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-種對個案實驗研究的統合分析方法:超過基線中數率

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# An alternative method for quantitative synthesis of single-subject researches: Percentage of data points exceeding the median of preceding baseline phase (PEM)

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Running head: PEM

## Abstract

The purpose of the present study is twofold: (a) to compare the validation of percentage of non-overlapping data (PND) approach and percentage of data points exceeding the median of baseline phase (PEM) approach, the latter having only a slight difference from the PND approach, and (b) to demonstrate application of the PEM approach in conducting a quantitative synthesis of single-subject researches investigating the effectiveness of self-control in the field of applied behavior analysis. The results show that PEM is a more appropriate method of meta-analysis for single-subject research and self-control training had significant effect on academic as well as social behavior. It is hoped that the PEM approach can be accepted for use in the quantitative synthesis of single-subject research in order that the results of empirical research of single-subject studies can be more readily consolidated as part of the body of knowledge in applied behavior science.

# An alternative method for quantitative synthesis of single-subject researches: Percentage of data points exceeding the median of preceding baseline phase (PEM)

The purpose of the present study is twofold: (a) to compare the validation of percentage of non-overlapping data (PND) approach (Mastropieri and Scruggs, 1985-86) and percentage of data points exceeding the median of baseline phase (PEM) approach, the latter having only a slight difference from the PND approach, and (b) to demonstrate application of the PEM approach in conducting a quantitative synthesis of single-subject researches investigating the effectiveness of self-control in the field of applied behavior analysis. In the present study, single-subject research, intra-subject design and single-case experimental design are synonymous.

In between group research, many meta-analyses have been conducted to draw conclusion about the overall effectiveness of interventions. Lipsey & Wilson (1993) had categorized and listed the effect sizes calculated by researchers in the field of psychology and education. But for the single-subject experimental researches, such work is just beginning. Researchers are at present searching for an acceptable statistical methodology to calculate the effect size of treatment of single-case experimental designs. Some Researchers have proposed parametric statistics for this purpose. For example, Center, Skika, and Casey (1985-86) proposed a piecewise regression model. Kromrey and Foster-Johnson (1996) suggested formulas for calculating effect size associated with hanges in level of behavior (mean shift), changes in variance, changes in trend, and changes in level when the data show trends. Swanson & Sachse-Lee (2000) regarded effect size as the difference between the mean scores of the baseline (last three sessions) and treatment phases (last three sessions) divided by the pooled standard deviation (last three sessions of baseline and treatment). These methodologies are carried over from conventional between-group research and would not necessarily be appropriate for single-subject studies. The data in intra-subject research possess a characteristic that might violate the assumptions of parametric statistics — serial dependency of data in a phase of single-case experimental designs. Further, in addition to normality of distribution and homogeneity of variances, a more important assumption of parametric statistics is the independence of observations. In the case of successive measurements over time in intra-subject designs, the assumption of independence of observations is not usually met. (Hersen & Barlow, 1976, p. 272). Parametric statistics, such as general linear models, are not robust with respect to violation of the assumption of independence. Owing to serial dependency the variability of the time series data is reduced, and the smaller error term of an effect

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would then inflate the significance of the effect size. The effect size associated with mean shift obtained by Kromrey & Foster-Johnson (1996,p.80) was –7.92. This magnitude would probably be treated by Cohen (1977, p.24-27), who considered an effect size of 0.2 as small, 0.5 as medium, and 0.8 as large, as an outlier.

Ferron & Sentovich (2002) estimated the statistical power of three randomization tests for multiple-baseline designs: (a) Wampold and Worsham (1986) based their method on the random assignment of subjects to baselines. However, in practice subjects are not assigned randomly but usually assigned according to the seriousness of the problem behavior, the subject with the most serious problem was assigned first to the treatment, (b) the method presented by Marascuilo & Buck (1988) was based on the random assignment of the start of the intervention for each of the subjects. On the contrary, the number of observations in the baseline phase are not customarily determined by randomization, but by the stability of the observations. The treatment phase would begin only after the observations in the baseline phase are stable, i.e., there is no obvious trend, and (c) Koehler, &Levin (1998) merely combined the elements from each of the preceding two methods, and they assigned the start of the intervention and subjects randomly to baselines. Their method was also at odds with standard practice. If the random assignment was delayed until after the baselines had stabilized in order to address the concern for stability, then the principle of

randomization would be breached.

Consequently it is not appropriate to apply any of theses three randomizations tests to the calculation of effect size for intra-subject experimental designs.

If all the data points in the treatment phase of a single-case experimental design exceed the data points of the previous baseline phase, then it will hardly be necessary to use a statistical tool to judge the effectiveness of a treatment. But, as found by Ma (1979), there is only about one third of a chance that a treatment phase has non-overlapping data. Ma computed the percentage of non-overlapping treatment phases from *The Journal of Applied Behavior Analysis* (1968-76), *Journal of Behavior Therapy and Experimental Psychiatry* (1970-76), *Behavior Therapy* (1970-76) and *Behavior, Research and Therapy* (1970-76), and obtained yearly average of 32.5% of non-overlapping, with a range from 25.6% to 39.7%, and SD=4.32%.

The small number of data points in the phases of single-subject research would preclude the application of an ARIMA (autoregressive integrated moving average) model to the analysis of trend- or level-changes between baseline and treatment phases. In order to correctly identify an ARIMA model in a time series, one needs at least 50 observations. A model identified with less than 20 data points would be fragile, and the number of data points in a phase of intra-subject research is normally less than 20.

Mastropieri and Scruggs (1985-86) took a nonparametric approach to synthesize the effects of early intervention for socially withdrawn children evaluated with single-subject methodology, and used PND as the indicator of effect size. This indicator will have a range between 0% and 100%. The percentage of non-overlapping data is the percentage of data points in the treatment phase over the highest point of the distribution in the baseline phase (or below the lowest point of data points in the baseline phase if the desirable behavior is expected to decrease after the intervention is introduced). The PND approach was then further applied by Behavior analysts to synthesize the effect sizes of other variables. (Scruggs, Mastropieri, Cook, and Escobar, 1986; Scruggs, Mastropieri, Forness, and Kavale, 1988; Mathur, Kavale, Quinn, Forness, and Rutherford Jr., 1998).

The PND approach has the following advantages:

- 1. As it is a nonparametric approach, it can be free from the constraints of the assumptions of parametric statistics.
- 2. It is easy to calculate directly from graphic displays. There is no need to recover the original value of each data point. For the computation of parametric statistics, the recovery of data values is necessary, as each data point in a graphic display is usually enlarged for visual inspection, so it is hard, if not impossible, to regenerate

precisely the original values of the data points.

- 3. It is easy to interpret qualitatively. A PND of 90% and higher indicates highly effective, 70% to less than 90% represents moderate (or fair) effect, 50% to less than 70% indicates mild or questionable effect, while below 50% is considered as an ineffective treatment. This interpretation is based upon previous comparisons of PND scores by visual analysis (Scruggs, et al. 1986).
- 4. PND scores have been found to be highly correlated with overall outcome ratings of treatment effectiveness by experts (with Spearman correlation coefficient  $r_s=0.68$ , p<.001 or point-biserial r=0.69, p<.001). (Mastropieri & Scruggs, 1985-86).

White, Rusch, Kazdin, and Hartmann (1989) have raised a further potential problem regarding the multiple baseline paradigm while calculating the PND. They contend that when changes in one baseline result in changes in another baseline, such an effect indicates that the baselines are not independent; therefore the calculated effect sizes cannot be regarded as independent of the others. This type of no independence could interfere with the drawing of conclusions about the overall effectiveness of an intervention.

However this problem does not seem so detrimental, because two important recommendations for conducting single-case experimental designs are strictly observed by most analysts in the field of applied behavior:

- Baseline measurement should be continued until a stable pattern emerges (Hersen & Barlow, 1976, p.74).
- 2. In a multiple baseline design, a basic assumption is that the targeted behaviors are independent from one another. The researcher should be assured that the treatment in one baseline is effective while the rate of untreated behavior in other baselines remains relatively constant. A similar requirement is in place when the multiple-baseline is not across behaviors, but across settings or subjects (Hersen & Barlow, 1976, p.226).

If there is a failure in the design of the research to follow these two rules, claims made on the basis of such research would probably be seen as invalid.

However the PND approach has crucial drawback.

- If some data points in the baseline phase have reached ceiling (or floor, if the desirable behavior is expected to decrease after the introduction of treatment) level, then the PND scores will be 0%, although by visual inspection the treatment effect did exist. In the reality it is not unusual to find data points reaching the ceiling or floor level in the graphic displays of intra-subject researches (for example, Koegel & Frea, 1993).
- 2. It might be expected that in the second baseline phase, the treatment effect noted in the first treatment phase would not abruptly drop to the level of the first baseline

phase but become gradually extinct, and the curve in the second treatment phase would also rise progressively. There would therefore be an orthogonal slope change in the second pair of baseline-treatment phases (Scruggs, et al., 1987, p.29). In this case, the PND scores of the second treatment phase would be greatly underestimated.

In this regard the PND approach would run the risk of making a Type error, i.e., accepting the false null hypothesis. In order to improve these shortcomings, the present author proposes a PEM (percentage of data points exceeding the median of the previous baseline) approach.

The null hypothesis of the PEM approach is that if the treatment has no effect, the data points in the treatment phase will fluctuate up and down around the middle line. The data points have 50% of chance of being above and 50% of being below the middle line.

The present investigation is to compare the validity of PND with that of PEM. The validity criterion is the effectiveness judgment of the original author/s of each article in the meta-analysis. The correlation between the PND scores and the ratings of effectiveness judgment of the original author/s, and the correlation between PEM scores and ratings of effectiveness judgment of the original author/s will be compared. The higher the correlation is, the greater the validity.

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The PEM score has a range of  $\pm 1$ . One can compute one PEM score from each pair of baseline-treatment phases. The PEM score has the same meaning as the effect size. One can further calculate the average effect size of each article.

In the presence of ceiling or floor or data points in the baseline, as shown in Figure 1, the PEM approach is capable of computing the PEM scores and reflect the effect size while the PND approach can not.

However in the presence of orthogonal slope in the baseline-treatment pair after the first treatment phase, the PEM could only show an improvement halfway. Scruggs & Mastropieri (1998) have noted that this problem has rarely been encountered in the research literature. It is not unreasonable to expect that treatment effect might maintain into the second baseline, especially when the dependant variable is related to ability, such as in accuracy of tasks completed. In such cases the researcher usually employs a multiple-baseline design instead of a reversal design. The present investigation will count the percentage of baseline-treatment pairs showing orthogonal slope changes after the first treatment phase.

In order to demonstrate how can the PEM approach be applied in the performance of a quantitative synthesis of single-subject experimental researches, researches on self-control treatment were analyzed to provide an example.

Nakano (1996) used self-control procedure to treat speed and impatience behaviors

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of the type A behavior pattern with a multiple baseline design across three subjects, all self employed women. The independent variable was no work or reading during and after a meal and the Subjects had to self-record the number of minutes of eating and relaxing per meal. This treatment resulted in the increase of eating and relaxing time per meal from 18.3, 23.6, and 25.2 minutes to 47.9, 56.0 and 61.0 in Subject 1, 2, and 3 respectively. These results were maintained at a 12-week follow-up and were associated with a decrease in the severity of psychosomatic symptoms.

There has been extensive publication of research on assessment of the effect of self-control on the undesirable behavior to be extinguished or the desirable behavior to be reinforced. However so far, there is still no study synthesizing the overall effectiveness of self-control investigated with single-case experimental designs.

## Method

#### Procedures for Locating Studies

The single-subject researches on self-control used in this synthesis were obtained through a computer-assisted search of the relevant databases, including EBSCOhost, ERIC, and ProQuest. Descriptors included self-control, self-instruction, self-recording, self-assessment, self-feedback, self-reinforcement, self-monitoring, and self-management. Self-instruction, self-recording and self-reinforcement are important components of self-control. A hand search of relevant behavior analysis journals such as Journal of Applied Behavior Analysis; Behavior Modification; Behavior Assessment; Behavior Therapy; and Behavior, Research and Therapy was also conducted. Studies that meet the following criteria were included in this synthesis:

- Data of baseline and treatment phases of reversal or multiple-baseline design were graphically displayed for individual subjects in a time series format enabling the PND and PEM scores to be computed.
- 2. The study assessed the efficacy of self-control or one or more of its components.

#### Procedure for coding the study

*Study characteristics.* Variables in each of the following areas were coded:

- 1. Authors' conclusion of overall effectiveness of treatment (2: effective, 1: partially effective, or 0: not effective); such terms used by the original authors as slightly increasing but overlapping with baseline; or increasing but not quite reaching the norm; were coded as the treatment was partially effective.
- 2. Categorization of independent variables: Independent variables were divided into four categories: (a) self-control, including more than two elements such as self-instruction, self-monitoring, and self-reinforcement, synonymous terms are self-management and self-regulation, (b) self-instruction (self-statement, reading

aloud the instruction are attributed to this category), (c) monitoring (synonymous terms are self-evaluation, self-recording, self-assessment, and self-checking), and (d) self-reinforcement.

- 3. Categorization of dependent variables: Target behaviors were classified into four categories: (a) promoting academic behaviors measured as accuracy (or proficiency, grades, correct responses), (b) increasing academic behaviors measured as task completed, (c) facilitating social desirable behaviors (on-task, appropriate behaviors, attending, desirable peer interactions, communication skills, appropriate behaviors of interveners, such as parents, teachers), and (d) modifying social undesirable behavior (aggressive behavior, disruptive behaviors, drug abuse, inappropriate communicative behaviors, off-task, self-stimulations, inappropriate behaviors of intervener, left too early, absence, coming too late).
- 4. First pair of baseline-treatment phases or the pair after that. Generalization or follow-up phase as well as treatment phase without immediate preceding baseline phase was not included in the analysis.

Computation of treatment outcomes

Treatment outcomes were calculated by computing the PND scores and PEM

scores of each pair of baseline-treatment phases. Treatment generalization and follow-up phases with no immediately preceding baseline phase were excluded from the calculation of PND and PEM scores as their effect might be contaminated by the preceding phase.

*Reliability*. A student of doctoral program in education serving as a part-time research assistant conducted the variable coding and calculation of PND as well as PEM scores. The present author checked her work and the percentage of agreement was counted. Disagreements were resolved by discussion.

*Calculation of PEM.* By computing the PEM scores, one needs only to draw a horizontal middle line in the baseline phase. This horizontal middle line will hit the middle point when the number of data points in the baseline phase is odd, and go between the two middle points if the number of data points is even. This middle line will stretch out horizontally to the treatment phase. Then the percentage of data points of treatment phase above the middle line may be calculated. If the desired behavior is expected to decrease after the treatment is introduced, then the PEM score will be the percentage of data points below the middle line in the treatment phase.

#### Insert Figure 1 about here

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Figure 1 demonstrates the method of calculating the PEM. First, draw a horizontal line (median) of the baseline phase and then extend it to the treatment phase. There are eight points over the median line. Therefore, the PEM is 9/11=81.81%. And the PND =0/11=0%.

*Testing the significance of the average effect size*. Because the effect size of each article might be regarded as an independent observation, accordingly, it would be plausible to employ a t-test to examine whether the overall mean effect size of all articles used in the meta-analysis deviates from zero. The formula for calculating the t-value is:

$$t = \frac{ES - .5}{\frac{SD}{\sqrt{N}}}$$
(1)

Where, ES is the average effect size, SD is the standard deviation of all effect sizes; N is the number of effect sizes in a meta-analysis for single-case experimental researches.

## Results

From the total of 61 articles used for quantitative synthesis in the present study, 16 were sampled for the calculation of coding reliability. Percentage of agreement between the present author's coding and that of the research assistant was 83.65% for the coding of original authors' judgments, and 95.85% for the PND. But the reliability of coding was catastrophic for the PEM. Owing to imprecise definitions given by the present author, the assistant misunderstood the median of baseline phase as the middle point of time series of baseline phase. The percentage of the agreement for coding for PEM became complete after explanation. Most of the inconsistency in coding original authors' judgments on treatment effects was found in the category of moderate effect, which was coded as 1, whereas noticeable effect (coded as 2) and little effect or no improvement (coded as 0) showed little confusion. Altogether 659 pairs of baseline-treatment phases were analyzed.

As the coding numbers of the judgments of original authors on the treatment effects were of ordinal scale, the Spearman correlation was used to decide which method, the PND or PEM, had a higher consonance with original researchers' judgment on treatment effect. The matrix of Spearman correlation coefficients between the judgments of original researchers, PND, and PEM is presented in Table 1 with

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number of effect sizes in parentheses.

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Insert Table 1 about here

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Table 1 shows that PEM has a higher correlation with the original authors' judgment than that of PND with original authors' judgment, no matter whether it is calculated with the sample of pairs of baseline-treatment phase or with sample of articles having only one average value of effect size. This finding indicates that PEM might be a more suitable indicator for the effect size of treatment in single subject experimental designs.

PEM scores might not always be distributed normally, however violation of normality would not cause serious consequence (Lindquist, 1956, p.82). Mean PEM scores were used to test against 0.5 probability of fluctuating over and below the median line of the preceding baseline phase to demonstrate whether the averaged effect size of an independent variable is statistically significant.

The mean of 659 PEMs is .8685 with standard error = 0.009173. To test the significance of effect size of self control, this mean was compared with 0.5 and a t-value,  $t_{(658)}$ =40.173, p<.001, was obtained. This result indicates that the null hypothesis, that data points in the treatment phase would fluctuate around the median

of the preceding baseline phase, is rejected, i.e., the self-control training has positive significant effect on the behaviors to be modified. The mean of 659 PNDs is .6051 with standard error =0.01537. Comparing this mean with 0 results in  $t_{(658)}$ =39.379, p<.001, which is similar to the result obtained by the PEM approach.

In order to respond to the critics that effect sizes in an article are not independent, the effect sizes of each article are averaged to form a single average effect size. It was found that the mean of 61 PEMs is .9029 with standard error = 0.01648. To test the significance of average effect size (ES) of self control, the averaged effect size was compared with 0.5, and a t-value,  $t_{(60)}$ =24.443, p<.001 was obtained. This result indicates that the null hypothesis that 50% of data points in the treatment phase would be distributed above and the other 50% would distributed below the median of preceding baseline phase is rejected. Therefore self-control training has positive significant effect on the behaviors to be modified. The mean of 61 PNDs is 0.662 with standard error =0.03361. A t-test,  $t_{(60)}$ =19.823, p<.001, indicates also a significant effect for self-control.

In noting the change in the orthogonal slope after the first treatment phase, only two out of 61 articles had clear orthogonal slope changes in the second baseline phase. There are examples to be found in the diagrams for Subjects 1, 2, and 7 in Figure 1 of Olympia, et al. (1994), and Student 4 in Figure 1 of Koegel & Koegel (1990).

There are 59 ABAB-designs contained in the present study. In order to investigate whether the orthogonal slope change threats the effect size of the second baseline-treatment pair, the effect size of the second pair was subtracted from that of the first baseline-treatment pair. Then a t-test was applied to test whether the average difference of the first and second pair was significantly different from zero. The result was obtained that the average difference of the two pairs was -0.0267 for the original author's judgment (t  $_{(74)} = -1.4$ , p= .159); the average difference was -.074 for PND, with t  $_{(74)} = 1.51$ , p= .135; and the average difference was .077 for PEM, with t  $_{(74)} = .255$ , p= .80. The minus sign of average difference indicates that the effect size of the second pair is higher than that of the first one. All t-tests were not significant. This finding manifests the fact that the problem of orthogonal slope change in the ABAB-designs is not serious.

More specific breakdown of the effect of self-control by PEM, PND and original authors' judgments are given in Table 2.

Under the condition of unequal size, the heterogeneity of variance would cause serious consequence (Scheffe, 1961), and it can be seen in Table 2 that the sizes of subcategories are not equal. Accordingly, score differences by various study characteristics could not be compared. Each subcategory of variable was only tested by means of a single group t-test to demonstrate whether the mean score of that subcategory was statistically different from 0.5 for PEM and 0 for PND.

Since there was no obvious discrepancy in the results, regardless of baseline-treatment pair or article was used as unit of analysis, the N in Table 2 designates the number of baseline-treatment pair as the unit of analysis with the exception of second line (with article as unit).

*Independent Variables*. Interventions were divided into four subcategories: (a) self-control package, (b) self-instruction, (c) self-monitoring, and (d) self-reinforcement. Interventions in four subcategories all had statistically significant effect on the behaviors to be modified.

*Dependent Variables.* Target behaviors were divided into academic behaviors (measured in performance in accuracy and work completed) and social behaviors (measured in developing appropriate behaviors and in reducing inappropriate behaviors). The effect sizes of treatment all reached a significant level (p< .001). *Setting.* Intervention settings were classified as home, institution (including clinic and various therapeutic centers, school), and other places (including company, community, and swimming pool). Content of Table 2 exhibited that self-control treatments have significant effect in all settings.

*Interveners*. Breakdown of PEM, PND, and original author's judgment scores by researcher, experimenter (including treatment provider, trainer, research assistant, instructor), staff (including therapist, facilitator, teaching parent, counselor, clinician), teacher (including swimming coach), and tutor (including peer teacher and home tutor) revealed that all agents of treatment were creditable and shown to be successful in implementing self-control treatment programs.

*Subject Classifications*. Subjects in the present study were classified as attention deficit hyperactivity disorder, autism, brain injury, chronic alcoholic, emotional disturbance, learning disability, mental retardation, and normal (including subjects with normal IQ but having behavior problems, such as disruptive, behavior disorder, pre-delinquent, socially isolated, and underachieving). With the exception of chronic alcoholics, all subjects were trained successfully to be self-controlled. The experiment with chronic alcoholics had only four cases. Contingent electrical shocks had a temporary suppressing effect, but due to too few sample sizes, the effect was not statistically significant.

*Subject Age and Sex*. Table 2 shows that training in self-control has a statistically significant effect for males as well as females, and for different levels of ages ranging from preschool age to adult.

Insert Table 2 about here

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## Discussion

Examining the results in Table 2, it can be found the PEM, PND and original authors' judgment have similar outcomes in the sense of statistical significance. The display in Table 1 indicates that the PEM scores have a higher correlation with the original authors' judgment than PND scores do. Furthermore, PEM is free from the fatal influence of the data point, which has reached the ceiling (or floor if the behavior is undesirable and is to be reduced) in the baseline phase. This has been a source for concern in the use of PND. Researches with results which have data point reaching ceiling or floor in the baseline phase are found in Kissel, et al. (1983); Koegel, et al. (1992); Stahmer & Schreibman (1992); Olympia, et al. (1994); Kern, et al. (2001); Brigham, et al. (1985); Koegel & Frea (1993); Glomb & West (1990); Dunlap & Dunlap (1989); Burgio, et al.(1983); Gumpel & Davis (2000) Billings & Wasik (1985); Burgio, et al. (1980); Wood, et al.(2002); Martin & Manno (1995); Blick & Test (1987); Carr & Punzo (1993); Swanson (1981); Kern-Dunlap, et al. (1992); Mckenizie & Rushall (1974); Wilson, et al. (1975). These two observationss lead the present author to suggest the use of PEM as a more appropriate method of quantitative synthesis for single-subject research.

The problem of non-independence of effect sizes mentioned by White, et al. (1989) did not interfere with the drawing of conclusions about the treatment in the present study. The first two rows in Table 2 reveal that using baseline-treatment phase as a unit of analysis, which might have the potential problem of statistical independence, had same conclusion as using article as a unit. Their means were significantly different from 0 (in case of PND and original author's judgment) or 0.5 (in case of PEM) with p<.001.

