

Using Self-
Monitoring to
Increase Self-
Regulation in
Young Children

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2015-2016 School Year

Will the process of creating and implementing a behavioral self-monitoring system increase early childhood students' ability to self-regulate?

The intent of this action research was to study the effect that a self-monitoring system would have on children's ability to self-regulate. I believed the children would be able to identify and regulate their emotions more after reflecting on their actions during the research.

Methodology

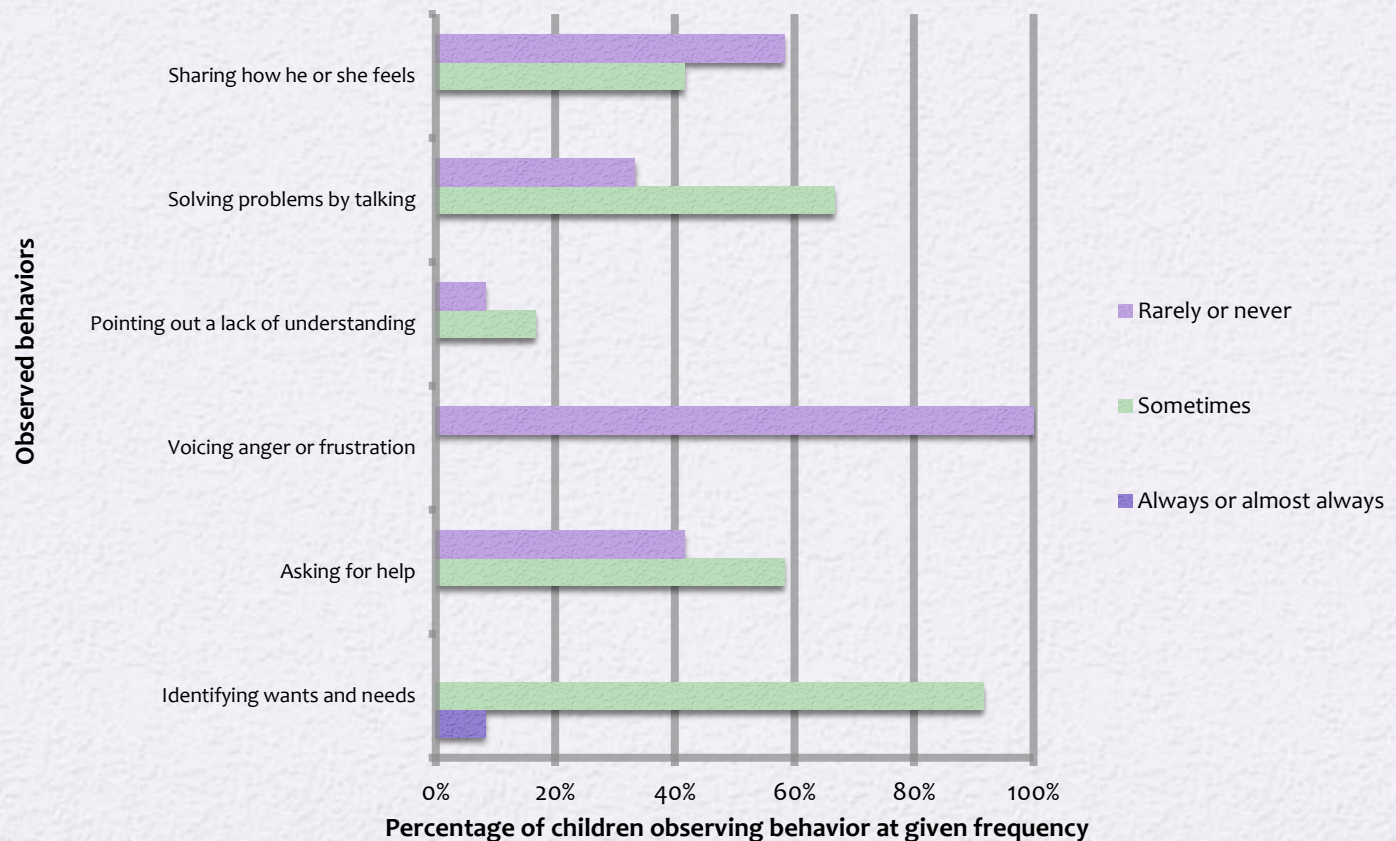
- 12 children (3 females, 9 males)
- 6 weeks
- Four sources of data (Pre and post teacher questionnaire, disruptive behavior tally sheet, student feedback tool, teacher recording sheet)

Average Number of Disruptive Behaviors Recorded Daily (by Week #)

