Impact of Self Monitoring on Positive Behaviour in Learning Disabled Children

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Abstract

Life skills can be described as the capabilities for adaptive and positive behaviour that allows or enable a student to handle effectively with the demands and overcome day to day life activities which maybe challenging. Self-monitoring is defined as the practice of observing and recording one's own academic and social behaviours[1]. Positive behaviour is defined as behaviour that tends to satisfy the desires of the respondent. A student to be able to self monitor his or her performance allows them toward becoming independent, it is a natural step which can happen when students take responsibility for their individual behaviour. Behavioural and academic difficulties in children are due to limited awareness and understanding of their own behaviour and its effects surroundings. Interventions like self-monitoring equip students to recognize and keep track of their own behaviour. Such activity has been effective and increases appropriate behaviours, thus increasing on-task behaviour in the classroom, completion of homework assignments, improving academic performance and social skills, and in reduction of disruptive behaviours. The objectives of the study were to understand the impact of self monitoring on positive behaviour and to understand ways to help teach disabled students to manage their own positive behaviour. In this study, total sample of 30 learning disabled students were taught to self monitor their behaviour for approximately for 20 minutes every day. Data were taken on self monitoring record sheets. The results suggested that majority of students practised self monitoring became aware of their behaviour and followed positive behaviour pattern in their academic and home environment. Results are discussed in the context of current literature.

Keywords: Self Monitoring - Positive Behaviour – Learning Disabled.

Introduction

Life skills allow the individuals to transform, knowledge, attitudes and values into definite abilities-"what to do and how to do it". These skills are essential for individuals to behave in a healthy ways in the society where he/ she belongs to. Research shows that the majority of the child with a learning disability takes time more than average to encode and thus produce information in various social and educational situations[1-3]. Hence learning disabled children having low social skills grow up into adults with low social skills[3]. Life skills are not the only solution or like a magic mantra; but teaching these skills can be a great help for these children. In this context the term positive behaviour gains a lot of importance. Positive Behaviour Support includes a range of individualized and systemic strategies for achieving intended important and learning results thus preventing problem behaviour[4]. The key elements of positive behaviour described in terms of Social competence, Autonomy, and Compliance and long term goals developing self discipline through social emotional learning or the implementation of self monitoring training, anger management, positive peer relations etc.

It is through research and observation which clearly shows that an individual's having learning disabilities is less accepted by peers, have an awkwardly interaction and behave inappropriately in social situations thus becoming socially imperceptive. The main goal for such a situation is to achieve an appropriate degree of social competence. Compilation of isolated and discrete learned behaviours forms social skills. The use of social competence in an effort to establish an continuing social communication includes the use of skill.[5] The overall target of the education is to make the students independent and self sufficient who are able to manage their behaviours by themselves[6].

In general education classrooms, teachers are therefore in exposure to a wide range of population of students with diversity of needs. Thus a student learns to self-monitor his or her performance in a natural process in the direction of becoming independent; this happens only when students are responsible for individual behaviour and become "change agents"[7].

The process of self-monitoring can be explained as the practice involving observation and documenting self academic and social behaviours[8]. This ability to monitor shows a shift from of reinforcement by others to self reinforcement resulting in suitable behaviour. There are variety of types of self recordings and self monitoring method that develop from social skills and

involving behaviour management procedures[7.] Furthermore, self-monitoring can be applied to assess where students are functioning academically and behaviourally and to improve academic or behavioural performance[8.]

These self-monitoring interventions used under a variety of settings, include resource, inclusion and general education classrooms for all students with and without disabilities[9]. There have been shown positive outcomes for students with a wide variety of disabilities, like learning disabilities, speech and language impairments, emotional and/or behavioural, mild-to-moderate intellectual disabilities, disorders and attention-deficit hyperactivity disorder (ADHD)[10].

When a student learns self-regulated study process it assists the students in managing their thoughts, behaviours, and emotions enabling successful learning experiences. This process can be attained when a student's purposeful actions and processes are directed towards the fulfilment of acquisition of information or skills.

In a study of involving high school students, it was found that students who were taught SRL skills by monitoring and imitation were likely to elicit a higher levels of academic self-efficacy (i.e., confidence) and thus were able to perform higher on measures of academic achievement compared to students who had not received SRL instruction[11].

Self-monitoring techniques can be used as a targeted intervention to improve all students' learning and can be used in a variety of settings[12]. Self-monitoring is thus a simple, effective tool for helping students to help improve not only the on-task behaviour, but also academic performance. The efficacy of self-monitoring techniques in academic settings with children has been studied since the 1970s[13]. Self-monitoring techniques have been found effective among diverse student populations, and the techniques have also been found effective across a variety of academic domains[10]. Self-

monitoring of performance provides the student with immediate feedback.

Hypotheses: Self Monitoring training will improve the positive behaviours, viz social competence, compliance and autonomy in learning disabled students

Methodology

Sample: The sample consists of 30 male students within the age group 10-14 years who were divided in to two groups as experimental (N=15) and control group (N=15). The experimental group alone underwent the intervention program, self monitoring training.

Study Design: The design used for the present study is pre test post test control group design.

Tools: Positive Behaviour Scale: The Positive Behaviour Scale was a part of New Hope Project, Texas University. It is a brief rating scale consists of 25 items with yes or no options, the maximum score is 25. This scale is used to measure the positive behaviours in learning disabled children in terms of three subscales such as Social competence, Autonomy and Compliance. The internal consistency of scale ranges from .71 to.92. Higher score indicates higher positive behaviour.