The present meta-analysis found that self-control training, either in the form of a self-control package or in the form of single element of self-control, such as self - instruction, self-monitoring, or self-reinforcement, had statistically significant effect on all four categories of behaviors: (a) academic behaviors, which were measured in accuracy, such as performance in spelling words, arithmetic, grade, reading, making chef salad, emergency responses, science, special study, home works, and steps in self-instruction, (b) academic behaviors, which were measured in work completed, e.g., rate of completion in mathematics, verbalization of self-instruction, and printing tasks, (c) socially desirable variables, e.g., on-task, appropriate conversation, attending, desirable peer interactions, communicative skills (such as making eve-contact, and making initiative), room cleaning, and staff contingent interaction

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with residents, and (d) socially undesirable behaviors to be reduced including inappropriate social communicative behavior, negative interaction, aggressive behavior, disruptive behavior, off-task, alcoholic consumption, self-stimulation, stereotypic behavior, absence, arriving too late, and leaving too early.

The results are consistent with the results of meta-analysis with group-comparison data as samples (Baker, Swisher, Nadenichek, and Popowicz, 1984; Stage and Quiroz, 1997). Baker, et al. (1984) found that training of self-instruction could effectively reduce anxiety, and Stage and Quiroz (1997) concluded that self-management training could diminish disruptive behaviors. Mean of effect size= 0.97, k=30, t=8.30, p<.01.

The sample of self-control articles analyzed in the present study is not final, as the results of new research appear regularly in journals in the field of applied behavior analysis. It is hoped that the PEM approach or another newly developed one can be accepted for use in the quantitative synthesis of single-subject research in order that the results of empirical research of single-subject studies can be more readily consolidated as part of the body of knowledge in applied behavior science.

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	and PEM		
	Judgment	PND	PEM
Judgmen	t _	0.50***	0.53***
		(N=647)	(N=647)
PND	0.47***	_	0.64***
	(k=61)		(N=659)
PEM	0.61***	0.70***	_
	(k=61)	(k=61)	

Matrix of Spearman correlation coefficients between original authors' judgment, PND,

Note. The correlation coefficients of the sample of pairs of baseline- and

treatment-phase are above the diagonal; that of the sample of articles each having only one average effect size is below the diagonal. In the parentheses, N is the number of pairs of baseline-treatment phase and k is the number of articles. \*\*\*\* p< .001

Table 2Effect size by study characteristics

	PEM				PND				Auth	or's Jud	gmen	t
Variable												
	М	SE <sup>b</sup>	N	t	М	SE	N	Т	Μ	SE	N	t
Overall effect												
With baseline-treat ment pair as unit	0.87	0.009	659	40.17*	0.61	0.015	659	39.38*	1.67	0.026	647	65.25*
With article as unit	0.9	0.016	61	24.44*	0.67	0.034	61	19.82*	1.79	0.055	61	32.71*
Intervention (independent variable)												
Self-control package	0.52	0.016	258	19.97*	0.51	0.023	258	19.69*	1.57	0.043	251	36.94*
Self-instruction	0.88	0.024	91	15.71*	0.77	0.035	91	21.60*	1.77	0.065	91	27.40*
Self-monitoring	0.4	0.012	301	33.34*	0.64	0.021	301	29.54*	1.73	0.037	296	46.77*
Self- reinforcement	0.9	0.059	9	7.07*	0.81	0.116	9	6.93*	1.56	0.176	9	8.85*
Behavior (dependent variable)												
Academic behavior (accuracy)	0.89	0.015	221	25.89*	0.68	0.026	221	26.22*	1.71	0.038	216	45.10*
Academic behavior (work	0.80	0.034	77	8.81*	0.49	0.042	77	11.69*	1.51	0.10	77	15.79*

completed)												
Social behavior (desirable)	0.88	0.013	266	28.79*	0.6	0.024	266	25.30*	1.68	0.041	266	40.95*
Social behavior (undesirable behavior reduced)	0.84	0.025	95	13.37*	0.54	0.043	95	12.33*	1.72	0.067	88	25.79*
Setting												
Home	0.98	0.009	33	54.88*	0.91	0.036	33	25.28*	2	0	33	a
Institution	0.91	0.023	147	14.18*	0.49	0.032	147	14.99*	1.54	0.065	147	23.67*
School	0.88	0.011	416	34.03*	0.64	0.019	416	33.21*	1.65	0.032	404	51.43*
Other places	0.84	0.031	51	11.15*	0.48	0.052	51	9.27*	1.98	0.02	51	101.0*
Subject age	-						1					
Below 7 years old	0.91	0.051	15	7.95*	0.54	0.114	15	4.73*	1.6	0.214	15	7.48*
7-12 years old	0.86	0.013	367	28.03*	0.59	0.02	367	30.02*	1.56	0.037	362	40.92*
13-15 years old	0.88	0.025	104	15.11*	0.62	0.042	104	14.89*	1.87	0.048	97	39.05*
16-18 years old	0.89	0.04	32	9.64*	0.58	0.081	32	7.11*	2	0	32	a
Over 18 years old	0.88	0.019	123	19.68*	0.64	0.036	123	17.58*	1.74	0.055	123	31.54*
Subject Sex				-		-					-	-
Female	0.88	0.016	190	23.09*	0.63	0.029	190	22.25*	1.7	0.05	187	34.35*
Male	0.88	0.013	323	30.00*	0.6	0.022	323	27.35*	1.7	0.037	321	46.01*
Subject Classification												

Attention deficit hyperactivity disorder	0.93	0.02	16	21.95*	0.66	0.087	16	7.63*	1.81	0.1	16	17.99*
Autism	0.92	0.023	37	18.46*	0.57	0.073	37	7.92*	1.86	0.057	37	32.73*
Brain injury	0.96	0.027	16	17.00*	0.94	0.035	8	26.83*	2	0	16	a
Chronic alcoholics	0.83	0.118	4	2.75	0.56	0.214	4	2.64	1	0	4	a
Emotional disturbance	0.89	0.032	66	12.08*	0.68	0.051	66	13.36*	1.83	0.06	66	30.83*
Learning disability	0.88	0.018	152	20.81*	0.59	0.031	152	19.03*	1.54	0.066	147	23.41*
Mental retardation	0.83	0.025	128	13.08*	0.65	0.034	128	18.84*	1.69	0.063	128	26.59*
Normal	0.86	0.015	238	24.25*	0.55	0.026	238	21.65*	1.65	0.04	231	41.33*
Intervener												
Researcher	0.83	0.022	126	15.02*	0.5	0.037	126	13.70*	1.48	0.059	126	24.88*
Experimenter												
	0.91	0.018	127	23.22*	0.73	0.033	127	22.38*	1.87	0.041	127	45.67*
Staff	0.82	0.027	100	11.90*	0.49	0.037	100	13.21*	1.64	0.07	100	23.30*
Teacher	0.87	0.015	264	25.43*	0.58	0.024	264	24.46*	1.63	0.045	252	36.29*
Tutor	0.99	0.071	28	69.00*	0.97	0.019	28	50.42*	2	0	28	a

Note.

<sup>a</sup> because standard error is 0, t value cannot be calculated

<sup>b</sup> SE=Standard error

\* p<.001

Figure caption

## Figure 1. Demonstrating the method of calculating PEM



## Appendix

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	Self-inst	Social				Normal:								
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			John	12	М	)	r	School	effect	0.0	0.00	1.00	1	R

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)			В	<b>S</b> 8		ped	r	om	ed	2	0.5	1	1	Μ

	Self-mo	Social				2 with								
	nitoring:	desirable:				learning								
	attention	academic				disabled								
		engagement				a and 2								
Blick						with								
and						educable		School						
Test				S9-		mentally		:						
(1987			Class	<b>S</b> 1		handicap	Teache	classro	Increas					
			С	2		ped	r	om	ed	2	0	1	1	Μ
-	Self-inst	Social				Normal:			Immed					
	ruction	desirable:				highly			iate					
Borns		on-task				disruptiv			and					
tein		behaviors				e and			dramat					
and			Scott	4	М	undesira	Teache		ic	2.0	1.00	1.00		
Quevi						ble	r		increas					
llon						classroo			e(10.4					
(1976						m			%-82.3					
)						behavior		School	%)				2	'n
	Self-inst	Social			<u> </u>	Normal:			Immed					
	ruction	desirable:				highly			iate					
Borns		on-task				disruptiv			and					
tein		behaviors				e and			dramat					
and			Rod	4	М	undesira	Teache		ic	2.0	1.00	1.00		
Quevi						ble	r		increas					
llon						classroo			e(14.6					
(1976						m			%-70.8					
)						behavior		School	%)				1	R
	Self-inst	Social				Normal:								
	ruction	desirable:				highly			Immed					
Borns		on-task				disruptiv			iate					
tein		behaviors				e and			and					
and			Tim	4	М	undesira	Teache		dramat	2.0	1.00	1.00		
Quevi						ble	r		ic					
llon						classroo			increas					
(1976						m			e(10%-					
Ì						behavior		School	77.8%)				2	R
r	1	1	1	1			1		1				1	1

	Self-cont	Social				Normal:								
	rol:	undesirable:				academi								
	self-man	disruptive				cally								
	agement	behavior(dete				weak,im								
	program	ntions)				mature								
	1 0	,				or								
						impulsiv								
						e, and								
						speaking								
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Brigh				:		permissi								
am,				sixt		on,								
Hopp				h-,		being								
er,				sev		out of								
Hill,				ent		seat and								
Arma				h-,		other								
s, and				and		minor								
News				eig		classroo								
om				hth		m								
(1985				-gr		disruptio	Teache		Declin					
(1985 )			<b>S</b> 1	-gr ade	NA	disruptio ns.	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 )	Self-cont	Social	S1	-gr ade	NA	disruptio ns. Normal:	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 )	Self-cont rol:	Social undesirable:	S1	-gr ade	NA	disruptio ns. Normal: academi	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985	Self-cont rol: self-man	Social undesirable: disruptive	S1	-gr ade	NA	disruptio ns. Normal: academi cally	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985	Self-cont rol: self-man agement	Social undesirable: disruptive behavior(dete	S1	-gr ade	NA	disruptio ns. Normal: academi cally weak,	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade	NA	disruptio ns. Normal: academi cally weak, immatur	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade	NA	disruptio ns. Normal: academi cally weak, immatur e or	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am,	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am, Hopp	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt h-,	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am, Hopp er,	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt h-, sev	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am, Hopp er, Hill,	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt h-, sev ent	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am, Hopp er, Hill, Arma	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt h-, sev ent h-,	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on,	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am, Hopp er, Hill, Arma s, and	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt h-, sev ent h-, and	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on, being	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am, Hopp er, Hill, Arma s, and News	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt h-, sev ent h-, and eig	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on, being out of	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am, Hopp er, Hill, Arma s, and News om	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt h-, sev ent h-, and eig hth	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on, being out of seat and	Teache r	School	Declin e	2.0	0.00	0.00	2	R
(1985 ) Brigh am, Hopp er, Hill, Arma s, and News om (1985	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior(dete ntions)	S1	-gr ade NA : sixt h-, sev ent h-, and eig hth -gr	NA	disruptio ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on, being out of seat and other	Teache r Teache	School	Declin e	2.0	0.00	0.00	2	R

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						115.							
	Self-cont	Social				Normal:							
	rol:	undesirable:				academi							
	self-man	disruptive				cally							
	agement	behavior(dete				weak,							
	program	ntions)				immatur							
						e or							
						impulsiv							
						e, and							
						speaking							
				NA		without							
Brigh				:		permissi							
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Hopp				h-,		being							
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Hill,				ent		seat and							
Arma				h-,		other							
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News				eig		classroo							
om				hth		m							
(1985				-gr		disruptio	Teache						
			S3	ade	NA	ns.	r	School		0.33	0.33	2	R
	Self-cont	Social				Normal:							
	rol:	undesirable:		NA		academi							
Brigh	self-man	disruptive		:		cally							
am,	agement	behavior(dete		sixt		weak,im							
Hopp	program	ntions)		h-,		mature							
er,				sev		or							
Hill,				ent		impulsiv							
Arma				h-,		e, and							
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News				eig		without							
om				hth		permissi							
(1985				-gr		on,	Teache						
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						out of								
						seat and								
						other								
						minor								
						classroo								
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						ni disruntio								
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	Self-cont	Social				Normal <sup>.</sup>								
	rol.	undesirable				academi								
	self_man	disruptive				cally								
	agement	behavior(dete				weak im								
	nrogram	ntions)				mature								
	program	ntions)				or								
						impulsiv								
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						e, and speaking								
				NΔ		without								
Brigh						nermissi								
am				sixt		on								
Honn				h-		being								
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Hill				ent		seat and								
Arma				h-		other								
s and				n, and		minor			Remai					
News				eia		classroo			ned					
om				hth		m			neriodi					
(1985				-or		disruntio	Teache		cally					
(1)05			\$5	51 adel	NΔ	ns	r	School	high	0.0	0.00	0 17	1	м
/ Brigh	Self-cont	Social		NA	111	Normal·	-			0.0	0.00	<b>U</b> 11		
am	rol.	undesirable.		•		academi								
Hopp	self-man	disruptive		sixt		cally								
er.	agement	behavior		h-		weak im								
Hill	program	(detentions)		sev		mature			Immed					
Arma	r · · · · · · · · · · · · · · · · · · ·	(Letennions)		ent		or			iately					
s, and				h		impulsiv			dronne					
News				and		e. and	Teache		d to					
om			S6	eig	NA	speaking	r	School	zero	2.0	1.00	1.00	1	м

(1985				hth	without							
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				ade	on,							
					being							
					out of							
					seat and							
					other							
					minor							
					classroo							
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					disruptio							
					ns.							
	Self-cont	Social			Normal:							
	rol:	undesirable:			academi							
	self-man	disruptive			cally							
	agement	behavior			weak,im							
	program	(detentions)			mature							
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Arma				h-,	other							
s, and				and	minor							
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(1985				-gr	disruptio	Teache						
)			S7	adeNA	ns.	r	School		0.00	0.50	1	Μ
Brigh	Self-cont	Social		NA	Normal:							
am,	rol:	undesirable:		:	academi							
Hopp	self-man	disruptive		sixt	cally							
er,	agement	behavior		h-,	weak,im	Teache						
Hill,	program	(detentions)	<b>S</b> 8	sev NA	mature	r	School		0.00	0.50	1	Μ

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Arma				ent		or							
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						seat and							
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	Self-cont	Social				Normal:							
	rol:	undesirable:				academi							
	self-man	disruptive				cally							
	agement	behavior				weak,							
	program	(detentions)				immatur							
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Hopp				h-,		being							
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Hill,				ent		seat and							
Arma				h-,		other							
s, and				and		minor							
News				eig		classroo							
om				hth		m							
(1985				-gr		disruptio	Teache						
)			S9	ade	NA	ns.	r	School		0.00	0.50	1	Μ

	Calf aget	Casial				Marraali								
	Sen-com													
	rol:	undesirable:				academi								
	self-man	disruptive				cally								
	agement	behavior				weak,								
	program	(detentions)				immatur								
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Hopp				h-,		being								
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Hill,				ent		seat and								
Arma				h-,		other								
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News				eig		classroo								
om				hth		m								
(1985				-gr		disruptio	Teache		Declin					
				$\mathcal{O}$		-								
			S10	ade	NA	ns.	r	School	e	2.0	0.00	0.33	1	М
)	Self-cont	Social	S10	ade	NA	ns. Normal:	r	School	e	2.0	0.00	0.33	1	М
)	Self-cont rol:	Social undesirable:	S10	ade	NA	ns. Normal: academi	r	School	e	2.0	0.00	0.33	1	М
)	Self-cont rol: self-man	Social undesirable: disruptive	S10	ade	NA	ns. Normal: academi cally	r	School	e	2.0	0.00	0.33	1	М
)	Self-cont rol: self-man agement	Social undesirable: disruptive behavior	S10	ade	NA	ns. Normal: academi cally weak,	r	School	e	2.0	0.00	0.33	1	M
)	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	ade	NA	ns. Normal: academi cally weak, immatur	r	School	e	2.0	0.00	0.33	1	M
)	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	<u>\$10</u>	ade	NA	ns. Normal: academi cally weak, immatur e or	<u>r</u>	School	e	2.0	0.00	0.33	1	M
) Brigh	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	ade NA	NA	ns. Normal: academi cally weak, immatur e or impulsiv	r	School	e	2.0	0.00	0.33	1	M
) Brigh am,	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	ade NA : sixt	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and	<u>r</u>	School	e	2.0	0.00	0.33	1	М
) Brigh am, Hopp	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	<u>S10</u>	nA sixt h-,	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking	<u>r</u>	School	e	2.0	0.00	0.33	1	М
) Brigh am, Hopp er,	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	<u>\$10</u>	NA : sixt h-, sev	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without	r	School	e	2.0	0.00	0.33	1	М
) Brigh am, Hopp er, Hill,	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	NA : sixt h-, sev ent	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi	r	School	e	2.0	0.00	0.33	1	M
) Brigh am, Hopp er, Hill, Arma	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	NA : sixt h-, sev ent h-,	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on,	r	School	e	2.0	0.00	0.33	1	M
) Brigh am, Hopp er, Hill, Arma s, and	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	NA : sixt h-, sev ent h-, and	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on, being	<u>r</u>	School	e	2.0	0.00	0.33	1	M
) Brigh am, Hopp er, Hill, Arma s, and News	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	NA : sixt h-, sev ent h-, and eig	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on, being out of	r	School	e	2.0	0.00	0.33	1	M
) Brigh am, Hopp er, Hill, Arma s, and News om	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	NA : sixt h-, sev ent h-, and eig hth	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on, being out of seat and	r	School	e	2.0	0.00	0.33	1	M
) Brigh am, Hopp er, Hill, Arma s, and News om (1985	Self-cont rol: self-man agement program	Social undesirable: disruptive behavior (detentions)	S10	NA : sixt h-, sev ent h-, and eig hth -gr	NA	ns. Normal: academi cally weak, immatur e or impulsiv e, and speaking without permissi on, being out of seat and other	r Teache	School	e	2.0	0.00	0.33	1	Μ

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	Self-cont	Social				Normal:								
	rol:	undesirable:				academi								
	self-man	disruptive				cally								
	agement	behavior				weak,								
	program	(detentions)				immatur								
						e or								
						impulsiv								
						e, and								
						speaking								
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Hopp				h-,		being								
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Hill,				ent		seat and								
Arma				h-,		other								
s, and				and		minor								
News				eig		classroo								
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(1985				-gr		disruptio	Teache							
			S12	ade	NA	ns.	r	School		•	0.00	0.17	1	Μ
	Self-cont	Social				Normal:								
	rol:	undesirable:		NA		academi								
Brigh	self-man	disruptive		:		cally								
am,	agement	behavior(dete		sixt		weak,im								
Hopp	program	ntions)		h-,		mature								
er,				sev		or								
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(1985				-gr		on,	Teache		Declin					
)			S13	ade	NA	being	r	School	e	2.0	0.00	0.50	1	Μ

						out of								
						seat and								
						other								
						minor								
						classroo								
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						disruptio								
						ns.								
Brode	Self-mo	Social												
n.	nitoring:	desirable:												
Hall.	self-reco	study behavior							Signifi					
and	rding	(attending to a						School	cant					
Mitts	8	teacher-assign						:	change					
(1971		ed task)					Couns	classro	(30%-					
		,	Liza	13	F	Normal	elor	om	78%)	2.0	1.00	1.00	1	М
Brode	Self-mo	Social							,					
n,	nitoring:	desirable:												
Hall,	self-reco	study behavior												
and	rding	(attending to a						School	Increas					
Mitts	_	teacher-assign						:	ed(27					
(1971		ed task)					Couns	classro	%-80					
$\mathbf{b}$			Liza	13	F	Normal	elor	om	%)	2.0	0.89	1.00	1	М
Burgi	Self-inst	Academic:												
о,	ruction:	self-instructio												
Whit	self-instr	nal												
man	uctional	verbalization												
and	package	on math task						School						
Johns								:	High					
on							Experi	classro	freque					
(1980)			Judy	9	F	MR	menter	om	ncy	2.0	1.00	1.00	1	Μ
Burgi	Self-inst	Academic:												
о,	ruction:	self-instructio												
Whit	self-instr	nal												
man	uctional	verbalization						School						
and	package	on math task						:						
Johns								experi	High					
on							Experi	mental	freque					
(1980)			Angie	11	F	MR	menter	room	ncy	2.0	0.92	0.92	1	М

Burai	Calf inst	Andomin												
Burgi	Sen-inst													
0,	ruction:	self-instructio												
vvnit	self-instr	nal												
man	uctional	verbalization												
and	package	on math task						School						
Johns								:						
on							Experi	classro	Positiv					
(1980)			Judy	9	F	MR	menter	om	e effect	2.0	0.31	0.31	1	Μ
Burgi	Self-inst	Academic:												
О,	ruction:	self-instructio												
Whit	self-instr	nal												
man	uctional	verbalization												
and	package	on math task						School						
Johns								•						
on							Experi	classro	Positiv					
(1980)			Angie	11	F	MR	menter	om	e effect	2.0	0.88	0.88	1	м
Burai	Self-inst	Academic:	i iligio											
o Dargi	ruction.	self_instructio												
0, M/hit	calf instr	nal												
man	sell-llisu	lla												
and		verbanzation						C -11						
anu	раскаде	on phonics						School						
Jonns		task						:						
on							Experi	classro	No					
(1980)			Judy	9	F	MR	menter	om	effect	0.0	0.00	0.00	1	Μ
Burgi	Self-inst	Academic:												
о,	ruction:	self-instructio												
Whit	self-instr	nal												
man	uctional	verbalization												
and	package	on phonics						School						
Johns		task						:						
on							Experi	classro	No					
(1980)			Angie	11	F	MR	menter	om	effect	0.0	0.05	0.05	1	М
Burgi	Self-inst	Academic:												
0,	ruction:	self-instructio						School						
Whit	self-instr	nal						•						
man	uctional	verbalization						experi	High					
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lohne	Pueruge	tack	Indv	0	F	MP	menter	room	nev	20	1 00	1 00	1	м
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Burgi	Self-inst	Academic:												
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Johns		task						experi	High					
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(1980)			Angie	11	F	MR	menter	room	ncy	2.0	0.92	0.92	1	М
Burgi	Self-inst	Academic:							-					
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(1980)			Judy	9	F	MR	menter	om	e effect	2.0	0.63	0.63	1	Μ
Burgi	Self-inst	Academic:												
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and	package	on printing						School						
Johns		task						:						
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(1980)			Angie	11	F	MR	menter	om	e effect	2.0	0.95	0.95	1	Μ
Burgi	Self-inst	Social												
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and	package							:						
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on							Experi	mental	Genera					
(1980)			Judy	9	F	MR	menter	room	lly low	0.0	0.00	0.84	1	Μ
Burgi	Self-inst	Social						School						
О,	ruction:	undesirable:					Experi	•	Genera					
Whit	self-instr	off-task	Judy	9	F	MR	menter	experi	lly low	0.0	0.00	0.72	1	Μ

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and	package							room						
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and	package							•						
Johns								experi						
on							Exper	mental	Genera					
(1980)			Angie	11	F	MR	mente	room	lly low	0.0	0.08	0.83	1	М
Burgi	Self-inst	Social												
о,	ruction:	undesirable:												
Whit	self-instr	off-task												
man	uctional	behavior						School						
and	package							:						
Johns								experi						
on							Exper	mental	Genera					
(1980)			Angie	11	F	MR	mente	room	lly low	0.0	0.00	0.83	1	Μ
Burgi	Self-inst	Social												
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Whit	self-instr	off-task							Gradua					
man	uctional	behavior							l but					
and	package							School	marke					
Johns								•	d					
on							Exper	classro	decrea					
(1980)			Judy	9	F	MR	mente	rom	se	2.0	0.81	1.00	1	М
Burgi	Self-inst	Social												
о,	ruction:	undesirable:												
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and	package							School	marke					
Johns								•	d					
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(1980)			Judy	9	F	MR	mente	rom	se	2.0	1.00	1.00	1	М

