

PEACE POWER TOOLS

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Staff Self-Monitoring and Self-Recognition to Increase Acts of Recognition

Summary:

Self-monitoring is the process of pinpointing planned actions, setting goals for the frequency of those actions, and keeping records to track frequencies. Maintaining high levels of recognition for students and peers can be challenging, despite the best of intentions (which often do not produce sustained behavior change, as in New Year's resolutions!). Self-recognition is the simple process of paying attention when one follows one's plan.

Resources Needed:

- Attainable goals
- Positive targeted act(s) or activities
- Pad of paper or pre-printed paper to track performance (written or graphed)
- Tangible incentives (in some cases) and negative consequences (social and tangible), when monitoring alone does not maintain high levels of recognition behavior.

Implementation Steps:

- Establish goals, for example, a classroom in which recognition events are common
- Pinpoint the specific types of recognition you will provide to youth and/or peers, with target levels
- Design a system (chart or graph) to track performance
- Issue positive or negative consequence for taking or not taking positive targeted action, if monitoring alone does not maintain high levels of behavior

Variations:

Substantial evidence shows that it is often best to share monitoring with someone else; the attention and response of others provides social consequences, which can strengthen self-management. Research also shows that it can be very helpful to associate small self-generated positive consequences (e.g., a movie) for completing targeted actions or small negative consequences (e.g., paying a small fine to a colleague) for failing to reach a goal. There is evidence that self-recognition can also be done within small staff group discussions. Positive stories are also forms of self-recognition for adults.

Rationale and Evidence Base:

There is substantial evidence that self-monitoring can increase self-management and goal attainment across a wide range of target behaviors. Increasing the level of recognition an individual or group receives for positive behaviors has been linked to dramatic increases in achievement and decreases in problematic behaviors. The research indicates that it is important to recognize targeted acts and not general attributes.

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