Week of Study	Average Number of Behaviors Recorded
Week 1 (Days 1-5)	2
Week 2 (Days 6-10)	2
Week 3 (Days 11-15)	2
Week 4 (Days 16-20)	1.4
Week 5 (Days 21-25)	1
Week 6 (Days 26-30)	2.4
Note: n=12	

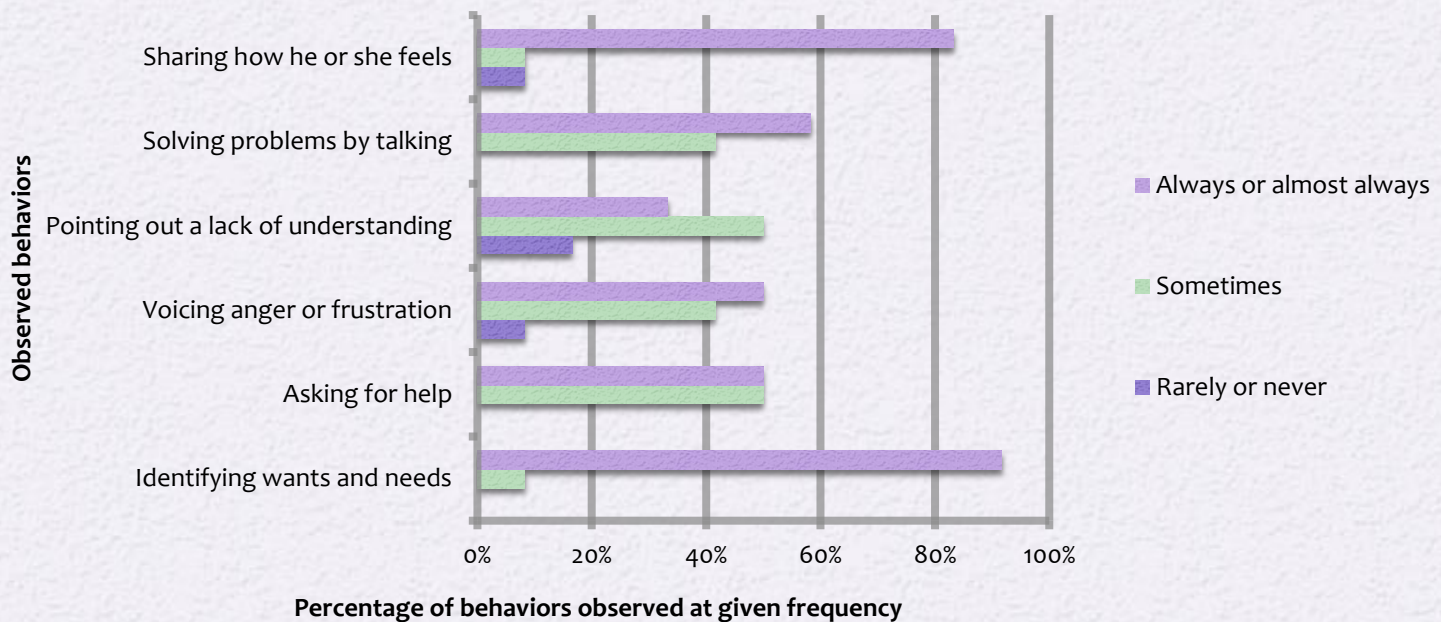
Observed frequency of behaviors related to communication

Observed Frequency of Communicative Behaviors (Pre-test)



Observed frequency of behaviors related to communication

Observed Frequency of Communicative Behaviors (Post-test)