Burgi	Self-inst	Social												
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(1980)			Judy	9F		MR	menter	om	se	2.0	0.90	1.00	1	R
Burgi	Self-inst	Social												
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Johns								:	d					
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(1980)			Angie	11F	-	MR	menter	om	se	2.0	0.43	0.96	1	R
Burgi	Self-inst	Social												
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(1980)			Angie	11F	-	MR	menter	om	se	2.0	0.38	0.76	2	R
Burgi	Self-inst	Social												
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(1980)			Angie	11F	-	MR	menter	om	se	2.0	0.30	0.35	1	R

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and				:				playgr						
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(1983)			Mini	60	F	Normal	menter	area)	e	2.0	0.71	0.71	1	М
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and	self-eval	with residents						tial						
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(1983)	self-reinf	of interactions	John	60	М	Normal	menter	es of a	e	2.0	0.27	0.55	1	М
(1983)	self-reinf	of interactions	John	60	М	Normal	menter	es of a	e	2.0	0.27	0.55	1	Μ

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(1983)			Tom	60	Μ	Normal	menter	center	e	2.0	0.67	0.67	1	Μ

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orcemenbetween staff $ <th< td=""><td></td><td>self-reinf</td><td>of interactions</td><td></td><td></td><td></td><td></td><td></td><td>es of a</td><td></td><td></td><td></td><td></td><td></td><td></td></th<>		self-reinf	of interactions						es of a						
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Chou	Self-inst	Academic1:												
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)			S2	de	NA	ADHD	cher	e room	e	2	0.94	0.94	1	Μ
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	Self-cont	Academic 2:											
	rol: self	productivity											
	-manage	relative to											
	ment(the	coworkers											
	participa												
	nts were												
	taught to												
	self-instr												
	uct,												
	self-mon												
	itor, and												
	self-rew							Charact					
	ard						Institut	eristica					
Christi	while						ion:	lly					
an	performi					Experi	restaur	increas					
(1997)	ng a task		JB	35F	DD	menter	ant	ed	2.0	1.00	1.00	1	Μ
	Self-cont	Academic 2:											
	rol: self	productivity											
	-manage	relative to											
	ment(the	coworkers											
	participa												
	nts were												
	taught to												
	self-instr												
	uct,												
	self-mon												
	itor, and							Charact					
	self-rew						Institut	eristica					
Christi	ard						ion:	lly					
an	while					Experi	restaur	increas					
(1997)	performi		RD	25F	DD	menter	ant	ed	2.0	1.00	1.00	1	М

	ng a task													
	Self-cont	Academic 2:												
	rol: self	productivity												
	-manage	relative to												
	ment(the	coworkers												
	participa													
	nts were													
	taught to													
	self-instr													
	uct,													
	self-mon													
	itor, and													
	self-rew								Charact					
	ard							Institut	eristica					
Christi	while							ion:	lly					
an	performi						Experi	restaur	increas					
(1997)	ng a task		RD	25	F	DD	menter	ant	ed	2.0	0.06	1.00	1	Μ
	Self-cont	Academic 2:												
	rol: self	productivity												
	-manage	relative to												
	ment(the	coworkers												
	participa													
	nts were													
	taught to													
	self-instr													
	uct,													
	self-mon													
	itor,and								Charact					
	self-rew							Institut	eristica					
Christi	ard							ion:	lly					
an	while						Experi	restaur	increas					
(1997)	performi		RD	25	F	DD	menter	ant	ed	2.0	0.15	1.00	1	М

	ng a task													
	Self-cont	Academic 2:												
	rol: self	productivity												
	-manage	relative to												
	ment(the	coworkers												
	participa													
	nts were													
	taught to													
	self-instr													
	uct,													
	self-mon													
	itor, and													
	self-rew								Charact					
	ard							Institut	eristica					
Christi	while							ion:	lly					
an	performi						Experi	restaur	increas					
(1997)	ng a task		RD	25	F	DD	menter	ant	ed	2.0	1.00	1.00	1	М
Christ	Self-mo	Social												
ie,	nitoring:	desirable:												
Hiss	attention	academic												
and		engagement							Improv					
Lozan				Thi				School	ed					
off				rd				:	(41.9%					
(1984			Child	gra		Hyperact	Teache	classro	-50.6%					
)			М	de	Μ	ivity	r	om	)	2	0.9	0.9	1	М
Christ	Self-mo	Social												
ie,	nitoring:	desirable:												
Hiss	attention	academic												
and		engagement		Thi				School	Improv					
Lozan				rd				:	ed					
off			Child	gra		Hyperact	Teache	classro	(53.3%					
(1984			М	de	Μ	ivity	r	om	-65%)	2	0.6	0.9	1	М

)														
	Self-mo	Academic 1:						School						
	nitoring:	independent						•						
	self-reco	task						univers						
	rding	(beginning the						ity of						
		correct						Washi						
		assigned task						ngton						
		without						Campu						
		directives)						s( part						
								of a						
								public						
Conni								restaur						
s								ant						
(1979								facility	Increas					
)			Alice	24	F	MR	Trainer	)	e	2.0	0.96	1.00	1	R
	Self-mo	Academic 1:						School						
	nitoring:	independent						•						
	self-reco	task						univers						
	rding	(beginning the						ity of						
		correct						Washi						
		assigned task						ngton						
		without						Campu						
		directives)						s( part						
								of a						
								public						
Conni								restaur						
s								ant						
(1979								facility	Increas					
)			Bill	22	Μ	MR	Trainer	)	e	2.0	0.85	1.00	1	Μ
	Self-mo	Academic 1:						School						
	nitoring:	independent						•						
	self-reco	task						univers						
	rding	(beginning the						ity of						
Conni		correct						Washi						
s		assigned task						ngton						
(1979		without						Campu	Increas					
)		directives)	Chuck	24	Μ	MR	Trainer	s( part	e	2.0	0.88	1.00	1	М

								of a						
								public						
								restaur						
								ant						
								facility						
								)						
	Self-mo	Academic 1:						School						
	nitoring:	independent						:						
	self-reco	task						univers						
	rding	(beginning the						ity of						
		correct						Washi						
		assigned task						ngton						
		without						Campu						
		directives)						s( part						
								of a						
								public						
Conni								restaur						
s								ant						
(1979								facility	Increas					
			Dong	21	Μ	MR	Trainer	)	e	2.0	1.00	1.00	1	Μ
	Self-cont	Academic 1:												
	rol:	percentage of												
	self-mon	correct												
	itoring(s	responses to												
	elf-reinf	the assigned												
	orcemen	subtraction												
	t,	problems												
	checklist													
	for error													
Dunla	monitori													
p and	ng,							School	Immedi					
Dunla	feedback							:	ate and					
р	, praise,						Teache	classro	dramati					
(1989)	token)		Casey	10	Μ	LD	r	om	c gains	2.0	1.00	1.00	1	М

	Self-cont	Academic 1:												
	rol:	percentage of												
	self-mon	correct												
	itoring(s	responses to												
	elf-reinf	the assigned												
	orcemen	subtraction												
	t,	problems												
	checklist													
	for error													
Dunla	monitori													
p and	ng,							School	Immedi					
Dunla	feedback							:	ate and					
р	, praise,						Teache	classro	dramati					
(1989)	token)		Billy	12	Μ	LD	r	om	c gains	2.0	0.00	1.00	1	Μ
	Self-cont	Academic 1:												
	rol:	percentage of												
	self-mon	correct												
	itoring(s	responses to												
	elf-reinf	the assigned												
	orcemen	subtraction												
	t,	problems												
	checklist													
	for error													
Dunla	monitori													
p and	ng,							School	Immedi					
Dunla	feedback							:	ate and					
р	, praise,						Teache	classro	dramati					
(1989)	token)		Carrie	13	F	LD	r	om	c gains	2.0	0.00	1.00	1	Μ
Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct steps												
arme	manuals													
and	training			NA										
Case				:										
(1999			Patrici	19-					Effecti					
)			а	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ

			1	1	1		T							
Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct												
arme	manuals	steps(bathing												
and	training	infant)		NA										
Case				:										
(1999				19-					Effecti					
)			Nora	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ
Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct												
arme	manuals	steps(bedtime												
and	training	safety)		NA										
Case				:										
(1999				19-					Effecti					
)			Nora	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ
Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct												
arme	manuals	steps(bedtime												
and	training	safety)		NA										
Case				:										
(1999				19-					Effecti					
)			Shauna	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ
Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct												
arme	manuals	steps(bedtime												
and	training	safety)		NA										
Case				:										
(1999				19-					Effecti					
)			Marie	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	М
Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct		NA										
arme	manuals	steps(crib		:										
and	training	safety)		19-					Effecti					
Case			Marie	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ

												!	
Self-inst	Academic 1:												
ruction:	percentage of												
pictorial	correct												
manuals	steps(crib												
training	safety)		NA										
			:										
		Patrici	19-					Effecti					
		a	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ
Self-inst	Academic 1:												
ruction:	percentage of												
pictorial	correct												
manuals	steps(diaperin												
training	g)		NA										
			:										
			19-					Effecti					
		Kara	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ
Self-inst	Academic 1:												
ruction:	percentage of												
pictorial	correct												
manuals	steps(diaperin												
training	g)		NA										
			:										
			19-					Effecti					
		Megan	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ
Self-inst	Academic 1:												
ruction:	percentage of												
pictorial	correct												
manuals	steps(diaperin												
training	g)		NA										
			:										
			19-					Effecti					
		Connie	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ
	Self-inst ruction: pictorial manuals training Self-inst ruction: pictorial manuals training Self-inst ruction: pictorial manuals training Self-inst ruction: pictorial manuals training	Self-instAcademic 1:ruction:percentage ofpictorialcorrectmanualssteps(cribtrainingsafety)Self-instAcademic 1:ruction:percentage ofpictorialcorrectmanualssteps(diaperintrainingg)Self-instAcademic 1:ruction:percentage ofpictorialcorrectmanualssteps(diaperintrainingg)Self-instAcademic 1:ruction:percentage ofpictorialcorrectmanualssteps(diaperintrainingg)Self-instAcademic 1:ruction:percentage ofpictorialcorrectmanualssteps(diaperintrainingg)	Self-inst ruction:Academic 1: percentage of pictorial steps(crib training safety)Patrici aSelf-inst pictorial correct manuals Self-inst ruction:Academic 1: percentage of pictorial correct manuals steps(diaperin training g)Matrici aSelf-inst percentage of pictorial correct manuals steps(diaperin training g)Matrici aSelf-inst percentage of pictorial correct manuals steps(diaperin training g)Matrici aSelf-inst percentage of pictorial correct manuals steps(diaperin training g)Matrici manuals matrici manuals steps(diaperin training g)Self-inst ruction: percentage of pictorial correct manuals steps(diaperin training g)Matrici 	Self-inst pictorial pictorial steps(crib training safety)Academic 1: patrici patrici patriciSelf-inst pictorial correct manuals correct manuals steps(diaperin training g)NA patrici patriciSelf-inst pictorial correct manuals steps(diaperin training g)NA patrici pictorial correct manuals steps(diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA patrici pictorial correct manuals steps(diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA patrici patrici pictorial correct manuals steps(diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA patrici patrici patrici pictorial correct manuals steps(diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA patrici patric	Self-instAcademic 1: percentage of pictorial steps(crib training safety)NA i patrici aSelf-instAcademic 1: ruction: percentage of pictorial correct manuals steps(diaperin training g)NA i patrici iSelf-instAcademic 1: ruction: percentage of pictorial correct manuals steps(diaperin training g)NA i patriciSelf-instAcademic 1: ruction: percentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage porcentage of pictorial correct manuals steps(diaperin training g)NA i porcentage porcentage porcentage porcentage porcentage porcentage porcentage porcentage porcentage porcentage porcentageNA i porcentage porcentage<	Self-inst pictorial manualsAcademic 1: percentage of pictorial orrect manualsNA steps(crib steps(crib patriciNA steps steps (aNA steps steps (aSelf-inst pictorial correct manualsAcademic 1: steps(diaperin training g)NA steps steps (diaperin karaISelf-inst pictorial correct manualsNA steps(diaperin steps(diaperin training g)NA steps steps (diaperin training g)NA steps steps (diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA steps (diaperin training g)NA steps (diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA steps (diaperin training g)NA steps (diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA steps (diaperin training g)NA steps (diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA steps (diaperin training g)NA steps steps (diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA steps steps (diaperin training g)NA steps steps steps (diaperin training g)Self-inst pictorial correct manuals steps(diaperin training g)NA steps steps steps steps steps stepsSelf-inst pictorial correct<	Self-instAcademic 1: percentage of pictorial correct manualsNAImage: self self self self self self self self	Self-inst Academic 1: ruction: percentage of pictorial steps(crib NA Image: steps of the steps of	Self-inst Academic 1: ruction: i <td< td=""><td>Self-inst Academic 1: ruction: percentage of pictorial correct NA   manuals steps(crib NA   patrici 19- a 39 F MR   patrici 19- a 39 F MR   ruction: percentage of pictorial safety) NA   safety) NA     Patrici 19- a     ruction: percentage of pictorial     g) NA     Kara 39 F MR TrainerHome ve 2.0   Self-inst Academic 1: ruction:        ruction: percentage of pictorial     Effecti   g) NA         steps(diaperin training g) NA       Self-inst Academic 1: ruction: percentage of pictorial        Self-inst Ac</td><td>Self-inst Academic 1: ruction: n <td< td=""><td>Self-inst Academic 1: ruction: percentage of pictorial correct NA : Patrici NA : Patrici NA : Patrici NA : Patrici Effecti Io   Self-inst Academic 1: Academic 1: ruction: percentage of pictorial correct NA : Patrici NA : Patrici F MR TrainerHome Effecti Io Io   Self-inst Academic 1: Precentage of pictorial correct NA : Io- Kara NA Effecti Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Connie 39 F MR TrainerHome Ve Io Io Io</td><td>Self-inst Academic 1: .</td></td<></td></td<>	Self-inst Academic 1: ruction: percentage of pictorial correct NA   manuals steps(crib NA   patrici 19- a 39 F MR   patrici 19- a 39 F MR   ruction: percentage of pictorial safety) NA   safety) NA     Patrici 19- a     ruction: percentage of pictorial     g) NA     Kara 39 F MR TrainerHome ve 2.0   Self-inst Academic 1: ruction:        ruction: percentage of pictorial     Effecti   g) NA         steps(diaperin training g) NA       Self-inst Academic 1: ruction: percentage of pictorial        Self-inst Ac	Self-inst Academic 1: ruction: n <td< td=""><td>Self-inst Academic 1: ruction: percentage of pictorial correct NA : Patrici NA : Patrici NA : Patrici NA : Patrici Effecti Io   Self-inst Academic 1: Academic 1: ruction: percentage of pictorial correct NA : Patrici NA : Patrici F MR TrainerHome Effecti Io Io   Self-inst Academic 1: Precentage of pictorial correct NA : Io- Kara NA Effecti Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Connie 39 F MR TrainerHome Ve Io Io Io</td><td>Self-inst Academic 1: .</td></td<>	Self-inst Academic 1: ruction: percentage of pictorial correct NA : Patrici NA : Patrici NA : Patrici NA : Patrici Effecti Io   Self-inst Academic 1: Academic 1: ruction: percentage of pictorial correct NA : Patrici NA : Patrici F MR TrainerHome Effecti Io Io   Self-inst Academic 1: Precentage of pictorial correct NA : Io- Kara NA Effecti Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Megan F MR TrainerHome Ve Io Io   Self-inst Academic 1: Percentage of pictorial correct NA : Io- Connie 39 F MR TrainerHome Ve Io Io Io	Self-inst Academic 1: .

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Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct												
arme	manuals	steps(kitchen												
and	training	safety)		NA										
Case				:										
(1999				19-					Effecti					
)			Janine	39	F	MR	Trainer	Home	ve	2.0	1.00	1.00	1	Μ
Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct												
arme	manuals	steps(treating												
and	training	diaper rash)		NA										
Case				:										
(1999			Kather	19-					Effecti					
)			ine	39	F	MR	Trainer	Home	ve	2.0	0.25	0.75	1	Μ
Feldm	Self-inst	Academic 1:												
an,	ruction:	percentage of												
Duch	pictorial	correct												
arme	manuals	steps(treating												
and	training	diaper rash)		NA										
Case				:										
(1999				19-					Effecti					
)			Edna	39	F	MR	Trainer	Home	ve	2.0	0.86	0.86	1	Μ
Foxx	Self-mo	Social												
and	nitoring	undesirable:												
Rubin		daily caffeine												
off		intake												
(1979			Subjec				Experi	Institut	Decrea					
			t1	NA	F	Normal	menter	ion	se	2.0	0.86	1.00	1	М
Foxx	Self-mo	Social												
and	nitoring	undesirable:												
Rubin		daily caffeine												
off		intake												
(1979			Subjec				Experi	Institut	Decrea					
$\mathbf{b}$			t2	NA	NA	Normal	menter	ion	se	2.0	0.86	1.00	1	М
Foxx	Self-mo	Social	Subjec				Experi	Institut	Decrea					
and	nitoring	undesirable:	t3	NA	NA	Normal	menter	ion	se	2.0	0.00	1.00	1	Μ

<b>.</b>								1						
Rubin		daily caffeine												
off		intake												
(1979														
)														
	Self-mo	Social												
	nitoring:	desirable:							Increas					
	method	appropriate							es in					
	describe	alternative							alternat					
Frea	d by	behavior							ive					
and	Koegel							School	functio					
Hughe	and							:	nal					
S	Frea(199						Teach	e classro	respons					
(1997)	5)		Ned	18	Μ	MR	r	om	es	2.0	1.00	1.00	1	R
	Self-mo	Social												
	nitoring:	desirable:							Increas					
	method	appropriate							es in					
	describe	alternative							alternat					
Frea	d by	behavior							ive					
and	Koegel							School	functio					
Hughe	and							:	nal					
s	Frea(199						Teach	eclassro	respons					
(1997)	5)		Donna	17	F	MR	r	om	es	2.0	1.00	1.00	2	R
	Self-mo	Social												
	nitoring:	undesirable:							Collate					
	method	inappropriate							ral					
	describe	social-commun							decrea					
	d by	icative							ses in					
Frea	Koegel	behavior							inappr					
and	and							School	opriate					
Hughe	Frea(199							:	social					
s	5)						Teach	eclassro	respon					
(1997)	,		Ned	18	Μ	MR	r	om	ding	2.0	0.79	1.00	1	М
. ,	Self-mo	Social							0					
Frea	nitoring:	undesirable:							Collate					
and	method	inappropriate						School	ral					
Huahe	describe	social-commun							decrea					
s	d by	icative					Teach	eclassro	ses in					
(1997)	Koegel	behavior	Donna	17	F	MR	r	om	inappr	2.0	0.94	1.00	1	М

	and								opriate					
	Frea(199								social					
	5)								respon					
									ding					
Gajar,	Self-mo	Social												
Schlo	nitoring	desirable:												
ss,		conversational												
Schlo		behaviors( app												
ss,		ropriate												
and		responding)						Institut						
Thom						Post-dev		ion:						
pson						elopmen		group						
(1984						tal head		therap	Increas					
)			Client1	22	Μ	trauma	Trainer	y room	e	2.0	1.00	1.00	1	R
	Self-mo	Social						Institut						
Gajar,	nitoring	desirable:						ion:						
Schlo		conversational						client						
ss,		behaviors( app						lounge						
Schlo		ropriate						located						
ss,		responding)						in the						
and								Speech						
Thom						Post-dev		and						
pson						elopmen		Hearin						
(1984						tal head		g	Increas					
)			Client1	22	Μ	trauma	Trainer	Clinic	e	2.0	0.67	1.00	2	R
Gajar,	Self-mo	Social												
Schlo	nitoring	desirable:												
ss,		conversational												
Schlo		behaviors( app												
ss,		ropriate												
and		responding)						Institut						
Thom						Post-dev		ion:						
pson						elopmen		group						
(1984						tal head		therap	Increas					
þ			Client2	22	Μ	trauma	Trainer	y room	e	2.0	1.00	1.00	1	R

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	Self-mo	Social						Institut						
Gajar,	nitoring	desirable:						ion:						
Schlo		conversational						client			Í			
ss,		behaviors( app						lounge			Í			
Schlo		ropriate						located			Í			
ss,		responding)						in the			Í			
and								Speech			Í			
Thom						Post-dev		and			Í			
pson						elopmen		Hearin			Í			
(1984						tal head		g	Increas		Í			
)			Client2	22	Μ	trauma	Trainer	Clinic	e	2.0	1.00	1.00	2	R
	Self-cont	Academic1:									ĺ			
	rol:	academic									Í			
	self-man	performance									Í			
	agement										Í			
	(self-inst										Í			
	ruction,										Í			
Glom	self-mon							School			ĺ			
b and	itoring,			Hi				: a			Í			
West	self-sele			gh				confer			Í			
(1990	cted			sch			Experi	ence	Increas		Í			
	goals)		D.C.	ool	Μ	BD	menter	room	e	2	0	0.8	1	М
	Self-cont	Academic1:												
	rol:	academic									Í			
	self-man	performance									Í			
	agement										Í			
	(self-inst										Í			
	ruction,										Í			
Glom	self-mon							School			Í			
b and	itoring,			Hi				: a			Í			
West	self-sele			gh				confer			Í			
(1990	cted			sch			Experi	ence	Increas		Í			
	goals)		H.D.	ool	F	BD	menter	room	e	2	0	0.2	1	Μ
Glom	Self-cont	Academic2:						School						
b and	rol:	academic		Hi				: a			Í			
West	self-man	completed		gh				confer			Í			
(1990	gement			sch			Experi	ence	Increas		Í			
	(self-inst		D.C.	ool	М	BD	menter	room	e	2	0.2	0.8	2	R

	ruction,													
	self-mon													
	itoring,													
	self-sele													
	cted													
	goals)													
	Self-cont	Academic2:												
	rol:	academic												
	self-man	completed												
	agement													
	(self-inst													
	ruction,													
Glom	self-mon							School						
b and	itoring,			Hi				: a						
West	self-sele			gh				confer						
(1990	cted			sch			Experi	ence	Increas					
)	goals)		H.D.	ool	F	BD	menter	room	e	2	0	0.2	1	R
	Self-cont	Social												
	rol:	desirable:												
	self-asse	on-task												
	ssment,	behavior												
	self-reco													
	rding,													
	self-dete													
	rminatio													
Glynn	n,							School						
and	self-adm			NA				: in a	Unstab					
Thom	inistratio			:		Normal:		regular	le( incr					
as	n of			7'1		difficult		third-g	eased					
(1974	reinforce			-8'		to be	Teache	rade	variabi					
)	ment		<b>S</b> 1	3	NA	managed	r	class	lity)	1.0	0.50	0.60	1	М
	Self-cont	Social												
Glynn	rol:	desirable:						School						
and	self-asse	on-task		NA				: in a	Unstab					
Thom	ssment,	behavior		:		Normal:		regular	le( incr					
as	self-reco			7'1		difficult		third-g	eased					
(1974	rding,			-8'		to be	Teache	rade	variabi					
þ	self-dete		S2	3	NA	managed	r	class	lity)	1.0	0.63	0.63	1	М

	rminatio													
	n,													
	self-adm													
	inistratio													
	n of													
	reinforce													
	ment													
	Self-cont	Social												
	rol:	desirable:												
	self-asse	on-task												
	ssment,	behavior												
	self-reco													
	rding,													
	self-dete													
	rminatio													
Glynn	n,							School						
and	self-adm			NA				: in a	Unstab					
Thom	inistratio			:		Normal:		regular	le( incr					
as	n of			7'1		difficult		third-g	eased					
(1974	reinforce			-8'		to be	Teache	rade	variabi					
)	ment		S3	3	NA	managed	r	class	lity)	1.0	0.80	0.90	1	Μ
	Self-cont	Social												
	rol:	desirable:												
	self-asse	on-task												
	ssment,	behavior												
	self-reco													
	rding,													
	self-dete													
	rminatio													
Glynn	n,							School						
and	self-adm			NA				: in a	Unstab					
Thom	inistratio			:		Normal:		regular	le( incr					
as	n of			7'1		difficult		third-g	eased					
(1974	reinforce			-8'		to be	Teache	rade	variabi					
)	ment		S4	3	NA	managed	r	class	lity)	1.0	0.89	0.89	1	Μ

