keep the screen on the device and leave the device on their desks. Any time the student answers or asks a question or has an interaction with a peer or teacher, they grade their interaction. The student also self-monitors negative behaviors and checks if he/she was off topic, did not follow directions, interrupted in some way, or did a repetitive behavior. When the student taps the screen to select an option, the screen clears for the next response. The student taps END CLASS when class is over and then completes the ratings and checklists on the next page.

*Continuous Scoring*
Class Behavior: Class Response and Social Behavior Ratings

These questions are completed at end of class. Some of these questions may be irrelevant (e.g., posture, reacting to the pace of content or the behavior of others). These can be removed to shorten data entry.

Each screen has help that defines what is meant by the answers. For example, “Precision of facts” on the “On what were you stuck?” screen is repeatedly correction someone, “I’m right”.
Peer Relations: Self-Report of What Happened during Interactions

Those students who need help with social interactions with peers outside of class – in the cafeteria, before and after school, during activities, can use these screens to evaluate the interactions. Remember to view the help to learn the meaning of the terms. The screens can be modified if the student is involved in a social skills training program to conform to the social skills curriculum being used.
Homework:

SymTrend is not designed to be used as an assignment book or an interactive medium for managing homework. These screens are placeholders for customized advice and guidance screens for students with homework issues.

SymTrend has a timer which can be added to a log, but the stopwatch capabilities of the iPhone is better suited for timing periods of working on homework or rest periods. To monitor work done on different subjects, you could:

1. Start with a menu of all classes.
2. Add timers for each class and make the appearance of each class conditioned on the selection of that class from #1.
3. Add an open-ended question about what work was completed and/or checklists of typical course tasks and common challenges with homework.
4. Add other guidance screens in place of those above, related to checking accuracy, checking all work was completed, prioritizing the work.
Guidance:

This app provides guidance for four types of emotion regulation issues. These can be customized.

Some of these guidance screens also appear in the classroom behavior and mood sections of the log.

If a student responds during class to things like being upset when criticized in class, getting yelled at, having low confidence, the Frustration screen on this page is presented.
End of Day Summary:

These questions are included for recording what activities were done outside of school and recording about general health. Some schools that have students self-monitor do not let the students bring the devices home. These questions provide valuable insights the basis for some behaviors in school – particularly the question about general health. The menu can be modified to have the health question completed at the end of school. The other questions can be included in the morning and rephrased to be “Did you do any of these after school yesterday.” if you think the activities may have had an impact on homework completion.