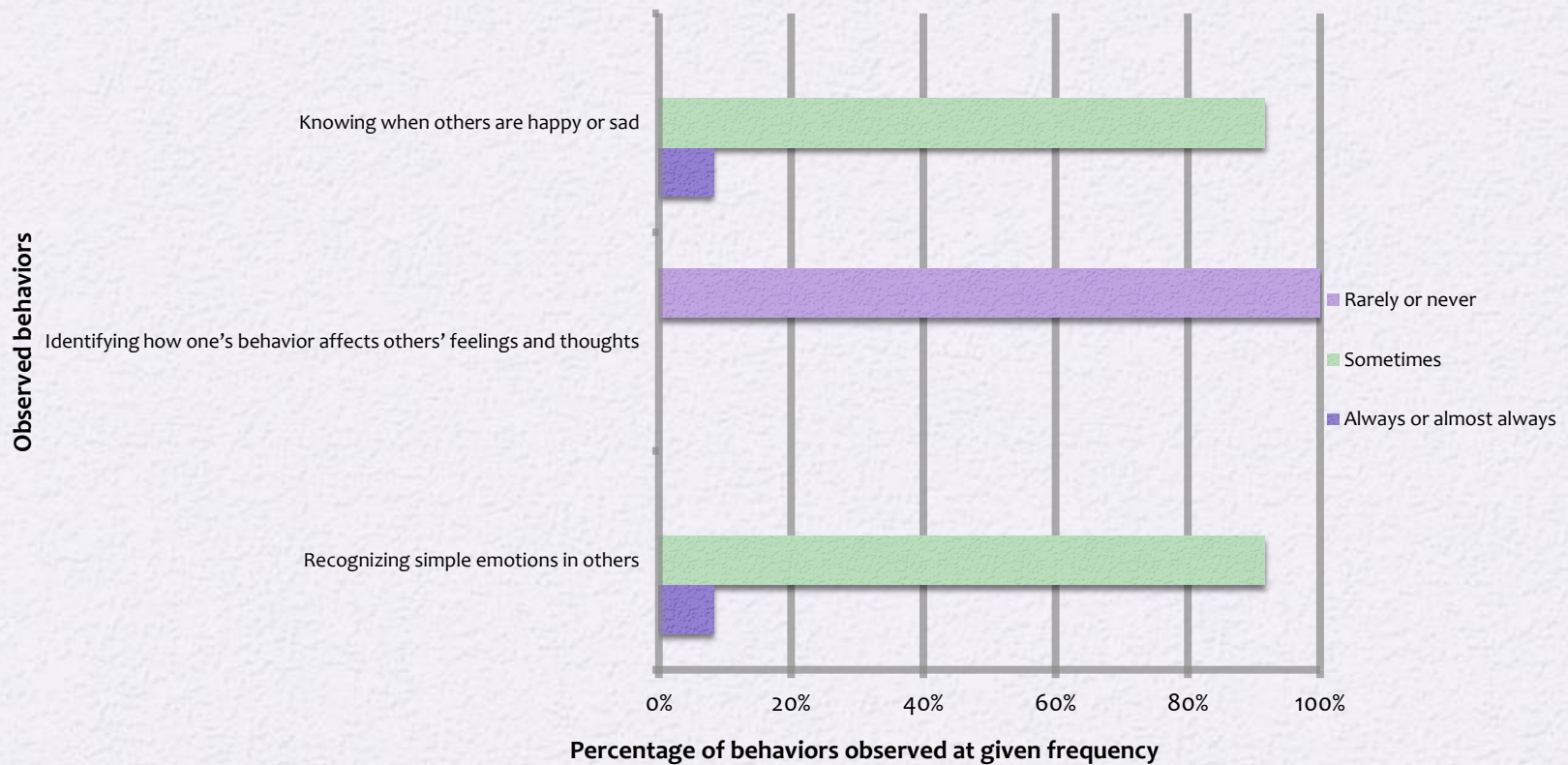


Comparing pre and post test data

- Eighty-three percent of children “always or almost always” share how they feel with others versus zero percent before the study.
- Eight percent of children “sometimes” share how they feel versus 42% recorded during the pre-test.
- Half of the children (50%) “always or almost always” ask for help versus zero percent before the study.
- Thirty-three percent of the children communicate a lack of understanding “always or almost always” versus zero percent before the study.