Procedure: The experimental group alone received Self monitoring training In phase 3 children in the experimental group were asked to set a behavioural goal for every day and steps to reinforce the behaviour, continued for 30 days and at the end of the day the students were asked to evaluate their performance with respect to the goal.

Statistical Methods: Data were analysed with the SPSS for Windows Version 16.0 .Mean and standard deviation were used to compare groups and 't' test was used to test the significant difference between the groups.
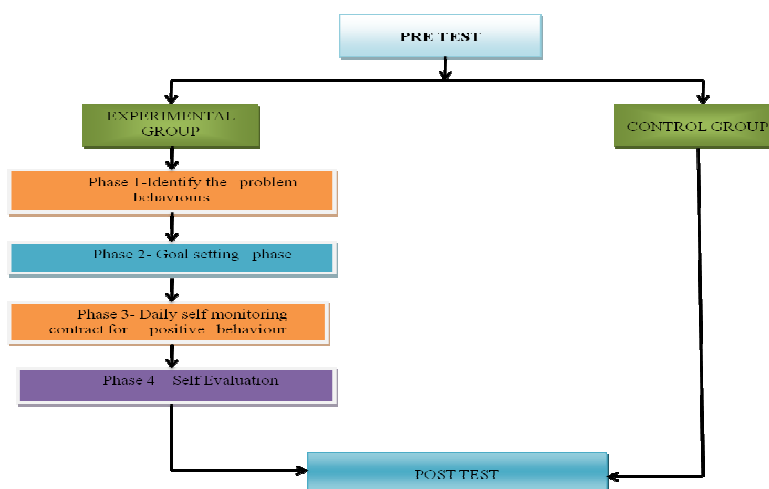

Figure-1
Studey Design

Results and Discussion

It is clear from the table 1 that the mean scores of post test in experimental group is scored high in Social competence, Autonomy and in Compliance dimensions when compared to post test in control group. High mean score of total positive behaviour in experimental group post test indicates self monitoring training has been effective in increasing the degree of positive behaviour. The results revealed the mean scores of pre test in both experimental and control groups as well are not showing any significant difference in all dimensions except in overall score of control group. Higher the mean score indicates higher the degree of positive behaviour.

Through clear scrutiny, the table 2 shows the experimental group post - test and the control group post – test, and Experimental group pre and post -test mean scores differ significantly in Social competence, Autonomy and in Compliance dimensions. The significant difference is beyond 0.05 level. There is no significant difference between experimental group pre test and control group pre test mean scores.

The results of the present study show that learning disabled (LD) students who received self monitoring training exhibit significantly higher degree of positive behaviours than those who have not received the training. LD students have been identified as having problems with self regulation and in low social skills. The self monitoring intervention has enhanced student's autonomy through independent performance and thereby attaining self regulation[14] also reported similar findings.

Self monitoring actively involves the student as a contributor in recuperating his or her behaviour, in so doing a series of highly effective positive behaviour were brought out in his behaviour. It is very essential that the steps to be taught in the appropriate way according to the phases in which it have to be followed. Self-monitoring can perk up the academic and behaviour performance of students if it is been implemented accurately [8.] The students who were at early school age were more enthusiastic to the intervention than others in the group. Most of the research on self-monitoring has, however, focused on the correlates of self-monitoring by documenting attitudinal and behavioural differences between high and low self-monitors that include differences in their social behaviours, perceptions, and beliefs about other people[15]. The current study results are in consistent with the previous research findings, which support the use of self monitoring techniques as a method to improve positive behaviours.

Table-1
Shows the Mean, SD for Experimental Group and Control Group on Social competence, Compliance and Autonomy

Variables Groups	Social competence			Autonomy			Compliance			Total Score		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Experimental Group Pre –test	15	2.26	0.79	15	2.13	0.63	15	2.28	0.77	15	6.60	1.29
Control Group Pre –test	15	2.80	1.08	15	1.66	0.81	15	2.60	0.91	15	7.06	1.16
Experimental Group Post –test	15	5.40	1.40	15	3.46	0.99	15	6.1	1.06	15	15.00	2.03
Control Group post Post –test	15	2.93	0.96	15	2.13	0.83	15	2.40	0.63	15	7.46	1.35

Table-2
Shows the 't' value for all the comparison groups in Social Competence, Autonomy, Compliance and Total score

Variables Groups	Social Competence		Autonomy		Compliance		Total Score	
	t - value	Sig	t - value	Sig	t - value	Sig	t - value	Sig
Experimental Group Pre –test VS Control Group Pre –test	1.50	0.136	1.70	0.092	1.20	0.206	1.03	0.309
Experimental Group Post –test VS Control Group Post –test	5.61	0.000	3.98	0.000	11.70	0.000	11.93	0.000
Experimental Group Pre –test VS Experimental Group Post –test	6.71	0.000	4.39	0.000	10.59	0.000	11.52	0.000
Control Group Pre –test VS Control Group Post –test	0.36	0.719	1.82	0.089	0.89	0.384	1.10	0.288

Conclusion

The present study was to examine the use of self- monitoring intervention for improving social competence, autonomy, and compliance and thereby increasing the degree of positive behaviours in learning disabled children. The results indicated the group of LD students, who were identified as poor in self regulation were trained with self monitoring training showed improvement in the areas of Social competence, Autonomy and Compliance during the intervention period.

Social competence is the talent to use appropriate social skills in appropriate situations. In the area of social competence all the students in the intervention group showed a remarkable change and were highly motivated to sustain the change. Similarly in the autonomy and compliance area parents of students reported that their L.D children have started to regulate their academic and social behaviours.

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