	Self-cont	Social												
	rol:	desirable:												
	self-asse	on-task												
	ssment,	behavior												
	self-reco													
	rding,													
	self-dete													
	rminatio													
Glynn	n,							School						
and	self-adm			NA				: in a	Unstab					
Thom	inistratio			:		Normal:		regular	le( incr					
as	n of			7'1		difficult		third-g	eased					
(1974	reinforce			-8'		to be	Teache	rade	variabi					
)	ment		S5	3	NA	managed	r	class	lity)	1.0	0.43	0.43	1	Μ
	Self-cont	Social												
	rol:	desirable:												
	self-asse	on-task												
	ssment,	behavior												
	self-reco													
	rding,													
	self-dete													
	rminatio													
Glynn	n,							School						
and	self-adm			NA				: in a						
Thom	inistratio			:		Normal:		regular						
as	n of			7'1		difficult		third-g						
(1974	reinforce			-8'		to be	Teache	rade	Increas					
)	ment		S6	3	NA	managed	r	class	e	2.0	0.70	1.00	1	Μ
	Self-cont	Social												
	rol:	desirable:												
	self-asse	on-task												
	ssment,	behavior												
Glynn	self-reco							School						
and	rding,			NA				: in a	Unstab					
Thom	self-dete			:		Normal:		regular	le( incr					
as	rminatio			7'1		difficult		third-g	eased					
(1974	n,			-8'		to be	Teache	rade	variabi					
)	self-adm		S7	3	NA	managed	r	class	lity)	1.0	0.25	0.63	1	Μ

								-						
	inistratio													
	n of													
	reinforce													
	ment													
	Self-cont	Social												
	rol:	desirable:												
	self-asse	on-task												
	ssment,s	behavior												
	elf-recor													
	ding,self													
	-determi													
Glynn	nation,se							School						
and	lf-admin			NA				: in a	Unstab					
Thom	istration			:		Normal:		regular	le( incr					
as	of			7'1		difficult		third-g	eased					
(1974	reinforce			-8'		to be	Teache	rade	variabi					
)	ment		S8	3	NA	managed	r	class	lity)	1.0	0.44	0.78	1	Μ
	Self-cont	Social												
	rol:	desirable:												
	self-asse	on-task												
	ssment,	behavior												
	self-reco													
	rding,													
	self-dete													
	rminatio													
Glynn	n,							School						
and	self-adm			NA				: in a	Unstab					
Thom	inistratio			:		Normal:		regular	le( incr					
as	n of			7'1		difficult		third-g	eased					
(1974	reinforce			-8'		to be	Teache	rade	variabi					
)	ment		S9	3	NA	managed	r	class	lity)	1.0	0.50	1.00	1	Μ
Glynn	Self-cont	Social						School						
and	rol:	desirable:		NA				: in a	Unstab					
Thom	self-asse	on-task		:		Normal:		regular	le( incr					
as	ssment,	behavior		7'1		difficult		third-g	eased					
(1974	self-reco			-8'	8M	to be	Teache	rade	variabi					
)	rding,		Mean	3	,1F	managed	r	class	lity)	1.0	0.60	1.00	1	Μ

	self-dete													
	rminatio													
	n,													
	self-adm													
	inistratio													
	n of													
	reinforce													
	ment													
	Self-cont	Social												
	rol:	desirable:												
	self-regu	positive												
Gump	latory	interaction												
el and	training(							School	Marke					
David	self-man					Mormal:		:	d					
(2000	agement		Yitsha			social	Resear	playgr	improv					
ò	)		k	9	Μ	isolation	cher	ound	ement	2.0	0.83	0.83	2	R
/	Self-cont	Social												
	rol:	desirable:												
	self-regu	positive												
Gump	latory	interaction												
el and	training(					Normal:		School	Marke					
David	self-man					aggressi			d					
(2000	agement					ve	Resear	playgr	improv					
	)		Ronen	9	Μ	behavior	cher	ound	ement	2.0	0.50	1.00	2	R
-	Self-cont	Social												
	rol:	undesirable:												
	self-regu	negative												
Gump	latory	interaction												
el and	training(							School						
David	self-man					Mormal:		:						
(2000	agement		Yitsha			social	Resear	playgr	Lower					
)	)		k	9	Μ	isolation	cher	ound	levels	2.0	0.00	0.83	1	Μ
	Self-cont	Social												
Gump	rol:	undesirable:												
el and	self-regu	negative				Normal:		School						
David	latory	interaction				aggressi		:						
(2000	training(					ve	Resear	playgr	Lower					
	self-man		Ronen	9	Μ	behavior	cher	ound	levels	2.0	0.17	1.00	1	Μ

	agement													
	,													
	Self-cont	Social												
	rol <sup>.</sup>	desirable <sup>.</sup>												
	self_regu	nositive												
	latory	interaction												
	training(	interaction												
	self-mon													
	itoring													
Gump	with													
el and	performa							School	Marke					
David	nce							:	d					
(2000	feedback			10.			Resear	plavgr	improv					
)	)		Avi	5	М	ADHD	cher	ound	ement	2.0	0.40	1.00	2	R
/	ý Self-cont	Social		_										
	rol:	undesirable:												
	self-regu	negative												
	latory	interaction												
	training(													
	self-mon													
	itoring													
Gump	with													
el and	performa							School						
David	nce							:						
(2000	feedback			10.			Resear	playgr	Lower					
)	)		Avi	5	М	ADHD	cher	ound	levels	2.0	0.00	1.00	1	Μ
Halla	Self-mo	Social												
han,	nitoring:	desirable:												
Marsh	attention	academic						School						
all		engagement						:						
and				10				self-co						
Lloyd				yr				ntained	Substa					
(1981				10			Teache	classro	ntial					
			Neddy	mo	Μ	LD	r	om	gains	2	0.38	0.88	1	М
Halla	Self-mo	Social		10				School	Substa					
han,	nitoring:	desirable:		yr			Teache	:	ntial					
Marsh	attention	academic	Neddy	10	Μ	LD	r	self-co	gains	2	1	1	1	Μ

- 11														
all		engagement		mo				ntained						
and								classro						
Lloyd								om						
(1981														
) Halla	Self-mo	Social												
han,	nitoring:	desirable:												
Marsh	attention	academic						School						
all		engagement						:						
and				11				self-co						
Lloyd				yr				ntained	Substa					
(1981				1			Teache	classro	ntial					
)			Brian	mo	Μ	LD	r	om	gains	2	0.63	0.75	1	Μ
Halla	Self-mo	Social												
han,	nitoring:	desirable:												
Marsh	attention	academic						School						
all		engagement						:						
and				11				self-co						
Lloyd				yr				ntained	Substa					
(1981				1			Teache	classro	ntial					
)			Brain	mo	М	LD	r	om	gains	2	1	1	1	М
Halla	Self-mo	Social												
han,	nitoring:	desirable:												
Marsh	attention	academic						School						
all		engagement						:						
and				10				self-co						
Lloyd				yr				ntained	Substa					
(1981				6			Teache	classro	ntial					
)			Willy	mo	Μ	LD	r	om	gains	2	0.86	0.86	1	Μ
Halla	Self-mo	Social												
han,	nitoring:	desirable:												
Marsh	attention	academic						School						
all		engagement						:						
and				10				self-co						
Lloyd				yr				ntained	Substa					
(1981				6			Teache	classro	ntial					
)			Willy	mo	Μ	LD	r	om	gains	2	1	1	1	Μ

Halla	Self-mo	Academic 1:													
han,	nitoring :	academic													
Lloyd	self-reco	productivity( c							School						
,	rding(sel	ompleted							: a						
Knee	f-monito	correctly)							self-co	Immed					
dler	ring, self								ntained	iate					
and	assessme								special	and					
Marsh	nt)								educati	dramat					
all									on	ic					
(1982							r	Teache	classro	increas					
)			Peter	8	Μ	LD	1	r	om	e	2.0	0.38	0.88	1	Μ
Halla	Self-mo	Social													
han,	nitoring:	desirable:													
Lloyd	self-reco	on-task							School						
,	rding(sel	behavior							: a						
Knee	f-monito								self-co	Immed					
dler	ring, self								ntained	iate					
and	assessme								special	and					
Marsh	nt)								educati	dramat					
all									on	ic					
(1982							r	Teache	classro	increas					
)			Peter	8	Μ	LD	1	r	om	e	2.0	1.00	1.00	1	R
	Self-cont	Academic1:							School						
Harris	rol	academic							:						
and		performance							suburb						
Graha				12					an	Increas					
m				yr					elemen	ed					
(1985				10				Instruc	tary	(8.75-1					
)			Rachel	mo	Μ	LD	1	tor	school	6.75)	2	1	1	1	М
	Self-cont	Academic1:							School						
Harris	rol	academic							:						
and		performance							suburb						
Graha		1		12					an						
m				yr					elemen	Increas					
(1985				10			]	Instruc	tary	ed					
			Rachel	mo	Μ	LD	1	tor	school	(0-11)	2	1	1	1	Μ

	Salf cont	Acadomial						School						
TT								School						
Harris	roi	academic						:						
and		performance						suburb	-					
Graha				12				an	Increas					
m				yr				elemen	ed					
(1985				10			Instruc	tary	(4.75-1					
)			Rachel	mo	Μ	LD	tor	school	7.5)	2	1	1	1	Μ
	Self-cont	Academic1:						School						
Harris	rol	academic						:						
and		performance						suburb						
Graha				12				an	Increas					
m				yr				elemen	ed					
(1985				7			Instruc	tary	(9.5-19					
			Jim	mo	Μ	LD	tor	school	.25)	2	1	1	1	М
	Self-cont	Academic1:						School						
Harris	rol	academic						:						
and		performance						suburb						
Graha				12				an						
m				yr				elemen	Increas					
(1985				7			Instruc	tary	ed					
)			Jim	mo	М	LD	tor	school	(0-9.5)	2	1	1	1	М
-	Self-cont	Academic1:						School						
Harris	rol	academic						:						
and		performance						suburb						
Graha		1		12				an	Increas					
m				vr				elemen	ed					
(1985				7			Instruc	tarv	(4.85-1					
			Jim	mo	М	LD	tor	school	6.75)	2	0.75	1	1	М
/	Self-mo	Academic 1:							,					
	nitoring:	academic												
	attention	response												
	al	rate(correctly		NA										
	behavior	wrote spelling												
	(attentio	words)		9'1				School						
Harris	n			0-1					Increas					
(1986	monitori		Subjec	0'1			Teache	classro	e(22-4					
	ng)		t 1	0	М	LD	r	om	4)	20	0.63	0 88	1	м
/			ι <u>ι</u>	0	141		1	JIII	17 17	2.0	0.00	0.00	1	141

		1	1		-		1							
	Self-mo	Academic 1:												
	nitoring:	academic												
	attention	response												
	al	rate(correctly		NA										
	behavior	wrote spelling		:										
	(attentio	words)		9'1				School						
Harris	n			0-1				:	Increas					
(1986	monitori		Subjec	0'1			Teache	classro	e(20-3					
)	ng)		t 2	1	М	LD	r	om	0)	2.0	0.45	0.55	1	М
	Self-mo	Academic 1:												
	nitoring:	academic												
	attention	response												
	al	rate(correctly		NA										
	behavior	wrote spelling		:										
	(attentio	words)		9'1				School						
Harris	n			0-1				:	Increas					
(1986	monitori		Subjec	0'1			Teache	classro	e(14-7					
5	ng)		t 3	2	М	LD	r	om	7)	2.0	0.56	1.00	1	Μ
	Self-mo	Academic 1:												
	nitoring:	academic												
	attention	response												
	al	rate(correctly		NA										
	behavior	wrote spelling		:										
	(attentio	words)		9'1				School						
Harris	n			0-1				:	Increas					
(1986	monitori		Subjec	0'1			Teache	classro	e(32-7					
)	ng)		t 4	3	М	LD	r	om	5)	2.0	0.00	1.00	1	М
	Self-mo	Social												
	nitoring:	desirable:												
	attention	on-task												
	al	behavior												
	behavior			NA										
	(attentio			:				School						
Harris	n			9'1				:	Increas					
(1986	monitori		Subjec	0-1			Teache	classro	e(57%-					
)	ng)		t 1	0'6	Μ	LD	r	om	91%)	2.0	0.88	1.00	1	R

	Self-mo	Social												
	nitoring:	desirable:												
	attention	on-task												
	al	behavior												
	behavior			NA										
	(attentio				-			School						
Harris	n			9'1					Increas					
(1986	monitori		Subjec	0_1			Teache	classro	e(32%-					
(1)00	ng)		t 2	0'7	м	ID	r	om	77%)	20	0.91	1 00	2	R
,	Self-mo	Social	12	07	1.61		1		7770)	2.0	0.01	1.00		
	nitoring:	dogirable												
	attention	an tool												
		on-task												
		benavior		<b>N</b> T A										
	behavior			ΝA				<b>a</b> 1 1						
	(attentio			:				School	Ŧ					
Harris	n 		~	9'I				:	Increas					
(1986	monitori		Subjec	0-1			Teache	classro	e(44%-		4.00	4.00		
)	ng)		t 3	0'8	M	LD	r	om	89%)	2.0	1.00	1.00	1	R
	Self-mo	Social												
	nitoring:	desirable:												
	attention	on-task												
	al	behavior												
	behavior			NA										
	(attentio			:				School						
Harris	n			9'1				:	Increas					
(1986	monitori		Subjec	0-1			Teache	classro	e(52%-					
)	ng)		t 4	0'9	Μ	LD	r	om	98%)	2.0	0.90	1.00	2	R
Harris	Self-mo	Academic1:												
,	nitoring:	academic												
Graha	attention	performance												
m,				Fo										
Reid,				urt										
McElr				h-										
oy				and	l									
and				fift				School	Increas					
Hamb				h-g				•	ed					
v				rad			Teache	classro	(17-39					
(1994			Case	e	М	LD	r	om	)	2	0.56	1	1	М

)														
ſ														
	~ 10													
Harris	Self-mo	Academic1:												
,	nitoring:	academic												
Graha	attention	performance												
m,														
Reid,				Fo										
McElr				urt										
oy				h-										
and				and										
Hamb				fift				School	Increas					
у				h-g				:	ed					
(1994				rad			Teache	classro	(50-80					
)			Finn	e	Μ	LD	r	om	)	2	0.38	0.88	1	Μ
Harris	Self-mo	Academic2:												
,	nitoring:	academic												
Graha	attention	completed												
m,				Fift										
Reid,				h										
McElr				gra										
oy				de										
and				and										
Hamb				sixt				School	Increas					
у				h				:	ed					
(1994				gra			Teache	classro	(46-76					
5			Colin	de	М	LD	r	om	)	2	0.5	1	2	R
Harris	Self-mo	Academic2:												
,	nitoring:	academic												
Graha	attention	completed		Fift										
m,				h										
Reid,				gra										
McElr				de										
oy				and										
and				sixt				School	Increas					
Hamb				h				:	ed					
y			Kimik	gra			Teache	classro	(72-11					
(1994			о	de	Μ	LD	r	om	1)	2	0.5	1	1	R

)														
	G 10	~												
Harris	Self-mo	Social												
,	nitoring:	desirable:												
Graha	attention	academic												
m,		engagement												
Reid,				Fo										
McElr				urt										
oy				h-										
and				and										
Hamb				fift				School	Increas					
у				h-g				:	ed					
(1994				rad			Teache	classro	(24%-					
)			Case	e	Μ	LD	r	om	67%)	2	0.89	1	1	Μ
Harris	Self-mo	Social												
,	nitoring:	desirable:												
Graha	attention	academic												
m,		engagement												
Reid,				Fo										
McElr				urt										
oy				h-										
and				and										
Hamb				fift				School	Increas					
y				h-g				:	ed					
(1994				rad			Teache	classro	(34%-					
Ď			Finn	e	М	LD	r	om	` 79%)	2	1	1	1	М
Harris	Self-mo	Social												
,	nitoring:	desirable:												
Graha	attention	academic		Fift										
m,		engagement		h										
Reid,				gra										
McElr				de										
oy				and										
and				sixt				School	Increas					
Hamb				h				:	ed					
y				gra			Teache	classro	(56%-					
(1994			Colin	de	М	LD	r	om	83%)	2	0.6	1	1	Μ

)														
Harris	Self-mo	Social												
,	nitoring:	desirable:												
Graha	attention	academic												
m,		engagement		Fift										
Reid,				h										
McElr				gra										
oy				de										
and				and										
Hamb				sixt	-			School	Increas					
у				h					ed					
(1994			Kimik	gra			Teache	classro	(66%-					
)			о	de	Μ	LD	r	om	90%)	2	0.5	1	1	Μ
Harris	Self-mo	Academic1:												
,	nitoring:	academic												
Graha	performa	performance												
m,	nce													
Reid,				Fo										
McElr				urt										
oy				h-										
and				and	-									
Hamb				fift				School	Increas					
у				h-g				:	ed					
(1994				rad			Teache	classro	(26-70					M+
5			Molly	e	F	LD	r	om	)	2	0.89	1	2	R
Harris	Self-mo	Academic1:												
,	nitoring:	academic												
Graha	performa	performance												
m,	nce	-		Fo										
Reid,				urt										
McElr				h-										
oy				and										
and				fift				School	Increas					
Hamb				h-g				•	ed					
v				rad			Teache	classro	(42-86					
(1994			Deane	e	Μ	LD	r	om	)	2	0.78	0.89	1	Μ

)														
Uarria	Salf ma	A andomio?												
паття	sell-lilo	Academic.												
, Craha	mioring:													
Grana	periorina	completed		<b>D</b> :6										
m, Daid	nce			ГШ Ъ										
Keid,				n										
McElr				gra										
oy				ae 1										
and				and					-					
Hamb				sixt				School	Increas					
У				h				:	ed					
(1994				gra			Teache	classro	(47-12					
)			Gentry	de	Μ	LD	r	om	6)	2	0.71	0.86	1	R
Harris	Self-mo	Academic2:												
,	nitoring:	academic												
Graha	performa	completed												
m,	nce			Fift										
Reid,				h										
McElr				gra										
oy				de										
and				and										
Hamb				sixt	-			School	Increas					
у				h				:	ed					
(1994				gra			Teache	classro	(36-72					
)			Swain	de	Μ	LD	r	om	)	2	0	0.82	2	R
Harris	Self-mo	Social												
,	nitoring:	desirable:												
Graha	performa	academic												
m,	nce	engagement		Fo										
Reid,				urt										
McElr				h-										
oy				and										
and				fift				School	Increas					
Hamb				h-g				:	ed					
v				rad			Teache	classro	(23%-					
(1994			Molly	e	F	LD	r	om	85%)	2	0.89	1	1	Μ

)														
Uarria	Salf ma	Social												
nams		docimable												
, C 1	nitoring:	desirable:												
Grana	performa	academic												
m,	nce	engagement		T										
Reid,				Го										
McElr				urt										
oy				h-										
and				and										
Hamb				fift				School	Increas					
У				h-g				:	ed					
(1994				rad			Teache	classro	(49%-					
)			Dean	e	Μ	LD	r	om	86%)	2	0.89	1	1	Μ
Harris	Self-mo	Social												
,	nitoring:	desirable:												
Graha	performa	academic												
m,	nce	engagement		Fift										
Reid,				h										
McElr				gra										
oy				de										
and				and										
Hamb				sixt				School	Increas					
v				h				•	ed					
(1994				gra			Teache	classro	(59%-					
			Gentry	de	М	LD	r	om	、 82%)	2	0.86	1	1	М
Harris	Self-mo	Social												
,	nitoring:	desirable:												
Graha	performa	academic		Fift										
m,	nce	engagement		h										
Reid,				gra										
McElr				de										
oy				and										
and				sixt				School	Increas					
Hamb				h				:	ed					
v				gra			Teache	classro	(28%-					
(1994			Swain	de	М	LD	r	om	66%)	2	0.1	0.8	1	Μ

														[
P														
	Self-cont	Academic 1:												
	rol:	correct												
	self-instr	responses												
	uction(a													
	statemen													
	t of the													
	problem;													
	a													
	statemen													
	t of the													
	correct													
	response													
	; a													
	reporting	;												
	of the													
	response													
	;							Institut						
	self-reinf							ion: a						
	orcemen							work						
Hughe	t)and							room						
s and	multiple							of a						
Rusch	exempla						Resear	compa	Increas					
(1989)	r training	- 	Myra	37	F	MR	cher	ny	es	2.0	1.00	1.00	1	Μ
	Self-cont	Academic 1:												
	rol:	correct												
	self-instr	responses												
	uction(a													
	statemen													
	t of the							Institut						
	problem;							ion: a						
	а							work						
Hughe	statemen							room						
s and	t of the							of a						
Rusch	correct						Resear	compa	Increas					
(1989)	response		Les	57	Μ	MR	cher	ny	es	2.0	0.92	1.00	1	Μ

	; a													
	reporting													
	of the													
	response													
	•													
	self-reinf													
	orcemen													
	t)and													
	multiple													
	exempla													
	r training													
	Self-cont	Social							Increas					
	rol:	desirable:						Institut	ed					
	self-man	independent						ion: a	immed					
Hughe	agement	task changes						univers	iately					
s and				18				ity	and					
Rusch				to				cafeter	substa					
(1989)			Bob	21	Μ	MR	Trainer	ia	ntially	2.0	1.00	1.00	1	Μ
	Self-inst	Academic:						Institut						
	ruction	self-instruction						ion: a						
		steps						work						
Hughe		verbalized						room						
s and								of a						
Rusch							Resear	compa	Increas					
(1989)			Myra	37	F	MR	cher	ny	es	2.0	0.26	0.26	1	М
	Self-inst	Academic:						Institut						
	ruction	self-instruction						ion: a						
		steps						work						
Hughe		verbalized						room						
s and								of a						
Rusch							Resear	compa	Increas					
(1989)			Les	57	М	MR	cher	ny	es	2.0	0.28	0.28	1	М
	Self-inst	Academic:						Institut						
	ruction	self-instruction						ion: a						
Hughe		steps						work						
s and		verbalized						room						
Rusch							Resear	of a	Increas					
(1989)			Les	57	М	MR	cher	compa	es	2.0	0.33	0.33	1	М
		1		•	•			· ·					4 1	
			1		1									
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								ny						
	Self-inst	Academic:						Institut						
	ruction	self-instruction						ion: a						
		steps						work						
Hughe		verbalized						room						
s and								of a						
Rusch							Resear	compa	Increas					
(1989)			Myra	37	F	MR	cher	ny	es	2.0	0.68	0.68	1	Μ
	Self-inst	Academic:						Institut						
	ruction:	self-instruction						ion: a						
	states	steps						work						
Hughe	problem	verbalized						room						
s and								of a						
Rusch							Resear	compa	Increas					
(1989)			Myra	37	F	MR	cher	ny	es	2.0	0.53	0.53	1	Μ
	Self-inst	Academic:						Institut						
	ruction:	self-instruction						ion: a						
	states	steps						work						
Hughe	problem	verbalized						room						
s and								of a						
Rusch							Resear	compa	Increas					
(1989)			Les	57	Μ	MR	cher	ny	es	2.0	0.56	0.56	1	Μ
	Self-inst	Academic:						Institut						
	ruction:	self-instruction						ion: a						
	states	steps						work						
Hughe	response	verbalized						room						
s and								of a						
Rusch							Resear	compa	Increas					
(1989)			Les	57	М	MR	cher	ny	es	2.0	0.22	0.39	1	М
	Self-inst	Academic:						Institut						
	ruction:	self-instruction						ion: a						
	states	steps						work						
Hughe	response	verbalized						room						
s and								of a						
Rusch							Resear	compa	Increas					
(1989)			Myra	37	F	MR	cher	ny	es	2.0	0.63	0.63	1	М