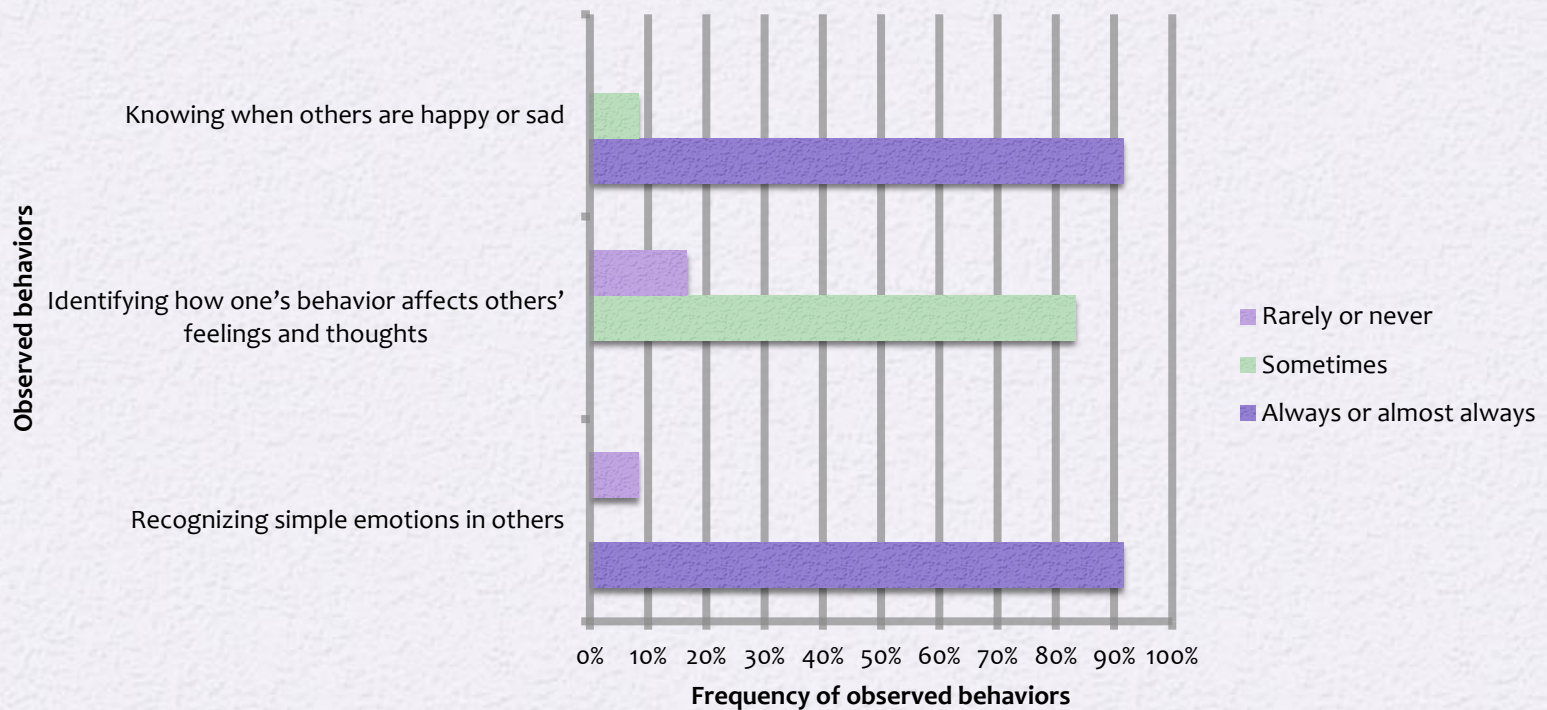
Observed frequency of behaviors related to recognizing emotions in one's self and others

Observed Frequency of Behaviors related to Emotion Recognition (Pre-test)



Observed frequency of behaviors related to recognizing emotions in one's self and others

Observed Frequency of Behaviors related to Emotion Recognition (Post-test)