	Self-inst	Academic 1:												
	ruction:	academic												
	social	response												
Hughe	skills	rate(correctly												
S,	training(	wrote spelling												
Harme	I want to	words)												
r and	talk ;I							School						
Killia	did a							:						
n	good						Peer	workro	Increas					
(1995)	job)		Patti	20	F	MR	teacher	om	ed	2.0	1.00	1.00	1	М
	Self-inst	Social												
	ruction:	desirable: eye												
	social	gaze toward												
Hughe	skills	partner												
s,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:						
n	good						Peer	classro	Increas					
(1995)	job)		Patti	20	F	MR	teacher	om	ed	2.0	1.00	1.00	2	R
	Self-inst	Social												
	ruction:	desirable: eye												
	social	gaze toward												
Hughe	skills	partner												
S,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:						
n	good		Carrie				Peer	lunchr	Increas					
(1995)	job)		Ann	17	F	MR	teacher	oom	ed	2.0	1.00	1.00	1	R
	Self-inst	Social												
Hughe	ruction:	desirable: eye												
S,	social	gaze toward												
Harme	skills	partner												
r and	training(							School						
Killia	I want to							:						
n	talk ;I		Carrie				Peer	classro	Increas					
(1995)	did a		Ann	17	F	MR	teacher	om	ed	2.0	1.00	1.00	2	R

	good													
	job)													
	Self-inst	Social												
	ruction:	desirable: eye												
	social	gaze toward												
Hughe	skills	partner												
s,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:						
n	good						Peer	lunchr	Increas					
(1995)	job)		Tanya	21	F	MR	teacher	oom	ed	2.0	1.00	1.00	1	R
	Self-inst	Social												
	ruction:	desirable: eye												
	social	gaze toward												
Hughe	skills	partner												
s,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:						
n	good						Peer	workro	Increas					
(1995)	job)		Tanya	21	F	MR	teacher	om	ed	2.0	1.00	1.00	2	R
	Self-inst	Social												
	ruction:	desirable: eye												
	social	gaze toward												
Hughe	skills	partner												
S,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:						
n	good		Meliss				Peer	workro	Increas					
(1995)	job)		a	19	F	MR	teacher	om	ed	2.0	1.00	1.00	1	R

	Self-inst	Social												
	ruction.	desirable: eve												
	social	gaze toward												
Huahe	skills	partner												
s,	training(	p ••• ••••												
Harme	I want to													
r and	talk :I							School						
Killia	did a							:						
n	good		Meliss				Peer	classro	Increas					
(1995)	job)		a	19	F	MR	teacher	om	ed	2.0	1.00	1.00	2	R
	Self-inst	Social												
	ruction:	desirable:												
	social	initiation rate												
Hughe	skills													
s,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:	Rapid					
n	good						Peer	workro	increas					
(1995)	job)		Patti	20	F	MR	teacher	om	е	2.0	1.00	1.00	1	Μ
	Self-inst	Social												
	ruction:	desirable:												
	social	initiation rate												
Hughe	skills													
s,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:	Rapid					
n	good						Peer	classro	increas					
(1995)	job)		Patti	20	F	MR	teacher	om	е	2.0	1.00	1.00	1	Μ
	Self-inst	Social												
Hughe	ruction:	desirable:												
S,	social	initiation rate												
Harme	skills													
r and	training(							School						
Killia	I want to							:	Rapid					
n	talk ;I		Carrie				Peer	lunchr	increas					
(1995)	did a		Ann	17	F	MR	teacher	oom	е	2.0	1.00	1.00	1	Μ

	good													
	job)													
	Self-inst	Social												
	ruction:	desirable:												
	social	initiation rate												
Hughe	skills													
S,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:	Rapid					
n	good		Carrie				Peer	classro	increas					
(1995)	job)		Ann	17	F	MR	teacher	om	е	2.0	1.00	1.00	1	М
	Self-inst	Social												
	ruction:	desirable:												
	social	initiation rate												
Hughe	skills													
s,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:	Rapid					
n	good						Peer	lunchr	increas					
(1995)	job)		Tanya	21	F	MR	teacher	oom	е	2.0	1.00	1.00	1	М
	Self-inst	Social												
	ruction:	desirable:												
	social	initiation rate												
Hughe	skills													
s,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:	Rapid					
n	good						Peer	workro	increas					
(1995)	job)		Tanya	21	F	MR	teacher	om	е	2.0	1.00	1.00	1	М

	Self-inst	Social												
	ruction:	desirable:												
	social	initiation rate												
Hughe	skills													
S,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:	Rapid					
n	good		Meliss				Peer	workro	increas					
(1995)	job)		a	19F	7 1	MR	teacher	om	е	2.0	1.00	1.00	1	М
	Self-inst	Social												
	ruction:	desirable:												
	social	initiation rate												
Hughe	skills													
S,	training(													
Harme	I want to													
r and	talk ;I							School						
Killia	did a							:	Rapid					
n	good		Meliss				Peer	classro	increas					
(1995)	job)		а	19F	7 1	MR	teacher	om	е	2.0	1.00	1.00	1	М
	Self-inst	Social												
	ruction:	desirable:												
	social	percentage of												
Hughe	skills	intervals												
s,	training(	participant												
Harme	I want to	initiating or												
r and	talk ;I	partner						School						
Killia	did a	responding						:						
n	good						Peer	workro	Improv					
(1995)	job)		Patti	20F	7 1	MR	teacher	om	ement	2.0	1.00	1.00	1	R
	Self-inst	Social												
Hughe	ruction:	desirable:												
s,	social	percentage of												
Harme	skills	intervals												
r and	training(	participant						School						
Killia	I want to	initiating or						:						
n	talk ;I	partner					Peer	classro	Improv					
(1995)	did a	responding	Patti	20F	7	MR	teacher	om	ement	2.0	1.00	1.00	2	R

	good													
	job)													
	Self-inst	Social												
	ruction:	desirable:												
	social	percentage of												
Hughe	skills	intervals												
S,	training(	participant												
Harme	I want to	initiating or												
r and	talk ;I	partner						School						
Killia	did a	responding						:						
n	good		Carrie				Peer	lunchr	Improv					
(1995)	job)		Ann	17	F	MR	teacher	oom	ement	2.0	1.00	1.00	1	R
	Self-inst	Social												
	ruction:	desirable:												
	social	percentage of												
Hughe	skills	intervals												
s,	training(	participant												
Harme	I want to	initiating or												
r and	talk ;I	partner						School						
Killia	did a	responding						:						
n	good		Carrie				Peer	classro	Improv					
(1995)	job)		Ann	17	F	MR	teacher	om	ement	2.0	1.00	1.00	2	R
	Self-inst	Social												
	ruction:	desirable:												
	social	percentage of												
Hughe	skills	intervals												
s,	training(	participant												
Harme	I want to	initiating or												
r and	talk ;I	partner						School						
Killia	did a	responding						:						
n	good						Peer	lunchr	Improv					
(1995)	job)		Tanya	21	F	MR	teacher	oom	ement	2.0	1.00	1.00	1	R

	Self-inst	Social												
	ruction:	desirable:												
	social	percentage of												
Hughe	skills	intervals												
s,	training(	participant												
Harme	I want to	initiating or												
r and	talk ;I	partner						School						
Killia	did a	responding						:						
n	good						Peer	workro	Improv					
(1995)	job)		Tanya	21	F	MR	teacher	om	ement	2.0	1.00	1.00	2	R
	Self-inst	Social												
	ruction:	desirable:												
	social	percentage of												
Hughe	skills	intervals												
s,	training(	participant												
Harme	I want to	initiating or												
r and	talk ;I	partner						School						
Killia	did a	responding						:						
n	good		Meliss				Peer	workro	Improv					
(1995)	job)		a	19	F	MR	teacher	om	ement	2.0	1.00	1.00	1	R
	Self-inst	Social												
	ruction:	desirable:												
	social	percentage of												
Hughe	skills	intervals												
s,	training(	participant												
Harme	I want to	initiating or												
r and	talk ;I	partner						School						
Killia	did a	responding						:						
n	good		Meliss				Peer	classro	Improv					
(1995)	job)		a	19	F	MR	teacher	om	ement	2.0	0.67	1.00	2	R
Jones,	Self-rein	Academic 1:												
Kazdi	forceme	correct												
n and	nt:	emergency												
Hane	training	responses		NA					Increas					
У	package			: 8					ed					
(1981				to			Teache		substa					
)			Base	9	F	Normal	r	School	ntially	2.0	1.00	1.00	1	Μ

Jones,	Self-rein	Academic 1:												
Kazdi	forceme	correct												
n and	nt:	emergency												
Hane	training	responses		NA					Increas					
У	package			: 8					ed					
(1981				to			Teache		substa					
)			Lisa	9	F	Normal	r	School	ntially	2.0	1.00	1.00	1	Μ
Jones,	Self-rein	Academic 1:												
Kazdi	forceme	correct												
n and	nt:	emergency												
Hane	training	responses		NA					Increas					
У	package			: 8					ed					
(1981				to			Teache		substa					
)			Dana	9	Μ	Normal	r	School	ntially	2.0	1.00	1.00	1	Μ
Jones,	Self-rein	Academic 1:												
Kazdi	forceme	correct												
n and	nt:	emergency												
Hane	training	responses		NA					Increas					
У	package			: 8					ed					
(1981				to			Teache		substa					
)			John	9	М	Normal	r	School	ntially	2.0	1.00	1.00	1	Μ
Jones,	Self-rein	Academic 1:												
Kazdi	forceme	correct												
n and	nt:	emergency												
Hane	training	responses		NA					Increas					
У	package			: 8					ed					
(1981				to			Teache		substa					
)			Don	9	Μ	Normal	r	School	ntially	2.0	1.00	1.00	1	Μ
Kern,	Self-cont	Social												
Ringd	rol:	undesirable:												
ahl,	self-man	problem												
Hilt	agement	behavior						Institut						
and	procedur							ion: a						
Sterli	es							short-t						
ng-Tu								erm						
rner								hospita						
(2001							Therap	1	Low					
)			CHIP	7	Μ	ADHD	ist	facility	rates	2.0	1.00	1.00	2	R

			r r	Т				1						1
Kern,	Self-cont	Social												
Ringd	rol:	undesirable:												
ahl,	self-man	problem												
Hilt	agement	behavior						Institut						
and	procedur							ion: a						
Sterli	es							short-t						
ng-Tu								erm						
rner								hospita						
(2001							Therap	1	Zero					
			CHIP	71	М	ADHD	ist	facility	level	2.0	1.00	1.00	1	М
Kern,	Self-cont	Social												
Ringd	rol:	undesirable:												
ahl,	self-man	problem												
Hilt	agement	behavior						Institut						
and	procedur							ion: a						
Sterli	es							short-t						
ng-Tu								erm						
rner								hospita						
(2001							Therap	1	Zero					
			JOHN	81	М	E/BD	ist	facility	rates	2.0	0.00	1.00	1	М
Kern,	Self-cont	Social												
Ringd	rol:	undesirable:												
ahl,	self-man	problem												
Hilt	agement	behavior						Institut						
and	procedur							ion: a						
Sterli	es							short-t						
ng-Tu								erm						
rner								hospita						
(2001							Therap	1	Zero					
			JOHN	81	М	E/BD	ist	facility	level	2.0	1.00	1.00	1	М
Kern,	Self-cont	Social												
Ringd	rol:	undesirable:						Institut						
ahl,	self-man	problem						ion: a						
Hilt	agement	behavior						short-t						
and	procedur							erm						
Sterli	es							hospita						
ng-Tu			MAR				Therap	1	Low					
rner			K	41	М	BD	ist	facility	levels	2.0	1.00	1.00	1	М

(2001														
)														
Kern,	Self-cont	Social												
Ringd	rol:	undesirable:												
ahl,	self-man	problem												
Hilt	agement	behavior						Institut						
and	procedur							ion: a						
Sterli	es							short-t						
ng-Tu								erm						
rner								hospita						
(2001			MAR				Therap	1	Low					
)			K	4	Μ	BD	ist	facility	levels	2.0	1.00	1.00	1	Μ
Kern-	Self-mo	Social												
Dunla	nitoring:	desirable:												
p,	self-eval	desirable peer												
Dunla	uation	interaction												
p,	(video													
Clarke	tape													
,	package)													
Shelle														
y,														
Childs														
White									Variabl					
and									e but					
Stewa									increasi					
rt						SED	Facilit		na					
(1992)			Adam	11	М	ADHD	ator	School	trend	1.0	0.25	0.88	2	R
Kern-	Self-mo	Social	i iuuiii				ator			1.0				
Dunla	nitoring	desirable:												
p.	self-eval	desirable peer												
P, Dunla	uation	interaction												
n	(video													
r, Clarke	tane								Variabl					
Clarke	nackaga)								o hut					
, Shelle	package)								increasi					
V							Facilit		na					
y, Childe			Dala	12	ЛЛ	SED	ator	School	trend	1.0	0 12	ሀ ሪኦ	1	D
Childs			Dale	13	Μ	SED	ator	School	trena	1.0	0.13	0.38	1	R

-														
,														
White														
Stowa														
Slewa														
(1992)														
Kern-	Self-mo	Social												
Dunla	nitoring:	desirable:												
p,	self-eval	desirable peer												
Dunla	uation	interaction												
p,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs														
, M/bito									Variabl					
ord														
Stowa									e Dul incrossi					
ot							Facilit		na					
(1002)			Dave	12	м	SED	ator	School	trend	1.0	0.67	0 73	2	P
Kern-	Self-mo	Social	Dave	12	111	SLD	ator	School		1.0	0.07	0.70		IX.
Dunla	nitoring.	desirable:												
D.	self-eval	desirable peer												
Dunla	uation	interaction												
р,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs														
,														
White									Variabl					
and									e but					
Stewa									increasi					
rt							Facilit		ng					
(1992)			Mike	12	Μ	SED	ator	School	trend	1.0	0.42	0.67	1	R

Kern-	Self-mo	Social												
Dunla	nitoring:	desirable:												
p,	self-eval	desirable peer												
Dunla	uation	interaction												
p,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs														
,														
White														
and									Genera					
Stewa									lly					
rt			Sam(1				Facilit		increasi					
(1992)			st)	12	М	E/BD	ator	School	ng(1st)	2.0	0.18	0.91	2	R
Kern-	Self-mo	Social												
Dunla	nitoring:	desirable:												
p,	self-eval	desirable peer												
Dunla	uation	interaction												
p,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs														
,														
White									Genera					
and									lly					
Stewa									increasi					
rt			Sam(se				Facilit		ng(seco					
(1992)			cond)	12	М	E/BD	ator	School	nd)	2.0	0.00	0.47	1	R
Kern-	Self-mo	Social												
Dunla	nitoring:	undesirable:												
p,	self-eval	undesirable												
Dunla	uation	peer interaction							Rapid					
p,	(video					SED,	Facilit		reducti					
Clarke	tape		Adam	11	М	ADHD	ator	School	on	2.0	0.00	0.63	1	М

,	package)													
Shelle														
у,														
Childs														
,														
White														
and														
Stewa														
rt														
(1992)														
Kern-	Self-mo	Social												
Dunla	nitoring:	undesirable:												
p,	self-eval	undesirable												
Dunla	uation	peer interaction												
р,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs														
, White														
and														
Stewa									Rapid					
rt							Facilit		reducti					
(1992)			Dale	13	М	SED	ator	School	on	2.0	0.75	1.00	1	М
Kern-	Self-mo	Social		_										
Dunla	nitoring:	undesirable:												
p,	self-eval	undesirable												
Dunla	uation	peer interaction												
p,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs									Rapid					
,							Facilit		reducti					
White			Dave	12	Μ	SED	ator	School	on	2.0	0.63	0.97	1	Μ

and														
Stewa														
rt														
(1992)														
·														
Kern-	Self-mo	Social												
Dunla	nitoring:	undesirable:												
p,	self-eval	undesirable												
Dunla	uation	peer interaction												
p,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs														
,														
White									Gradua					
and									l but					
Stewa									steady					
rt							Facilit		decreas					
(1992)			Mike	12	М	SED	ator	School	е	2.0	0.83	1.00	1	Μ
Kern-	Self-mo	Social												
Dunla	nitoring:	undesirable:												
p,	self-eval	undesirable												
Dunla	uation	peer interaction												
p,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs									Decrea					
,									sed					
White									remain					
and									ed at					
Stewa									low					
rt			Sam(1				Facilit		level(1					
(1992)			st)	12	М	E/BD	ator	School	st)	2.0	0.73	1.00	1	Μ

								1						
Kern-	Self-mo	Social												
Dunla	nitoring:	undesirable:												
p,	self-eval	undesirable												
Dunla	uation	peer interaction												
p,	(video													
Clarke	tape													
,	package)													
Shelle														
у,														
Childs														
,														
White														
and														
Stewa									Low					
rt			Sam(se				Facilit		level(se					
(1992)			cond)	12	М	E/BD	ator	School	cond)	2.0	0.76	1.00	1	Μ
· · ·	Self-cont	Social							,					
	rol:	desirable:						Institut						
Kissel	self-man	appropriate						ion: in						
Whit	agement	use of						exampl						
man	skills	instruction						e						
and	and	instruction						situatio						
Reid	behavior							n(tooth	Positiv					
(1083	al		Becky				Recear	hrushin						
(1705	ai training		staff)	25	Б	Normal	chor	a)	change	2.0	0 03	1 00	1	м
,	Self-cont	Social	stall)	23	1	i voi mai		9)	change	2.0	0.00	1.00	1	111
	rol.	desirable						Inctitut						
Kissel	self_man	appropriate						ion in						
Whit	agement							evamnl						
, willit	agement	auidanco						о						
man,	skills	guidance						c cituatio						
	anu hahavian							n(tooth	Desitiv					
Keld							Л	hruchi	POSIUV					
(1983	ai 		Mary(s	25	<b>-</b>	NT 1	Resear	-brushi na)	e	2.0	0.04	1 00	0	Л
)	training	G : 1	tan)	25	Г	Normai	cner	ng) T	cnange	2.0	0.04	1.00	2	ĸ
K1ssel	Self-cont	Social						Institut	<b>D</b>					
,Whit	rol:	desirable:						ion: In	Positiv					
man,	self-man	appropriate	Becky(	_			Resear	exampl	e		0.00	4.00		
and	agement	use of	staff)	25	F	Normal	cher	е	change	2.0	0.86	1.00	1	R

Reid	skills	guidance						situatio						
(1983	and							n(tooth						
Ì	behavior							-brushi						
	al							ng)						
	training							-						
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	appropriate						ion: in						
,Whit	agement	use of						exampl						
man,	skills	guidance						e						
and	and							situatio						
Reid	behavior							n(tooth						
(1983	al		Sandy(				Resear	-brushi	Inconsi					
)	training		staff)	25	F	Normal	cher	ng)	stent	1.0	0.21	1.00	2	R
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	appropriate						ion: in						
,Whit	agement	use of						exampl						
man,	skills	guidance						е						
and	and							situatio						
Reid	behavior							n(tooth	Positiv					
(1983	al		Betty(s				Resear	-brushi	e					
)	training		taff)	25	F	Normal	cher	ng)	change	2.0	1.00	1.00	1	R
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	appropriate						ion: in						
,Whit	agement	use of						exampl						
man,	skills	instruction						е						
and	and							situatio						
Reid	behavior							n(tooth	Positiv					
(1983	al		Betty(s				Resear	-brushi	e					
)	training		taff)	25	F	Normal	cher	ng)	change	2.0	1.00	1.00	1	Μ
Kissel	Self-cont	Social						Institut						
,Whit	rol:	desirable:						ion: in						
man,	self-man	appropriate						exampl						
and	agement	use of						е	Positiv					
Reid	skills	instruction	Mary(s				Resear	situatio	e					
(1983	and		taff)	25	F	Normal	cher	n(tooth	change	2.0	0.38	1.00	1	Μ

)	behavior							brushin						
	al							g)						
	training							0,						
	Self-cont	Social												
	rol.	desirable.						Institut						
Kissel	self_man	appropriate						ion · in						
Whit	agement							exampl						
, wint	ekille	instruction						e						
and	and	instruction						situatio						
Reid	hehavior							n(tooth						
(1983)	al		Sandy(				Resear	-brushi	Inconsi					
	training		staff)	25	F	Normal	cher	na)	stent	1.0	0.00	1.00	1	М
/	Self-cont	Social	stull)	23	-	i torritar			stent	1.0	0.00			
	rol.	desirable <sup>.</sup>						Institut						
Kissel	self-man	appropriate						ion: in						
Whit	agement	use of reward						exampl	Positiv					
man	skills							e	e					
and	and							situatio	change					
Reid	behavior							n(tooth	but					
(1983	al		Beckv(				Resear	-brushi	inconsi					
)	training		staff)	25	F	Normal	cher	na)	stently	1.0	0.00	0.93	1	М
	Self-cont	Social	~~~~/					5/	~~~					
	rol:	desirable:						Institut						
Kissel	self-man	appropriate						ion: in						
Whit	agement	use of reward						exampl						
man.	skills							e .						
and	and							situatio						
Reid	behavior							n(tooth	Positiv					
(1983	al		Betty(s				Resear	-brushi	e					
)	training		taff)	25	F	Normal	cher	ng)	change	2.0	0.00	1.00	1	Μ
	Self-cont	Social						Institut						
Kissel	rol:	desirable:						ion: in						
,Whit	self-man	appropriate						exampl	Positiv					
man,	agement	use of reward						е	e					
and	skills							situatio	change					
Reid	and							n(tooth	but					
(1983	behavior		Mary(s				Resear	-brushi	inconsi					
)	al		taff)	25	F	Normal	cher	ng)	stently	1.0	0.00	0.75	1	Μ

	training													
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	appropriate						ion: in						
Whit	agement	use of reward						exampl						
man.	skills							e						
and	and							situatio						
Reid	behavior							n(tooth						
(1983	al		Sandv(				Resear	-brushi	Little					
)	training		staff)	25	F	Normal	cher	ng)	change	0.0	0.00	0.07	1	R
/	Self-cont	Social	~~~~~)					5/	8-					
	rol:	desirable:						Institut						
Kissel	self-man	guidance						ion:						
.Whit	agement	6						hair-co						
man.	skills							mbing						
and	and							general						
Reid	behavior							ization						
(1983	al		Becky(				Resear	situatio	Marke					
	training		staff)	25	F	Normal	cher	n	d gains	2.0	0.00	0.86	1	R
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	guidance						ion:						
,Whit	agement	-						hair-co						
man,	skills							mbing						
and	and							general						
Reid	behavior							ization						
(1983	al		Mary(s				Resear	situatio	Marke					
)	training		taff)	25	F	Normal	cher	n	d gains	2.0	0.41	0.96	2	R
-	Self-cont	Social						Institut						
Kissel	rol:	desirable:						ion:						
,Whit	self-man	guidance						hair-co						
man,	agement							mbing						
and	skills							general	No					
Reid	and							ization	appreci					
(1983	behavior		Sandy(				Resear	situatio	able					
)	al		staff)	25	F	Normal	cher	n	change	0.0	0.00	0.97	1	R

	training													
	G 10	a												
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	guidance						ion:						
,Whit	agement							hair-co						
man,	skills							mbing						
and	and							general	Smalle					
Reid	behavior							ization	r					
(1983	al		Betty(s				Resear	situatio	increas					
)	training		taff)	25	F	Normal	cher	n	e	1.0	0.43	1.00	2	R
	Self-cont	Social						Institut						
	rol:	desirable:						ion:						
Kissel	self-man	guidance						hand-						
,Whit	agement							washin						
man,	skills							g						
and	and							general						
Reid	behavior							ization						
(1983	al		Becky(				Resear	situatio	Improv					
)	training		staff)	25	F	Normal	cher	n	ement	2.0	0.71	0.95	1	R
	Self-cont	Social						Institut						
	rol:	desirable:						ion:						
Kissel	self-man	guidance						hand-						
Whit	agement							washin						
man,	skills							g						
and	and							general						
Reid	behavior							ization						
(1983	al		Marv(s				Resear	situatio	Improv					
	training		taff)	25	F	Normal	cher	n	ement	2.0	0.00	1.00	2	R
/	Self-cont	Social	,					Institut						
Kissel	rol:	desirable:						ion:						
Whit	self-man	guidance						hand-						
man	agement	8						washin						
and	skills							σ						
Reid	and							o general						
(1983	behavior		Sandy				Resear	ization	Overla					
1705	al		staff)	25	F	Normal	cher	situatio	n	0.0	0 00	0 57	1	м
Kissel ,Whit man, and Reid (1983	rol: self-man agement skills and behavior	desirable: guidance	Sandy(				Resear	ion: hand- washin g general ization	Overla					
)	al		staff)	25	F	Normal	cher	situatio	р	0.0	0.00	0.57	1	Μ