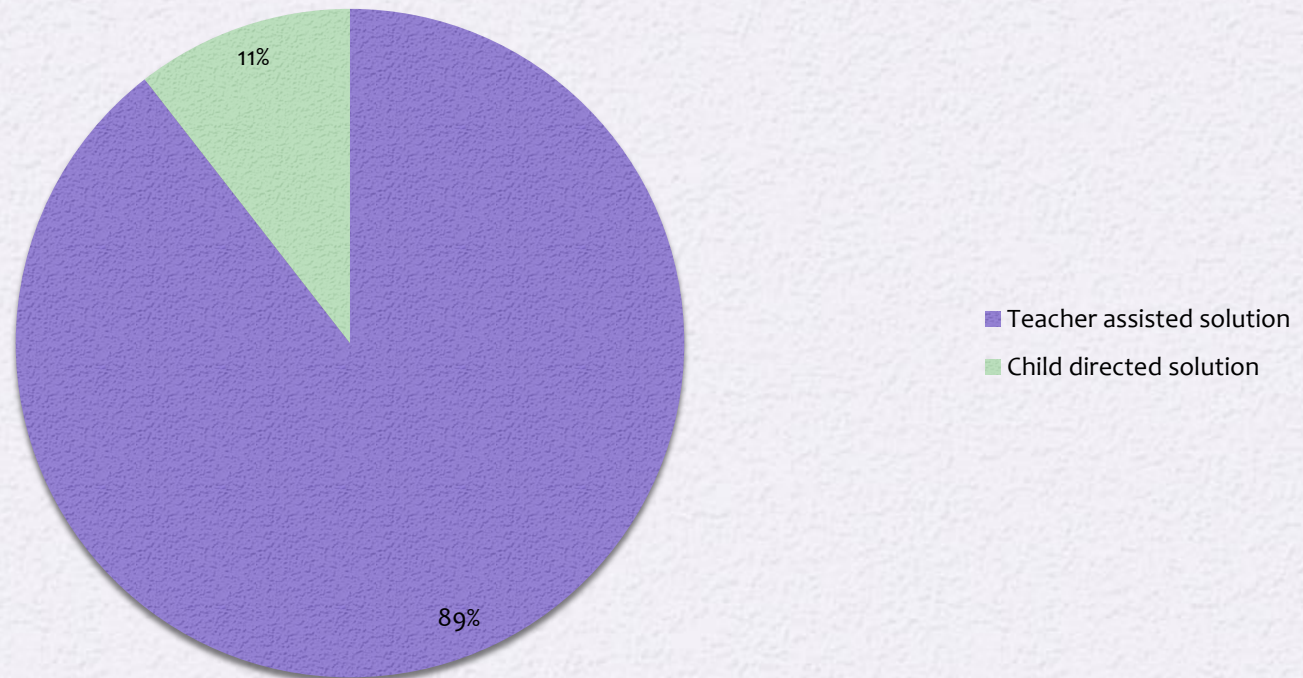


Comparing pre and post test data

- Ninety-two percent of children “always or almost always” know when others are happy or sad versus eight percent at the beginning of the study.
- Eighty-three percent of children “sometimes” identify how their behavior affects others’ feeling and thoughts versus zero percent before the study.

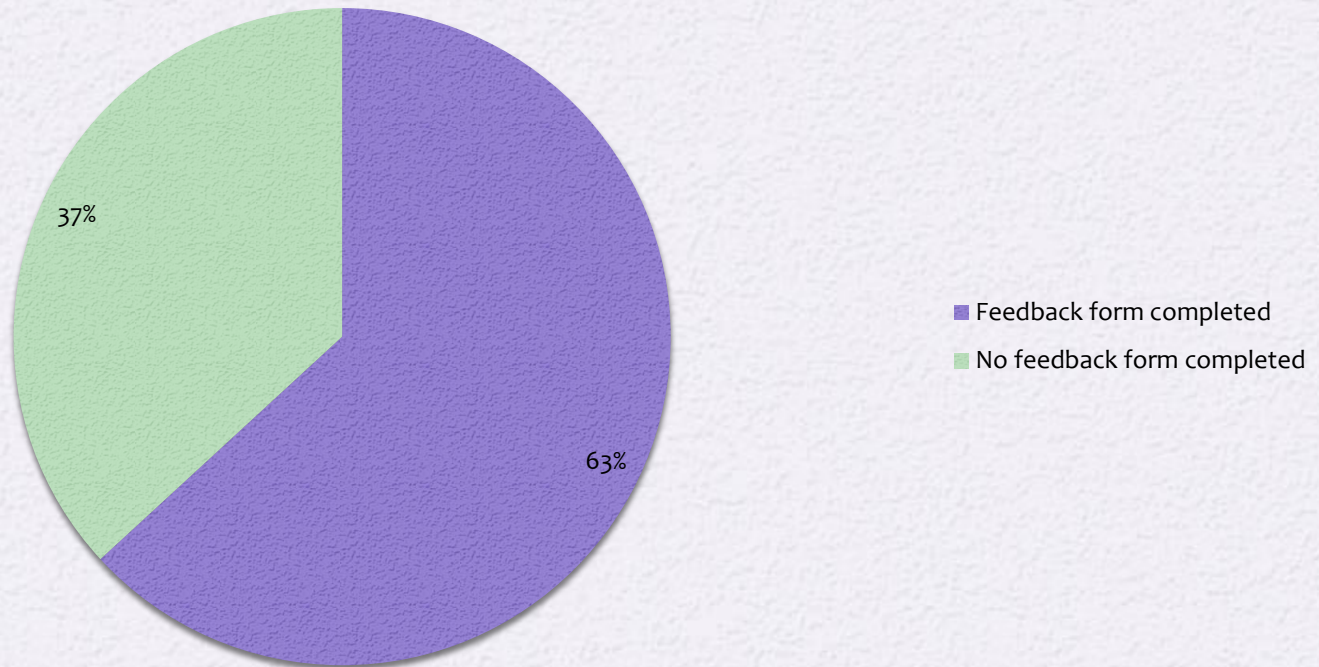
Conflict Resolution

Types of Intervention for Conflict Resolution



Feedback Form Completion

Feedback Form Completion



Reflecting on data

Although the disruptive behavior data was skewed to reflect one child's difficulties, the increase in communication and emotional recognition shown in the results of the teacher questionnaires supports this claim.

Future Research

If I were to duplicate this research in the future, I would make changes to the:

- Length of time used to complete the study
- Design of the student feedback tool
- Size of the targeted population

Questions,
Clarification, and
Comments

Thank You!