	training							n						
	Salf cont	Social						Institut						
	sen-com							institut						
V:1	rol:							ion:						
Kissel	self-man	guidance						nand-						
, whit	agement							washin						
man,	SK1IIS							g 1						
and	and							general						
Reid	behavior							ization						
(1983	al		Betty(s				Resear	situatio	Improv					
)	training		taff)	25	F	Normal	cher	n	ement	2.0	0.91	0.91	1	Μ
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	instruction						ion:						
,Whit	agement							hair-co						
man,	skills							mbing						
and	and							general						
Reid	behavior							ization						
(1983	al		Becky(				Resear	situatio	Marke					
)	training		staff)	25	F	Normal	cher	n	d gains	2.0	0.00	0.93	1	М
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	instruction						ion:						
,Whit	agement							hair-co						
man,	skills							mbing						
and	and							general						
Reid	behavior							ization						
(1983	al		Mary(s				Resear	situatio	Marke					
)	training		taff)	25	F	Normal	cher	n	d gains	2.0	0.33	1.00	1	М
	Self-cont	Social						Institut	_					
Kissel	rol:	desirable:						ion:						
,Whit	self-man	instruction						hair-co						
man,	agement							mbing						
and	skills							general	No					
Reid	and							ization	appreci					
(1983	behavior		Sandv(				Resear	situatio	able					
<u>`</u>														

	training													
	Self_cont	Social												
	rol.	desirable						Institut						
Kissal	colf man	instruction						ion.						
Whit	agement							hairco						
, w IIIt	agement							mbing						
and	and							general	Smalle					
Reid	hehavior							ization	r					
(1983	al		Retty(s				Resear	situatio	increas					
(1)05	ai training		beny(s taff)	25F		Jormal	cher	n	A P	1.0	0.57	1 00	1	м
,	Self-cont	Social	(411)	2.51	- 1	Vormai		n Institut		1.0	0.07	1.00	-	111
	rol.	desirable						ion.						
Kissel	self_man	instruction						hand-						
Whit	agement	instruction						washin						
, willt	ekille							σ						
and	and							5 general						
Reid	hehavior							ization						
(1983	al		Beckv(				Resear	situatio	Improv					
(1)05	training		staff)	25F		Jormal	cher	n	ement	2.0	0.76	0.95	1	М
,	Self-cont	Social	stull)	201	-	tormar		n Institut	ement	2.0	0.1.0	0.00		
	rol.	desirable <sup>.</sup>						ion						
Kissel	self-man	instruction						hand-						
Whit	agement	instruction						washin						
man	skills							σ						
and	and							5 general						
Reid	behavior							ization						
(1983	al		Marv(s				Resear	situatio	Improv					
	training		taff)	25F		Vormal	cher	n	ement	2.0	0.00	1.00	1	М
-	Self-cont	Social	,					Institut						
Kissel	rol:	desirable:						ion:						
,Whit	self-man	instruction						hand-						
man,	agement							washin						
and	skills							g						
Reid	and							general						
(1983	behavior		Sandy(				Resear	ization	Overla					
	al		staff)	25F	N	Normal	cher	situatio	р	0.0	0.00	0.57	1	М

	training							n						
	Salf cont	Social												
		dociroblo						Institut						
Viccol	101.	instruction						institut						
NISSEI Whit	sen-man	Instruction						1011: honduu						
, w mit								nanuw						
man,	skills							asining						
anu Doid	anu bobovior							izotion						
(1092			Datta				Deceer		Immer					
(1985	al training		belly(s	25	Б	Normal	chor	situatio	mpiov	2.0	0.01	0.01	1	ЛЛ
)	uannig Salf aant	Social	(all)	23	Г	normai	chei	11	ement	2.0	0.91	0.91	-	IVI
	Sen-com	doginable						Institut						
Viccol	colf mon	uesitable.						ion						
Whit	sen-man	lewalu						1011. hair ag						
, wint								mair-co						
man,	skills							aonorol						
anu Doid	anu bobovior							izotion	In					
(1092			Doolw(				Dacaar	ization	m					
(1985	al troining		becky(	25	Б	Normal	chor	situatio	consist	0.0	0.00	0 43	1	М
, 	uannig Salf aant	Conint	stall)	23	Г	Normai	chei	11	ent	0.0	0.00	0.43		IVI
	Sen-com	doginable						Institut						
Viscol		desirable:												
NISSEI Whit	sen-man	reward						IOII: hair aa						
, w nit	agement							nair-co						
man,	SKIIIS							mbing						
	anu hahaviar							general	T.a					
Kelu (1092			Momila				Deceer		m					
(1985	al troining		wary(s	25	Б	Normal	Resear	situatio	consist	0.0	0.07	0.67	1	М
,	uannig Salf aant	Cosial	(all)	23	Г	Normai	chei	ll Institut	em	0.0	0.07	0.07		IVI
Viccol	Sen-com	doginable						institut						
Whit	colf mon	uesitable.						1011. hair ag						
, w IIIt	sen-man	lewalu						main-co						
illall,	agement							anonaral	No					
	skills							izotior						
(1092	hohovior		Sander				Descar		apprect					
(1983	oenavior		Sandy(	25	Б	NT	Resear	situatio	able	0.0	0 00	0 15	4	NÆ
)	ai		staff)	25	Г	normal	cner	n	cnange	0.0	0.00	0.45	T	N

	training													
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	reward						ion:						
Whit	agement							hair-co						
man.	skills							mbing						
and	and							general						
Reid	behavior							ization						
(1983	al		Betty(s				Resear	situatio	Improv					
Ď	training		taff)	25F	7	Normal	cher	n	ement	2.0	0.26	0.87	1	М
-	Self-cont	Social	,					Institut						
	rol:	desirable:						ion:						
Kissel	self-man	reward						hand-						
,Whit	agement							washin						
man,	skills							g						
and	and							general						
Reid	behavior							ization	No					
(1983	al		Becky(				Resear	situatio	mentio					
	training		staff)	25F	7	Normal	cher	n	n	0.0	0.00	0.50	1	М
	Self-cont	Social						Institut						
	rol:	desirable:						ion:						
Kissel	self-man	reward						hand-						
,Whit	agement							washin						
man,	skills							g						
and	and							general						
Reid	behavior							ization	No					
(1983	al		Mary(s				Resear	situatio	mentio					
)	training		taff)	25F	7	Normal	cher	n	n	0.0	0.00	0.16	1	Μ
	Self-cont	Social						Institut						
Kissel	rol:	desirable:						ion:						
,Whit	self-man	reward						hand-						
man,	agement							washin						
and	skills							g						
Reid	and							general						
(1983	behavior		Sandy(				Resear	ization	Overla					
)	al		staff)	25F	7	Normal	cher	situatio	р	0.0	0.00	0.57	1	Μ

	training							n						
	Self cont	Social						Institut						
		dogirable						ion						
Viccol	101.	uesitable.						1011. hand						
Kissei	sen-man	reward						nand-						
, whit								washin						
man,	skills							g						
	anu hahavian							general	NIa					
Keid	benavior						D		INO					
(1983	ai 		Betty(s	25	-	NT 1	Resear	situatio	mentio	2.0	0.74	1 00	4	
)	training	a · 1	taff)	25	F	Normal	cher	n	n	2.0	0.74	1.00		M
	Self-cont	Social												
	rol:	desirable:												
Kissel	self-man	self-initiated												
,Whit	agement													
man,	skills							Institut						
and	and							ion:						
Reid	behavior			8				tooth-b						
(1983	al		Sam(re	to			Agent	rushin	Increas					
)	training		sident)	16	Μ	MR	(staff)	g	e	2.0	0.64	0.98	1	М
	Self-cont	Social												
	rol:	desirable:												
Kissel	self-man	self-initiated												
,Whit	agement													
man,	skills							Institut						
and	and							ion:						
Reid	behavior		John(r	8				tooth-b						
(1983	al		esident	to			Agent	rushin	Increas					
)	training		)	16	Μ	MR	(staff)	g	e	2.0	0.84	0.97	1	Μ
	Self-cont	Social												
Kissel	rol:	desirable:												
,Whit	self-man	self-initiated												
man,	agement							Institut						
and	skills							ion:						
Reid	and		Sally(r	8				tooth-b						
(1983	behavior		esident	to			Agent	rushin	Increas					
	al		)	16	F	MR	(staff)	g	e	2.0	0.41	0.97	1	Μ

	training													
	Self-cont	Social												
	rol:	desirable:												
Kissel	self-man	self-initiated							Increas					
,Whit	agement								e(chan					
man,	skills							Institut	ge was					
and	and							ion:	not as					
Reid	behavior		Mark(r	8				tooth-b	great					
(1983	al		esident	to			Agent	rushin	as					
	training		)	16	Μ	MR	(staff)	g	others)	2.0	0.43	0.86	1	Μ
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	self-initiated						ion:						
,Whit	agement							hair-co						
man,	skills							mbing						
and	and							general	Overal					
Reid	behavior		Dale(r	8				ization	1					
(1983	al		esident	to			Agent	situatio	increas					
)	training		)	16	Μ	MR	(staff)	n	e	2.0	0.83	0.95	1	Μ
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	self-initiated						ion:						
,Whit	agement							hair-co						
man,	skills							mbing						
and	and							general	Overal					
Reid	behavior			8				ization	1					
(1983	al		Roy(re	to			Agent	situatio	increas					
)	training		sident)	16	Μ	MR	(staff)	n	e	2.0	0.72	0.94	1	Μ
	Self-cont	Social						Institut						
Kissel	rol:	desirable:						ion:	Similar					
,Whit	self-man	self-initiated						hair-co	but					
man,	agement							mbing	less					
and	skills							general	noticea					
Reid	and		Sheila(	8				ization	ble					
(1983	behavior		residen	to			Agent	situatio	increas					
)	al		t)	16	F	MR	(staff)	n	e	1.0	0.25	0.64	1	Μ

	training													
	Self_cont	Social												
	rol.	desirable						Institut						
Kissel	colf man	calf initiated						ion:						
Whit	agement	sen-minated						hair-co						
, willt	ekille							mbing						
and	and							general	No anv					
Reid	hehavior			8				ization	system					
(1983	al		Dan(re	to			Agent	situatio	atic					
(1)05	training		sident)	16	м	MR	(staff)	n	change	0.0	0.26	0.26	1	м
,	Self-cont	Social	sidenty	10	171		(stair)	n Institut	enunge	0.0	0.20	0.20		
	rol.	desirable.						ion.						
Kissel	self-man	self-initiated						hand-						
Whit	agement							washin						
man.	skills							g						
and	and							e general						
Reid	behavior			8				ization	Small					
(1983	al		Tim(re	to			Agent	situatio	increas					
)	training		sident)	16	М	MR	(staff)	n	e	1.0	0.00	0.69	1	М
·	Self-cont	Social	,					Institut						
	rol:	desirable:						ion:						
Kissel	self-man	self-initiated						hand-						
,Whit	agement							washin						
man,	skills							g						
and	and							general						
Reid	behavior		Rick(r	8				ization						
(1983	al		esident	to			Agent	situatio	Increas					
)	training		)	16	М	MR	(staff)	n	es	2.0	0.70	0.93	1	М
	Self-cont	Social						Institut						
Kissel	rol:	desirable:						ion:						
,Whit	self-man	self-initiated						hand-						
man,	agement							washin						
and	skills							g						
Reid	and		Lynn(r	8				general						
(1983	behavior		esident	to			Agent	ization	Increas					
)	al		)	16	F	MR	(staff)	situatio	e	2.0	0.28	0.72	1	Μ

	training							n						
	G 10	~												
	Self-cont	Social						Institut						
	rol:	desirable:						ion:						
Kissel	self-man	self-initiated						hand-						
,Whit	agement							washin						
man,	skills							g						
and	and							general						
Reid	behavior		Steve(r	8				ization						
(1983	al		esident	to			Agent	situatio	Increas					
)	training		)	16	Μ	MR	(staff)	n	e	2.0	0.83	0.96	1	Μ
	Self-cont	Social												
	rol:	desirable:												
Kissel	self-man	verbally												
,Whit	agement	instructed												
man,	skills							Institut						
and	and							ion:						
Reid	behavior			8				tooth-b						
(1983	al		Sam(re	to			Agent	rushin	Increas					
	training		sident)	16	Μ	MR	(staff)	g	e	2.0	0.17	0.95	1	М
	Self-cont	Social												
	rol:	desirable:												
Kissel	self-man	verbally												
,Whit	agement	instructed												
man,	skills							Institut						
and	and							ion:	No					
Reid	behavior		John(r	8				tooth-b	appreci					
(1983	al		esident	to			Agent	rushin	able					
)	training		)	16	М	MR	(staff)	g	change	0.0	0.00	0.06	1	М
	Self-cont	Social						-						
Kissel	rol:	desirable:												
,Whit	self-man	verbally												
man,	agement	instructed						Institut						
and	skills							ion:	No					
Reid	and		Sallv(r	8				tooth-b	appreci					
(1983	behavior		esident	to			Agent	rushin	able					
)	al			16	F	MR	(staff)	g	change	0.0	0.00	0.41	1	М

	training													
	U													
	G 10	a												
	Self-cont	Social												
	rol:	desirable:												
Kissel	self-man	verbally												
,Whit	agement	instructed												
man,	skills							Institut						
and	and							ion:						
Reid	behavior		Mark(r	8				tooth-b						
(1983	al		esident	to			Agent	rushin	Increas					
)	training		)	16	Μ	MR	(staff)	g	e	2.0	0.43	0.86	1	Μ
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	verbally						ion:						
,Whit	agement	instructed						hair-co						
man,	skills							mbing						
and	and							general						
Reid	behavior		Dale(r	8				ization						
(1983	al		esident	to			Agent	situatio	Little					
)	training		)	16	Μ	MR	(staff)	n	change	0.0	0.02	0.26	1	Μ
	Self-cont	Social												
	rol:	desirable:						Institut						
Kissel	self-man	verbally						ion:						
,Whit	agement	instructed						hair-co						
man,	skills							mbing						
and	and							general						
Reid	behavior			8				ization						
(1983	al		Roy(re	to			Agent	situatio	Little					
)	training		sident)	16	Μ	MR	(staff)	n	change	0.0	0.00	0.41	1	М
	Self-cont	Social						Institut						
Kissel	rol:	desirable:						ion:						
,Whit	self-man	verbally						hair-co						
man,	agement	instructed						mbing						
and	skills							general						
Reid	and		Sheila(	8				ization						
(1983	behavior		residen	to			Agent	situatio	Little					
þ	al		t)	16	F	MR	(staff)	n	change	0.0	0.00	0.14	1	Μ

	training													
	Self cont	Social												
		dociroblos						Institut						
V:1	101: 16							institut ·						
Kissei	self-man	verbally						10n:						
,Whit	agement	instructed						hair-co						
man,	skills							mbing						
and	and							general	No any					
Reid	behavior			8				ization	system					
(1983	al		Dan(re	to			Agent	situatio	atic					
)	training		sident)	16	Μ	MR	(staff)	n	change	0.0	0.04	0.04	1	Μ
	Self-cont	Social						Institut						
	rol:	desirable:						ion:						
Kissel	self-man	verbally						hand-						
,Whit	agement	instructed						washin						
man,	skills							g	No					
and	and							general	marke					
Reid	behavior			8				ization	d					
(1983	al		Tim(re	to			Agent	situatio	improv					
	training		sident)	16	Μ	MR	(staff)	n	ement	0.0	0.00	0.21	1	Μ
	Self-cont	Social						Institut						
	rol:	desirable:						ion:						
Kissel	self-man	verbally						hand-						
,Whit	agement	instructed						washin						
man,	skills							g	No					
and	and							general	marke					
Reid	behavior		Rick(r	8				ization	d					
(1983	al		esident	to			Agent	situatio	improv					
)	training		)	16	М	MR	(staff)	n	ement	0.0	0.00	0.26	1	М
	Self-cont	Social						Institut						
Kissel	rol:	desirable:						ion:						
,Whit	self-man	verbally						hand-						
man,	agement	instructed						washin	No					
and	skills							g	marke					
Reid	and		Lynn(r	8				general	d					
(1983	behavior		esident	to			Agent	ization	improv					
	al			16	F	MR	(staff)	situatio	ement	0.0	0.14	0.41	1	М

	training							n						
	Salf cont	Social						Institut						
	rol.	dogirable						ion:						
Viccol	colf mon	uesitable.						hond						
Whit	agomont	instructed						manu-						
, willit	agement	msnucieu						wasiiiii	No					
and	and							ganaral	morko					
Reid	anu behavior		Steve(r	8				ization	d					
(1082	ol		osidont	o to			Agont	situatio	u improv					
(1903	ai troining			16	м	MD	Agent (staff)	n	omont	0.0	0 13	0 30	1	м
,	Calf cont	Social	)	10	111	WIK	(stall)	11	ement	0.0	0.15	0.55	1	111
	rol.	undosirable												
Viccol	colf mon	nhysically												
Whit	agement	guided												
, willit	agement	guided						Institut						
and	and							ion:						
anu Doid	anu bobovior			0				tooth h						
(1083	al		Sam(ro	o to			Agent	rushin	Decres					
(1985	ai training		sident)	16	м	MR	Agent (staff)	a		2.0	0 98	1 00	1	м
,	Self-cont	Social	sideint)	10	1.1		(stall)	5	50	2.0	0.00	1.00	1	1.1
	rol.	undesirable												
Kissel	self_man	nhysically												
Whit	agement	guided												
, willit	agement	guided						Institut						
and	and							ion.						
Reid	anu behavior		Iohn(r	8				tooth-h						
(1083	al		esident	to			Agent	rushin	Decrea					
(1)05	training		)	16	м	MR	(staff)	σ	SP SP	2.0	0 19	0.94	2	R
,	Self-cont	Social	/	10	1.1		(stair)	5	50	2.0	0110	0.0.		
Kissel	rol.	undesirable												
Whit	self-man	nhysically												
man	agement	guided						Institut						
and	skills	Suraca						ion						
Reid	and		Sallv(r	8				tooth-h						
(1983	behavior		esident	to			Agent	rushin	Decrea					
	al			16	F	MR	(staff)	σ	se	2.0	0.14	1.00	2	R
and Reid (1983 ) Kissel ,Whit man, and Reid (1983 ) Kissel ,Whit man, and Reid (1983 )	and behavior al training Self-cont rol: self-man agement skills and behavior al training Self-cont rol: self-man agement skills and behavior al behavior al	Social undesirable: physically guided Social undesirable: physically guided	Sam(re sident) John(r esident ) Sally(r esident )	8 to 16 8 to 16 8 to 16	M	MR MR	Agent (staff) Agent (staff) Agent (staff)	ion: tooth-b rushin g Institut ion: tooth-b rushin g Institut ion: tooth-b rushin g	Decrea se Decrea se Decrea se	2.0	0.98	1.00 0.94	2	R

	training													
	U													
	G 16 /	0 1												
	Self-cont	Social												
<b>T7 1</b>	rol:	undesirable:												
K1ssel	self-man	physically												
,Whit	agement	guided												
man,	skills							Institut						
and	and							ion:						
Reid	behavior		Mark(r	8				tooth-b						
(1983	al		esident	to			Agent	rushin	Decrea					
)	training		)	16	Μ	MR	(staff)	g	se	2.0	0.76	0.81	2	R
	Self-cont	Social												
	rol:	undesirable:						Institut						
Kissel	self-man	physically						ion:						
,Whit	agement	guided						hair-co						
man,	skills							mbing						
and	and							general						
Reid	behavior		Dale(r	8				ization						
(1983	al		esident	to			Agent	situatio	Decrea					
	training			16	Μ	MR	(staff)	n	se	2.0	0.76	0.90	2	R
	Self-cont	Social												
	rol:	undesirable:						Institut						
Kissel	self-man	physically						ion:						
,Whit	agement	guided						hair-co						
man,	skills	_						mbing						
and	and							general						
Reid	behavior			8				ization						
(1983	al		Roy(re	to			Agent	situatio	Decrea					
)	training		sident)	16	М	MR	(staff)	n	se	2.0	0.63	0.97	1	R
-	Self-cont	Social						Institut						
Kissel	rol:	undesirable:						ion:						
Whit	self-man	physically						hair-co						
man.	agement	guided						mbing						
and	skills							general						
Reid	and		Sheila	8				ization						
(1983	behavior		residen	to			Agent	situatio	Decrea					
	al		t)	16	F	MR	(staff)	n	se	2.0	0.00	0.57	2	R
and Reid (1983 ) Kissel ,Whit man, and Reid (1983 )	and behavior al training Self-cont rol: self-man agement skills and behavior al	Social undesirable: physically guided	Roy(re sident) Sheila( residen t)	8 to 16 8 to 16	M F	MR	Agent (staff) Agent (staff)	general ization situatio n Institut ion: hair-co mbing general ization situatio n	Decrea se Decrea se	2.0	0.63	0.97	1	R

	training													
	Salf cont	Social												
	sen-com	undogirable						Institut						
Viceol	101.							institut						
NISSEI	sen-man	physically												
, w mit		guided						nan-co						
man,	skills							mong	No onu					
	anu hahavian			0				general	no any					
Kelu (1092			Don(no	0			Accent		system					
(1985	ai 		Dan(re	10	N	MD	Agent	situatio		0.0	0 5 2	0 5 2	1	Б
)	training	C a si a l	sident)	10	IVI	MK	(stall)	n Terretitert	cnange	0.0	0.52	0.52	1	ĸ
	Self-cont							institut						
IZ:1	rol:							ion:						
Kissel	self-man							nand-						
, whit	agement	guided						washin						
man,	SK111S							g 1						
and				0				general	N.T.					
Reid	behavior		<b>T</b> ' (	8				ization	No					
(1983			l'im(re	to			Agent	situatio	mentio	0.0	0.00	0.00	~	D
)	training	~	sident)	16	M	MR	(staff)	n 	n	0.0	0.00	0.00	2	R
	Self-cont	Social						Institut						
	rol:	undesirable:						ion:						
Kissel	self-man	physically						hand-						
,Whit	agement	guided						washin						
man,	skills							g						
and	and							general						
Reid	behavior		Rick(r	8				ization						
(1983	al		esident	to			Agent	situatio	Decrea					
)	training		)	16	Μ	MR	(staff)	n	se	2.0	0.63	0.93	1	R
	Self-cont	Social						Institut						
Kissel	rol:	undesirable:						ion:						
,Whit	self-man	physically						hand-						
man,	agement	guided						washin						
and	skills							g						
Reid	and		Lynn(r	8				general						
(1983	behavior		esident	to			Agent	ization	Decrea					
)	al		)	16	F	MR	(staff)	situatio	se	2.0	0.31	0.72	2	R

	training							n						
	U U													
	Self-cont	Social						Institut						
	rol:	undesirable:						ion:						
Kissel	self-man	physically						hand-						
,Whit	agement	guided						washin						
man,	skills							g						
and	and							general						
Reid	behavior		Steve(r	8				ization						
(1983	al		esident	to			Agent	situatio	Decrea					
)	training		)	16	Μ	MR	(staff)	n	se	2.0	0.87	0.87	1	R
	Self-mo	Academic 1:						School						
	nitoring:	accuracy						: in a						
	self-reco	reading						junior						
Knap	rding	assignments						high						
czyk	token							school						
and	system							special						
Livin								educati	Signifi					
gston								on	cantly					
(1973			Whole				Teache	progra	higher					
)			class	8	NA	Normal	r	m	level	2.0	0.60	0.96	1	М
	Self-mo	Academic 1:						School						
	nitoring:	accuracy						: in a						
	self-reco	reading						junior						
Knap	rding	assignments						high						
czyk	token							school						
and	system							special						
Livin	5							educati	Signifi					
gston								on	cantly					
(1973			Whole				Teache	progra	higher					
ò			class	8	NA	Normal	r	m	level	2.0	0.95	1.00	1	М
/	Self-cont	Social												
	rol:	desirable:												
Koege	self-man	social						Institut						
I and	agement	communicativ						ion:	Rapid					
Frea	(self-	e					Clinici	comm	increas					
(1993)	recordin	behavior(Andr	Andre	13	Μ	Autism	an	unity	ed	2.0	0.00	0.86	1	М

	g, self	e: facial												
	reinforce	expression/aff												
	ment-vid	ect)												
	eo													
	games)													
	Self-cont	Social												
	rol:	desirable:												
	self-man	social												
	agement	communicativ												
	(self-	e												
	recordin	behavior(Andr												
	g, self	e:												
Koege	reinforce	preserveration						Institut						
I and	ment-vid	of topic)						ion:	Rapid					
Frea	eo						Clinici	comm	increas					
(1993)	games)		Andre	13	Μ	autism	an	unity	ed	2.0	0.00	1.00	1	Μ
	Self-cont	Social												
	rol:	desirable:												
	self-man	social												
	agement	communicativ												
	(self-rec	e												
	ording,se	behavior(Andr												
	lf	e: voice												
Koege	reinforce	volume)						Institut						
I and	ment-vid							ion:	Rapid					
Frea	eo						Clinici	comm	increas					
(1993)	games)		Andre	13	Μ	Autism	an	unity	ed	2.0	0.00	0.93	1	Μ
	Self-cont	Social												
	rol:	desirable:												
	self-man	social												
	agement	communicativ												
	(self-rec	е												
	ording,	behavior(Chri												
	self	s: nonverbal												
Koege	reinforce	mannerisms)						Institut						
I and	ment-vid							ion:	Rapid					
Frea	eo						Clinici	comm	increas					
(1993)	games)		Chris	16	Μ	Autism	an	unity	ed	2.0	0.00	1.00	1	Μ

	Self-cont	Social												
	rol:	desirable:												
	self-man	social												
	agement	communicativ												
	(self-rec	e												
	ording,	behavior(Chri												
	self	s: eye gaze)												
Koege	reinforce							Institut						
I and	ment-vid							ion:	Rapid					
Frea	eo						Clinici	comm	increas					
(1993)	games)		Chris	16	Μ	Autism	an	unity	ed	2.0	1.00	1.00	1	Μ
	Self-cont	Social												
	rol:	desirable:												
	self-man	social												
	agement	communicativ												
	(self-rec	e												
	ording,	behavior(Chri												
	self	s:												
Koege	reinforce	perseveration						Institut						
I and	ment-vid	of topic)						ion:	Rapid					
Frea	eo						Clinici	comm	increas					
(1993)	games)		Chris	16	Μ	Autism	an	unity	ed	2.0	0.00	0.81	1	Μ
	Self-cont	Social						School						
	rol:	undesirable:						:						
	self-man	stereotypic						speech						
	agement	behavior						and	Rapid					
Koege								langua	&					
I and							Treatm	ge	substan					
Koege							ent	treatm	tial					
I			Studen				provid	ent	decreas					
(1990)			t1	9	NA	Autism	er	room	es	2.0	1.00	1.00	1	Μ
	Self-cont	Social						School						
	rol:	undesirable:						•	Rapid					
Koege	self-man	stereotypic						speech	&					
I and	agement	behavior					Treatm	and	substan					
Koege							ent	langua	tial					
I			Studen				provid	ge	decreas					
(1990)			t2	14	NA	Autism	er	treatm	е	2.0	0.98	1.00	1	Μ
								ent						
--------	-----------	--------------	---------	----	----	--------	--------	----------	---------	-----	------	------	---	---
								room						
Koege	Self-cont	Social												
I and	rol:	undesirable:					Treatm	Institut						
Koege	self-man	stereotypic					ent	ion:	More					
I	agement	behavior	Studen				provid	comm	variabl					
(1990)			t3	11	NA	Autism	er	unity	е	1.0	0.39	0.91	1	М
	Self-cont	Social						School						
	rol:	undesirable:						:						
	self-man	stereotypic						speech						
	agement	behavior						and						
Koege								langua						
I and							Treatm	ge						
Koege							ent	treatm	More					
I			Studen				provid	ent	variabl					
(1990)			t4(1st)	13	NA	Autism	er	room	е	1.0	0.89	0.89	1	Μ
	Self-cont	Social						School						
	rol:	undesirable:						:						
	self-man	stereotypic						speech						
	agement	behavior						and						
Koege								langua						
I and							Treatm	ge	Variabl					
Koege			Studen				ent	treatm	e but					
I			t4(seco				provid	ent	decrea					
(1990)			nd)	13	NA	Autism	er	room	sing	1.0	0.48	0.83	1	Μ
	Self-cont	Social							Immedi					
Koege	rol:	undesirable:							ate &					
I and	self-man	stereotypic					Treatm		dramati					
Koege	agement	behavior					ent		с					
I			Studen				provid		reducti					
(1990)			t1	9	NA	Autism	er	Home	ons	2.0	1.00	1.00	1	Μ
	Self-cont	Social							Immedi					
Koege	rol:	undesirable:							ate &					
I and	self-man	stereotypic					Treatm	School	dramati					
Koege	agement	behavior					ent	:	с					
I			Studen				provid	classro	reducti					
(1990)			t3	11	NA	Autism	er	om	ons	2.0	1.00	1.00	1	Μ

	Self-cont	Social							immedi					
Koege	rol:	undesirable:							ate &					
I and	self-man	stereotypic					Treatm	School	dramati					
Koege	agement	behavior					ent	:	с					
I			Studen				provid	classro	reducti					
(1990)			t3	11	NA	Autism	er	om	ons	2.0	1.00	1.00	1	Μ
	Self-cont	Social							immedi					
Koege	rol:	undesirable:							ate &					
I and	self-man	stereotypic					Treatm	School	dramati					
Koege	agement	behavior					ent	:	с					
I			Studen				provid	classro	reducti					
(1990)			t3	11	NA	Autism	er	om	ons	2.0	1.00	1.00	1	Μ
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege								Institut	approp					
I, et								ion:	riate					
al.				11'			Clinici	comm	respon					
(1992)			Adam	1	М	Autism	an	unity	ses	2.0	0.91	1.00	2	R
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege	-								approp					
I, et									riate					
al.				11'			Clinici	School	respon					
(1992)			Adam	1	М	Autism	an	/home	ses	2.0	0.83	0.93	1	R
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege	-								approp					
I, et									riate					
al.			Adam(	11'			Clinici	School	respon					
(1992)			1st)	1	Μ	Autism	an	: clinic	ses	2.0	1.00	1.00	2	R

	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege	-								approp					
I, et			Adam(						riate					
al.			second	11'			Clinici	School	respon					
(1992)			)	1	М	Autism	an	: clinic	ses	2.0	1.00	1.00	1	R
	Self-cont	Social	<u>,</u>						Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege	C								approp					
I, et									riate					
al.			Howar	6'1			Clinici	School	respon					
(1992)			d	0	М	Autism	an	: clinic	ses	2.0	1.00	1.00	2	R
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege	C							Institut	approp					
I, et								ion:	riate					
al.			Howar	6'1			Clinici	comm	respon					
(1992)			d	0	Μ	Autism	an	unity	ses	2.0	0.00	0.73	1	R
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege	_							School	approp					
I, et								:	riate					
al.				11'			Clinici	clinic(	respon					
(1992)			Ian	2	М	Autism	an	1st)	ses	2.0	1.00	1.00	2	R
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
Koege	self-man	appropriate						School	ement					
I, et	agement	responses						:	for					
al.				11'			Clinici	clinic(s	approp					
(1992)			Ian	2	Μ	Autism	an	econd)	riate	2.0	0.89	1.00	1	R

1			1		1	1	1	1						r
									respon					
									ses					
	G 10	a							<b>D</b> · 1					
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege								Institut	approp					
I, et								ion:	riate					
al.				11'			Clinici	comm	respon					
(1992)			Ian	2	Μ	Autism	an	unity	ses	2.0	0.29	1.00	2	R
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege									approp					
I, et									riate					
al.				6'1			Clinici	School	respon					
(1992)			Tony	0	М	Autism	an	: clinic	ses	2.0	0.35	1.00	1	R
	Self-cont	Social							Rapid					
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koege	C							Institut	approp					
I, et								ion:	riate					
al.				6'1			Clinici	comm	respon					
(1992)			Tonv	0	М	Autism	an	unitv	ses	2.0	0.33	1.00	2	R
,	Self-cont	Social	5					5	Rapid					<u> </u>
	rol:	desirable:							improv					
	self-man	appropriate							ement					
	agement	responses							for					
Koeae									approp					
L et									riate					
al				6'1			Clinici		respon					
(1992)			Tony	0	М	Autism	an	Home	ses	2.0	0.86	1 00	1	R
Koene	Self-cont	Social	lony		141	4 10(15111		Institut	Disrunt	2.0	5.00	1.00	-	
L of	rol.	undecirable		11'			Clinici	ion	ive					
י, כנ פו	colf mon	discuptivo	Adam	1	ЛЛ	Autiom	on		hehavi	20	0 00	U 88	1	NЛ
ai.	sen-man	uisrupuve	Auam	1	IVI	Auusm	an	comm	DELIAVI	2.0	0.00	0.00	1	111

(1992)	agement	behavior						unity	or					
,									much					
									lower					
	Self-cont	Social							Disrupt					
	rol:	undesirable:							ive .					
Koege	self-man	disruptive						Institut	behavi					
I, et	agement	behavior						ion:	or					
al.	U		Howar	6'1			Clinici	comm	much					
(1992)			d	0	Μ	Autism	an	unity	lower	2.0	0.00	0.29	1	R
	Self-cont	Social							Disrupt					
	rol:	undesirable:							ive					
Koege	self-man	disruptive						Institut	behavi					
I, et	agement	behavior						ion:	or					
al.				11'			Clinici	comm	much					
(1992)			Ian	2	Μ	Autism	an	unity	lower	2.0	0.80	0.87	2	R
	Self-cont	Social							Disrupt					
	rol:	undesirable:							ive					
Koege	self-man	disruptive						Institut	behavi					
I, et	agement	behavior						ion:	or					
al.				6'1			Clinici	comm	much					
(1992)			Tony	0	Μ	Autism	an	unity	lower	2.0	0.00	0.92	1	R
Leven	Self-mo	Academic 1:												
doski	nitoring	percentage of					School	School						
and		math					:	•						
Cartle		problems					self-co	self-co						
dge		completed					ntained	ntained	Increas					
(2000		correctly		10.			classro	classro	ing					
)			<b>S</b> 1	5	Μ	SED	om	om	trend	2.0	0.45	1.00	1	Μ
Leven	Self-mo	Academic 1:												
doski	nitoring	percentage of					School	School						
and		math					:	:						
Cartle		problems					self-co	self-co	Substa					
dge		completed					ntained	ntained	ntial					
(2000		correctly		10.			classro	classro	increas					
)			S1	5	Μ	SED	om	om	e	2.0	1.00	1.00	1	Μ
Leven	Self-mo	Academic 1:					School	School						
doski	nitoring	percentage of							Increas					
and		math	\$2	<b>Q</b> 1	м	SED	self-co	self-co	e	20	0.91	1 00	1	М
unu		machlana	52	1.1	1.41		5011-00	Sen-co	$\sim$	2.0	0.01			1.4.1

Cartle		problems					ntained	Intained						
dge		completed					classro	classro						
(2000		correctly					om	om						
)														
Leven	Self-mo	Academic 1:												
doski	nitoring	percentage of					School	School						
and		math					:	:						
Cartle		problems					self-co	self-co						
dge		completed					ntained	Intained						
(2000		correctly					classro	classro	High					
)			S2	9.1	Μ	SED	om	om	level	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 1:							More					
	nitoring	percentage of							stable					
Leven		math							and					
doski		problems					School	School	gradua					
and		completed					:	:	lly					
Cartle		correctly					self-co	self-co	ascend					
dge							ntained	Intained	ing					
(2000				11.			classro	classro	data					
)			S3	6	Μ	SED	om	om	path	1.0	0.00	0.00	1	Μ
Leven	Self-mo	Academic 1:												
doski	nitoring	percentage of					School	School						
and		math					:	:						
Cartle		problems					self-co	self-co						
dge		completed					ntained	Intained						
(2000		correctly		11.			classro	classro	Increas					
)			S3	6	Μ	SED	om	om	e	2.0	1.00	1.00	1	Μ
Leven	Self-mo	Academic 1:												
doski	nitoring	percentage of					School	School						
and		math					•	:						
Cartle		problems					self-co	self-co						
dge		completed					ntained	Intained						
(2000		correctly		10.			classro	classro	High					
)			S4	3	Μ	SED	om	om	level	2.0	1.00	1.00	1	Μ
Leven	Self-mo	Social					School	School						
doski	nitoring	desirable:					•	:						
and		percentage of		10.			self-co	self-co	Increas					
Cartle		on-task	<b>S</b> 1	5	Μ	SED	ntained	Intained	e	2.0	1.00	1.00	1	R

dge		behavior					classro	classro						
(2000							om	om						
)														
Leven	Self-mo	Social												
doski	nitoring	desirable:					School	School						
and		percentage of					:	:						
Cartle		on-task					self-co	self-co						
dge		behavior					ntained	Intained						
(2000				10.			classro	classro	Increas					
)			S1	5	Μ	SED	om	om	e	2.0	1.00	1.00	2	R
Leven	Self-mo	Social												
doski	nitoring	desirable:					School	School						
and		percentage of					•	:						
Cartle		on-task					self-co	self-co	Substa					
dge		behavior					ntained	Intained	ntial					
(2000							classro	classro	increas					
)			S2	9.1	Μ	SED	om	om	e	2.0	1.00	1.00	1	R
Leven	Self-mo	Social												
doski	nitoring	desirable:					School	School						
and		percentage of					•	:						
Cartle		on-task					self-co	self-co						
dge		behavior					ntained	Intained						
(2000							classro	classro	High					
)			S2	9.1	Μ	SED	om	om	level	2.0	1.00	1.00	2	R
Leven	Self-mo	Social												
doski	nitoring	desirable:					School	School						
and		percentage of					•	•						
Cartle		on-task					self-co	self-co						
dge		behavior					ntained	Intained						
(2000				11.			classro	classro	High					
)			S3	6	Μ	SED	om	om	level	2.0	1.00	1.00	1	R
Leven	Self-mo	Social												
doski	nitoring	desirable:					School	School						
and		percentage of					•	•						
Cartle		on-task					self-co	self-co						
dge		behavior					ntained	Intained						
(2000				11.			classro	classro	High					
þ			<b>S</b> 3	6	Μ	SED	om	om	level	2.0	1.00	1.00	2	R

Leven	Self-mo	Social												
doski	nitoring	desirable:					School	School						
and		percentage of					:	•						
Cartle		on-task					self-co	self-co						
dge		behavior					ntained	ntained						
(2000				10.			classro	classro	High					
)			S4	3	Μ	SED	om	om	level	2.0	1.00	1.00	1	R
	Self-mo	Academic 1:												
	nitoring:	accuracy(corre						School						
	coincide	ct response) of						: food						
	ntal	making chef						prepar						
	training ;	salad						ation						
	Coincide							area of						
	ntal							a						
	training							self-ser						
Likins	plus							vice	Doris:					
et al.	quality-c							cafeter	increas					
(1989)	ontrol		Doris	24	F	MR	Trainer	ia	е	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 1:												
	nitoring:	accuracy(corre						School						
	coincide	ct response) of						: food						
	ntal	making chef						prepar						
	training ;	salad						ation						
	Coincide							area of						
	ntal							a						
	training							self-ser						
Likins	plus							vice	Lois:					
et al.	quality-c							cafeter	increas					
(1989)	ontrol		Lois	23	F	MR	Trainer	ia	е	2.0	0.97	1.00	1	М
	Self-mo	Academic 1:						School						
	nitoring:	accuracy(corre						: food						
	coincide	ct response) of						prepar						
	ntal	making chef						ation						
	training ;	salad						area of						
	Coincide							a	Marcia					
Likins	ntal							self-ser	:					
et al.	training							vice	incre					
(1989)	plus		Marcia	23	F	MR	Trainer	cafeter	ase	2.0	0.92	1.00	1	Μ

	quality-c							ia						
	ontrol													
Lloyd	Self-mo	Academic2:												
,	nitoring:	academic												
Halla	attention	completed												
han,														
Kosie														
wicz,								School						
and								:						
Knee								self-co	No					
dler								ntained	benefic					
(1982							Teache	classro	ial					
)			Mark	9yr	Μ	LD	r	om	effects	0	0.25	0.38	2	R
Lloyd	Self-mo	Academic2:												
,	nitoring:	academic												
Halla	attention	completed												
han,														
Kosie														
wicz,								School						
and								:						
Knee								self-co	No					
dler								ntained	benefic					
(1982				10			Teache	classro	ial					
)			Mary	yr	F	LD	r	om	effects	0	0	0.75	1	R
Lloyd	Self-mo	Academic2:												
,	nitoring:	academic												
Halla	attention	completed												
han,														
Kosie														
wicz,								School						
and								:						
Knee								self-co	No					
dler								ntained	benefic					
(1982							Teache	classro	ial		<u> </u>			
)			Luke	9yr	Μ	LD	r	om	effects	0	0.57	1	2	R

Lloyd	Self-mo	Social												
,	nitoring:	desirable:												
Halla	attention	academic												
han,		engagement												
Kosie														
wicz,								School						
and								:						
Knee								self-co	No					
dler								ntained	benefic					
(1982							Teache	classro	ial					
)			Mark	9yr	Μ	LD	r	om	effects	0	0	0.1	1	Μ
Lloyd	Self-mo	Social												
,	nitoring:	desirable:												
Halla	attention	academic												
han,		engagement												
Kosie														
wicz,								School						
and								:						
Knee								self-co	No					
dler								ntained	benefic					
(1982				10			Teache	classro	ial					
)			Mary	yr	F	LD	r	om	effects	0	0.07	0.36	1	Μ
Lloyd	Self-mo	Social												
,	nitoring:	desirable:												
Halla	attention	academic												
han,		engagement												
Kosie														
wicz,								School						
and								:						
Knee								self-co						
dler								ntained	Slight					
(1982							Teache	classro	improv					
þ			Luke	9yr	Μ	LD	r	om	ement	1	0.31	0.88	1	М

	Solf ma	Acadomia 1.												
		Academic I.												
	intoring :													
	self-reco	productivity												
	rding	(correct)												
Lloyd	(teacher													
,	required													
Bate	the													
man,	pupils to								Clear					
Landr	record								and					
um,	their							School	salutar					
and	own							:	у					
Halla	producti							resourc	change					
han	vity or							e	s in					
(1989	attention						Teache	classro	produc					
	to task)		Brenda	10	F	SED	r	om	tivity	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 1:												
	nitoring :	academic												
	self-reco	productivity												
	rding	(correct)												
Lloyd	(teacher													
,	required													
Bate	the													
man,	pupils to								Clear					
Landr	record								and					
um,	their							School	salutar					
and	own							:	у					
Halla	producti							resourc	change					
han	vity or							e	s in					
(1989	attention			10'			Teache	classro	produc					
	to task)		Carrie	9	F	SED/LD	r	om	tivity	2.0	1.00	1.00	1	Μ
Lloyd	Self-mo	Academic 1:							Clear					
,	nitoring :	academic							and					
Bate	self-reco	productivity						School	salutar					
man,	rding	(correct)						:	У					
Landr	(teacher							resourc	change					
um,	required							e	s in					
and	the			11'			Teache	classro	produc					
Halla	pupils to		Terry	2	М	LD	r	om	tivity	2.0	1.00	1.00	1	М

han	record													
(1989	their													
)	own													
	producti													
	vity or													
	attention													
	to task)													
	Self-mo	Academic 1:												
	nitoring :	academic												
	self-reco	productivity												
	rding	(correct)												
Lloyd	(teacher													
,	required													
Bate	the													
man,	pupils to								Clear					
Landr	record								and					
um,	their							School	salutar					
and	own							:	у					
Halla	producti							resourc	change					
han	vity or							e	s in					
(1989	attention			11'			Teache	classro	produc					
)	to task)		Rich	6	Μ	SED/LD	r	om	tivity	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 1:												
	nitoring :	academic												
	self-reco	productivity												
	rding	(correct)												
Lloyd	(teacher													
,	required													
Bate	the													
man,	pupils to								Clear					
Landr	record								and					
um,	their							School	salutar					
and	own							:	У					
Halla	producti							resourc	change					
han	vity or							e	s in					
(1989	attention		Tomm	10'			Teache	classro	produc					
)	to task)		У	11	Μ	LD	r	om	tivity	2.0	1.00	1.00	1	Μ

	Self-mo	Social												
	nitoring:	desirable:												
	self-reco	attention to												
	rding	task												
Lloyd	(teacher													
,	required													
Bate	the													
man,	pupils to													
Landr	record								Attenti					
um,	their							School	on to					
and	own							:	task					
Halla	producti							resourc	increas					
han	vity or							e	ed					
(1989	attention						Teache	classro	substan					
	to task)		Brenda	10	F	SED	r	om	tially	2.0	1.00	1.00	2	R
	Self-mo	Social												
	nitoring:	desirable:												
	self-reco	attention to												
	rding	task												
Lloyd	(teacher													
,	required													
Bate	the													
man,	pupils to													
Landr	record								Attenti					
um,	their							School	on to					
and	own							:	task					
Halla	producti							resourc	increas					
han	vity or							e	ed					
(1989	attention			10'			Teache	classro	substan					
$\mathbf{)}$	to task)		Carrie	9	F	SED/LD	r	om	tially	2.0	1.00	1.00	1	R
Lloyd	Self-mo	Social												
,	nitoring:	desirable:							Attenti					
Bate	self-reco	attention to						School	on to					
man,	rding	task						:	task					
Landr	(teacher							resourc	increas					
um,	required							e	ed					
and	the		Tomm	10'			Teache	classro	substan					
Halla	pupils to		у	11	Μ	LD	r	om	tially	2.0	0.75	0.92	2	R

han	record													
(1989	their													
	own													
	producti													
	vity or													
	attention													
	to task)													
	Self-mo	Social												
	nitoring:	desirable:												
	self-reco	attention to												
	rding	task												
Lloyd	(teacher													
,	required													
Bate	the													
man,	pupils to													
Landr	record								Attenti					
um,	their							School	on to					
and	own							:	task					
Halla	producti							resourc	increas					
han	vity or							e	ed					
(1989	attention			11'			Teache	classro	substan					
)	to task)		Terry	2	Μ	LD	r	om	tially	2.0	0.56	1.00	1	R
	Self-mo	Social												
	nitoring:	desirable:												
	self-reco	attention to												
	rding	task												
Lloyd	(teacher													
,	required													
Bate	the													
man,	pupils to													
Landr	record								Attenti					
um,	their							School	on to					
and	own							:	task					
Halla	producti							resourc	increas					
han	vity or							e	ed					
(1989	attention			11'			Teache	classro	substan					
)	to task)		Rich	6	Μ	SED/LD	r	om	tially	2.0	0.87	1.00	2	R

Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	accuracy	academic					Teache		Not					
(1993)		accuracy	Mark	9'3	Μ	LD	r	School	affect	0.0	0.15	0.54	1	R
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	accuracy	academic					Teache							
(1993)		accuracy	Tina	9'3	F	LD	r	School	NA		0.73	0.91	1	М
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	accuracy	academic					Teache							
(1993)		accuracy	Jose	9'3	Μ	LD	r	School	NA	-	0.50	0.58	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	accuracy	academic					Teache							
(1993)		accuracy	Shawn	9'3	Μ	LD	r	School	Lower	0.0	0.00	0.55	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	accuracy	academic		11'			Teache		Increas					
(1993)		accuracy	J.T.	5	М	LD	r	School	ed	2.0	1.00	1.00	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	accuracy	academic		11'			Teache		Superi					
(1993)		accuracy	Keith	5	М	LD	r	School	or	2.0	0.80	1.00	1	Μ
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics							No					
and	accuracy	academic							improv					
Peid		productivity					Teache		ement					
(1993)		(completed)	Mark	9'3	Μ	LD	r	School		0.0	0.00	0.62	2	R
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics							No					
and	accuracy	academic							improv					
Peid		productivity					Teache		ement					
(1993)		(completed)	Tina	9'3	F	LD	r	School		0.0	0.27	0.82	1	Μ
Maaq	Self-mo	Academic 2:												
and	nitoring:	mathematics												
Peid	accuracy	academic					Teache		No					
(1993)		productivity	Iose	9'3	м	ID	r	School	effect	0.0	0 00	0.92	1	М
, · · · · · · · · · · · · · · · · · · ·			3030	15	111		1	penoor		0.0	0.00	0.02		1.4.1

		(completed)												
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics												
and	accuracy	academic												
Peid		productivity					Teache		Little					
(1993)		(completed)	Shawn	9'3	Μ	LD	r	School	effect	0.0	0.09	0.91	1	Μ
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics												
and	accuracy	academic												
Peid		productivity		11'			Teache		No					
(1993)		(completed)	J.T.	5	Μ	LD	r	School	effect	0.0	0.42	0.75	1	Μ
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics												
and	accuracy	academic												
Peid		productivity		11'			Teache		Little					
(1993)		(completed)	Keith	5	Μ	LD	r	School	effect	0.0	0.00	1.00	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:							Increas					
and	accuracy	mathematics							ed					
Peid		on-task					Teache		noticea					
(1993)		behavior	Mark	9'3	Μ	LD	r	School	bly	2.0	1.00	1.00	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:												
and	accuracy	mathematics							Increas					
Peid		on-task					Teache		e mean					
(1993)		behavior	Tina	9'3	F	LD	r	School	level	1.0	0.36	0.91	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:												
and	accuracy	mathematics												
Peid		on-task					Teache		Improv					M+
(1993)		behavior	Jose	9'3	Μ	LD	r	School	ement	2.0	1.00	1.00	1	R
Maag	Self-mo	Social												
and	nitoring:	desirable:												
Peid	accuracy	mathematics					Teache		Increas					M+
(1993)		on-task	Shawn	9'3	Μ	LD	r	School	es	2.0	0.73	0.91	2	R

		behavior												
		<b>.</b>												
	Self-mo	Social												
Maag	nitoring:	desirable:							Immed					
and	accuracy	mathematics							iately					
Peid		on-task		11'			Teache		increas					
(1993)		behavior	J.T.	5	M	LD	r	School	ed	2.0	0.92	1.00	1	M
	Self-mo	Social							Immed					
Maag	nitoring:	desirable:							iately					
and	accuracy	mathematics							increas					
Peid		on-task		11'			Teache		ed					
(1993)		behavior	Keith	5	Μ	LD	r	School		2.0	0.20	0.90	1	Μ
	Self-mo	Academic 1:							Increas					
	nitoring:	mathematics							e but					
Maag	attention	academic							overla					
and		accuracy							p with					
Peid							Teache		baselin					
(1993)			Mark	9'3	Μ	LD	r	School	e	1.0	0.29	0.93	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	attention	academic					Teache							
(1993)		accuracy	Tina	9'3	F	LD	r	School	NA	•	0.31	0.85	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	attention	academic					Teache							
(1993)		accuracy	Jose	9'3	Μ	LD	r	School	NA	•	0.20	0.87	1	М
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics							Indisti					
Peid	attention	academic					Teache		nguish					
(1993)		accuracy	Shawn	9'3	Μ	LD	r	School	able	0.0	0.07	0.87	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics							No					
Peid	attention	academic		11'			Teache		improv					
(1993)		accuracy	J.T.	5	Μ	LD	r	School	ement	0.0	0.14	0.50	1	Μ
Maag	Self-mo	Academic 1:							More					1
and	nitoring:	mathematics		11'			Teache		effecti					
Peid	attention	academic	Keith	5	Μ	LD	r	School	ve than	1.0	0.15	0.92	1	Μ

(1993)		accuracy							self-m					
									onitori					
									ng					
									produc					
									tivity					
	Self-mo	Academic 2:							Slightl					
Maag	nitoring:	mathematics							у					
and	attention	academic							above					
Peid		productivity					Teache		baselin					
(1993)		(completed)	Mark	9'3	Μ	LD	r	School	e	1.0	0.43	0.93	1	Μ
	Self-mo	Academic 2:							Slightl					
Maag	nitoring:	mathematics							у					
and	attention	academic							above					
Peid		productivity					Teache		baselin					
(1993)		(completed)	Tina	9'3	F	LD	r	School	e	1.0	0.92	1.00	1	Μ
-	Self-mo	Academic 2:							Increas					
	nitoring:	mathematics							ed but					
Maag	attention	academic							overla					
and		productivity							p with					
Peid		(completed)					Teache		baselin					
(1993)			Jose	9'3	Μ	LD	r	School	e	1.0	0.13	1.00	1	Μ
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics												
and	attention	academic												
Peid		productivity					Teache		Little					
(1993)		(completed)	Shawn	9'3	Μ	LD	r	School	effect	0.0	0.06	0.94	1	Μ
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics												
and	attention	academic												
Peid		productivity		11'			Teache		No					
(1993)		(completed)	J.T.	5	Μ	LD	r	School	effect	0.0	0.57	1.00	1	Μ
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics												
and	attention	academic												
Peid		productivity		11'			Teache		Little					
(1993)		(completed)	Keith	5	Μ	LD	r	School	effect	0.0	0.00	0.85	1	Μ

	Self-mo	Social												
Maag	nitoring:	desirable:							Increas					
and	attention	mathematics							ed					
Peid		on-task					Teache		noticea					
(1993)		behavior	Mark	9'3	М	LD	r	School	bly	2.0	1.00	1.00	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:												
and	attention	mathematics							Increas					
Peid		on-task					Teache		e mean					
(1993)		behavior	Tina	9'3	F	LD	r	School	level	1.0	0.54	0.92	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:												
and	attention	mathematics												
Peid		on-task					Teache		Improv					
(1993)		behavior	Jose	9'3	М	LD	r	School	ement	2.0	1.00	1.00	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:												
and	attention	mathematics												
Peid		on-task					Teache		Increas					
(1993)		behavior	Shawn	9'3	Μ	LD	r	School	es	2.0	0.56	0.88	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:							Neglig					
and	attention	mathematics							ible					
Peid		on-task		11'			Teache		improv					
(1993)		behavior	J.T.	5	Μ	LD	r	School	ement	0.0	0.13	0.33	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:							Neglig					
and	attention	mathematics							ible					
Peid		on-task		11'			Teache		improv					
(1993)		behavior	Keith	5	Μ	LD	r	School	ement	0.0	0.00	0.62	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	producti	academic					Teache		Greate					
(1993)	vity	accuracy	Mark	9'3	Μ	LD	r	School	st gain	2.0	0.88	1.00	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics												
Peid	producti	academic					Teache							
(1993)	vity	accuracy	Tina	9'3	F	LD	r	School	NA		0.79	1.00	1	Μ

Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics							Greate					
Peid	producti	academic					Teache		st					
(1993)	vity	accuracy	Jose	9'3	Μ	LD	r	School	effect	2.0	0.88	0.94	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics							Indisti					
Peid	producti	academic					Teache		nguish					
(1993)	vity	accuracy	Shawn	9'3	М	LD	r	School	able	0.0	0.08	1.00	1	Μ
Maag	Self-mo	Academic 1:												
and	nitoring:	mathematics							No					
Peid	producti	academic		11'			Teache		improv					
(1993)	vity	accuracy	J.T.	5	Μ	LD	r	School	ement	0.0	0.06	0.31	1	Μ
	Self-mo	Academic 1:							No					
	nitoring:	mathematics							improv					
Maag	producti	academic							ement					
and	vity	accuracy							over					
Peid				11'			Teache		baselin					
(1993)			Keith	5	М	LD	r	School	e	0.0	0.00	0.00	1	Μ
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics							Immed					
and	producti	academic							iate					
Peid	vity	productivity					Teache		increas					
(1993)		(completed)	Mark	9'3	М	LD	r	School	e	2.0	0.94	0.94	1	М
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics							Immed					
and	producti	academic							iate					
Peid	vity	productivity					Teache		increas					
(1993)	-	(completed)	Tina	9'3	F	LD	r	School	e	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 2:							Increas					
	nitoring:	mathematics							ed but					
Maag	producti	academic							overla					
and	vity	productivity							p with					
Peid	-	(completed)					Teache		baselin					
(1993)			Jose	9'3	Μ	LD	r	School	e	1.0	0.38	1.00	1	М
Maad	Self-mo	Academic 2:							Immod					
ond	nitoring:	mathematics							ioto					
Doid	producti	academic					Tasaha							
reiu (1002)	vity	productivity	C1	012	м	I D	Teache	C -1 1		2.0	1 00	1 00	1	N /
(1993)	5		Shawn	93	M	LD	r	School	large	2.0	1.00	1.00		M

		(completed)							increas					
									es					
	Self-mo	Academic 2:												
Maag	nitoring:	mathematics												
and	producti	academic												
Peid	vity	productivity		11'			Teache		Affect					
(1993)		(completed)	J.T.	5	Μ	LD	r	School	only	2.0	0.94	0.94	1	Μ
	Self-mo	Academic 2:							Immed					
	nitoring:	mathematics							iate					
Maag	producti	academic							and					
and	vity	productivity							large					
Peid		(completed)		11'			Teache		increas					
(1993)			Keith	5	М	LD	r	School	e	2.0	1.00	1.00	1	Μ
	Self-mo	Social												
Maag	nitoring:	desirable:							Increas					
and	producti	mathematics							ed					
Peid	vity	on-task					Teache		noticea					
(1993)	5	behavior	Mark	9'3	М	LD	r	School	bly	2.0	1.00	1.00	1	М
	Self-mo	Social												
Maag	nitoring:	desirable:							Raise					
and	producti	mathematics							above					
Peid	vity	on-task					Teache		baselin					
(1993)	( IC)	behavior	Tina	9'3	F	LD	r	School	e	2.0	0.86	1.00	1	м
(****)	Self-mo	Social			-		-		-					
Maaq	nitoring	desirable:												
and	producti	mathematics												
Peid	vity	on-task					Teache		Improv					
(1993)	vity	behavior	Iose	9'3	м	ID	r	School	ement	20	1 00	1 00	1	м
(1000)	Self-mo	Social	3030	,,	1.1		1	Benoor	ciliciti	2.0	1.00	1.00		171
Maan	nitoring	desirable:												
and	nroducti	mathematics												
Poid	vity	on-task					Taaba		Inoroaa					
(1003)	vity	bobovior	Chown	0'2	ЛЛ	ID	"	Sahaal	nicieas	20	0 83	0 02	1	NЛ
(1993) Maca	S alf	Social	Snawn	73	IVI		μ	SCHOOL	CS C1: ~1-4	2.0	0.00	0.92	1	IVI
iviady	Sell-mo	dooirchlor		111			T 1		Singht					
	nitoring:		IT	11' ~		T D	Teache	a 1	increas	1.0	0 50	0.00		
Peid	producti	mathematics	J.T.	5	Μ	LD	r	School	e	1.0	0.56	0.88	1	M

(1993)	vity	on-task												
. ,	5	behavior												
	Self-mo	Social												
Maag	nitoring:	desirable:												
and	producti	mathematics							Slight					
Peid	vity	on-task		11'			Teache		increas					
(1993)		behavior	Keith	5	М	LD	r	School	e	1.0	0.00	0.85	1	Μ
Marti	Self-mo	Academic1:												
n and	nitoring	academic		Se										
Mann		performance		ven	L			School						
о				th				:						
(1995				gra			Resear	resourc	Increas					
)			George	de	Μ	LD	cher	e room	ed	2	0.5	1	1	М
Marti	Self-mo	Academic1:												
n and	nitoring	academic		Se										
Mann		performance		ven	L			School	Increas					
0				th				:	ed but					
(1995				gra			Resear	resourc	overla					
)			Rudy	de	М	LD	cher	e room	р	1	0	1	1	Μ
Marti	Self-mo	Academic1:												
n and	nitoring	academic		Se										
Mann		performance		ven	L			School						
0				th				:						
(1995				gra			Resear	resourc	Increas					
			Kevin	de	Μ	LD	cher	e room	ed	2	1	1	1	Μ
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase1)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Kim	16	F	Normal	Coach	pool	e	2.0	0.27	0.82	1	Μ

		1	r	r	1			r	1				r	r
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase1)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Brian	16	М	Normal	Coach	pool	e	2.0	0.50	1.00	1	Μ
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase1)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Steve	16	М	Normal	Coach	pool	e	2.0	0.27	0.95	1	М
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase1)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Lynne	16	F	Normal	Coach	pool	e	2.0	0.33	0.94	1	Μ

	1			-	-	-	r		·					
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase1)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Debw	16	F	Normal	Coach	pool	e	2.0	0.43	0.95	1	Μ
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase1)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Debj	16	F	Normal	Coach	pool	e	2.0	0.35	0.71	1	Μ
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase1)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Debj	16	F	Normal	Coach	pool	e	2.0	1.00	1.00	1	Μ

	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase1)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Ron	16	Μ	Normal	Coach	pool	e	2.0	0.24	0.95	1	Μ
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase2)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Lynne	16	F	Normal	Coach	pool	e	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase2)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Kim	16	F	Normal	Coach	pool	e	2.0	1.00	1.00	1	Μ

		1						1					-	
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase2)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Debw	16	F	Normal	Coach	pool	e	2.0	0.63	0.88	1	Μ
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase2)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Brian	16	Μ	Normal	Coach	pool	e	2.0	0.69	0.92	1	Μ
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase2)												
МсКе	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Steve	16	Μ	Normal	Coach	pool	e	2.0	0.54	0.92	1	Μ

	G 10												1	1
	Self-mo	Academic 2:												
	nitoring:	number of												
	self-reco	laps												
	rding	completed												
	publicly	(phase2)												
McKe	for													
nzie	attendan													
and	ce and							Institut						
Rusha	training-							ion:	Marke					
11	unit			9				swimm	d					
(1974	completi			to				ing	increas					
)	on		Ron	16	М	Normal	Coach	pool	e	2.0	0.23	1.00	1	Μ
	Self-mo	Social												
	nitoring:	undesirable:												
	self-reco	the number of												
	rding	swimmers												
	publicly	who were												
МсКе	for	absent												
nzie	attendan													
and	ce and							Institut						
Rusha	training-				16			ion:						
11	unit		Swim	9	M.			swimm	Reduc					
(1974	completi		ming	to	16			ing	ed by					
)	on		team	16	F	Normal	Coach	pool	45%	2.0	0.34	0.72	1	М
	Self-mo	Social												
	nitoring:	undesirable:												
	self-reco	the number of												
	rding	swimmers												
	publicly	who were												
МсКе	for	arrived late												
nzie	attendan													
and	ce and							Institut						
Rusha	training-				16			ion:						
11	unit		Swim	9	M.			swimm	Reduc					
(1974	completi		ming	to	16			ing	ed by					
	on		team	16	F	Normal	Coach	pool	63%	2.0	0.00	0.69	1	Μ

	Self-mo	Social												
	nitoring:	undesirable:												
	self-reco	the number of												
	rding	swimmers												
	publicly	who were left												
МсКе	for	early												
nzie	attendan													
and	ce and							Institut						
Rusha	training-				16			ion:	Compl					
11	unit		Swim	9	M.			swimm	etely					
(1974	completi		ming	to	16			ing	suppre					
)	on		team	16	F	Normal	Coach	pool	ssed	2.0	0.00	1.00	1	Μ
Miller	Self-inst	Academic1:												
,	ruction	academic												
Miller		performance												
,														
Whee														
ler														
and														
Seling	5							Institut	Increas					
er								ion:	e					
(1989				11			Resear	classro	(0%-9					
)			S1	yr	Μ	BD	cher	om	8%)	2	1	1	1	Μ
Miller	Self-inst	Academic1:												
,	ruction	academic												
Miller		performance												
,														
Whee														
ler														
and														
Seling	,							Institut	Increas					
er								ion:	e					
(1989				12		BD and	Resear	classro	(65%-					
)			S2	yr	Μ	ADHD	cher	om	88%)	2	0.88	0.88	1	Μ
Miller	Self-inst	Academic1:						Institut	Increas					
,	ruction	academic						ion:	e					
Miller		performance		12		BD and	Resear	classro	(62%-					
,			S2	yr	Μ	ADHD	cher	om	82%)	2	1	1	1	М

Whee														
ler														
and														
Seling														
er														
(1989														
Miller	Self-inst	Social												
,	ruction	desirable:												
Miller		academic												
,		engagement												
Whee														
ler														
and														
Seling								Institut						
er								ion:						
(1989				12		BD and	Resear	classro	Increas					
			S2	vr	М	ADHD	cher	om	e	2	0.88	0.88	1	Μ
Miller	Self-inst	Social		5										
	ruction	desirable:												
Miller		academic												
		engagement												
Whee														
ler														
and														
Seling								Institut						
er								ion:						
(1989				12		BD and	Resear	classro	Increas					
			S2	vr	М	ADHD	cher	om	e	2	1	1	1	М
, Ninne	Self-cont	Social		5				School	An					
SS.	rol:	undesirable:						: a	immed					
Ellis.	self-man	aggressive						self-co	iate					
Miller	agement	behavior						ntained	and					
	training							special	sustain					
, Baker	nackage							educati	ed					
and	рискиде			14				on	decrea					
Ruthe				to			Teache	classro	se(39.6)					
rford			<b>S</b> 1	15	м	SED	r	om	$\frac{30}{3}$	20	1.00	1 00	1	м
noiu			51	15	141	SED	1	om	70-1.0	2.0	1.00	1.00	1	141

(1995									%)					
ò									<i>,</i>					
Ninne	Self-cont	Social												
ss,	rol:	undesirable:												
Ellis,	self-man	aggressive						School	An					
Miller	agement	behavior						: a	immed					
,	training							self-co	iate					
Baker	package							ntained	and					
and								special	sustain					
Ruthe								educati	ed					
rford				14				on	decrea					
(1995				to			Teache	classro	se(39.3					
)			<b>S</b> 1	15	Μ	SED	r	om	%-4%)	2.0	1.00	1.00	1	М
Ninne	Self-cont	Social												
ss,	rol:	undesirable:							An					
Ellis,	self-man	aggressive						School	immed					
Miller	agement	behavior						: a	iate					
,	training							self-co	and					
Baker	package							ntained	sustain					
and								special	ed					
Ruthe								educati	decrea					
rford				14				on	se(45					
(1995				to			Teache	classro	%-8.3					
)			S2	15	М	SED	r	om	%)	2.0	1.00	1.00	1	Μ
Ninne	Self-cont	Social												
ss,	rol:	undesirable:							An					
Ellis,	self-man	aggressive						School	immed					
Miller	agement	behavior						: a	iate					
,	training							self-co	and					
Baker	package							ntained	sustain					
and								special	ed					
Ruthe								educati	decrea					
rford				14				on	se(64					
(1995				to			Teache	classro	%-4.6					
)			<b>S</b> 2	15	Μ	SED	r	om	%)	2.0	1.00	1.00	1	Μ

Ninne	Self-cont	Social												
ss,	rol:	undesirable:							An					
Ellis,	self-man	aggressive						School	immed					
Miller	agement	behavior						: a	iate					
,	training							self-co	and					
Baker	package							ntained	sustain					
and								special	ed					
Ruthe								educati	decrea					
rford				14				on	se(47.2					
(1995				to			Teache	classro	%-2.2					
)			<b>S</b> 3	15	Μ	SED	r	om	%)	2.0	1.00	1.00	1	Μ
Ninne	Self-cont	Social												
ss,	rol:	undesirable:							An					
Ellis,	self-man	aggressive						School	immed					
Miller	agement	behavior						: a	iate					
,	training							self-co	and					
Baker	package							ntained	sustain					
and								special	ed					
Ruthe								educati	decrea					
rford				14				on	se(45.6					
(1995				to			Teache	classro	6%-0					
)			<b>S</b> 3	15	Μ	SED	r	om	%)	2.0	1.00	1.00	1	R
Ninne	Self-cont	Social												
ss,	rol:	undesirable:							An					
Ellis,	self-man	aggressive						School	immed					
Miller	agement	behavior						: a	iate					
,	training							self-co	and					
Baker	package							ntained	sustain					
and								special	ed					
Ruthe								educati	decrea					
rford				14				on	se(43.7					
(1995				to			Teache	classro	%-2.2					
)			S4	15	Μ	SED	r	om	%)	2.0	1.00	1.00	2	R
Ninne	Self-cont	Social							Immedi					
SS,	rol:	undesirable:							ate &					
Fuerst	self-man	off-task and		14				School	dramati					
and	agement	socially		to			Teache	: in	с					
Ruther	self-asse	inappropriate	<b>S</b> 1	15	Μ	SED	r	class	reducti	2.0	1.00	1.00	1	Μ

ford	ssment	behavior							on					
(1991)														
Ninne	Self-cont	Social												
SS,	rol:	undesirable:												
Fuerst	self-man	off-task and												
and	agement	socially												
Ruther	self-asse	inappropriate		14				School	More					
ford	ssment	behavior		to			Teache	: in	aradual					
(1991)	Soment		<b>S</b> 2	15	М	SED	r	class	decline	2.0	1.00	1.00	1	М
Ninne	Self-cont	Social	~_	10			-			2.0			-	
SS.	rol.	undesirable												
Fuerst	self-man	off-task and												
and	agement	socially												
Ruther	self-asse	inappropriate		14				School	More					
ford	ssment	behavior		to			Teache	· in	aradual					
(1991)	SSILCIL		53	15	м	SED	r	. m class	decline	2.0	0 60	1 00	1	м
(1001)	Self-cont	Social	55	15	1.1		1	C1055		2.0	0.00	1.00	1	111
	rol.	undesirable							Immedi					
	celf_man	off-task and							ate &					
	agement	socially							dramati					
		inannronriate							c					
	semont	hebavior							improv					
	ssmem	Denavioi							omont					
Nlinno									took					
									iasn ond					
55, Euorot									anu					
ruersi								<b>C</b> 1 1	socially					
Duthor				1.4				School	appropr					
Ruther				14			- 1							
TOPO			<b>G</b> 1	to			Teache	betwee	penavi	•	4 00	4 00		
(1991)	~ 10	~	SI	15	Μ	SED	r	n class	or	2.0	1.00	1.00	1	M
Ninne	Self-cont	Social						~						
SS,	rol:	undesirable:						School	Immedi					
⊢uerst	self-man	off-task and		14				•	ate &					
and	agement	socially		to			Teache	betwee	dramati					
Ruther	self-asse	inappropriate	S2	15	Μ	SED	r	n class	С	2.0	1.00	1.00	1	Μ

ford	ssment	behavior							improv					
(1991)									ement					
(,									in on					
									task					
									and					
									socially					
									appropr					
									iate					
									hehavi					
									or					
	Self-cont	Social												
	rol:	undesirable:							Immedi					
	self-man	off-task and							ate &					
	agement	socially							dramati					
	self-asse	inappropriate							с					
	ssment	behavior							improv					
									ement					
									in on					
Ninne									task					
SS,									and					
Fuerst									socially					
and								School	appropr					
Ruther				14				:	iate					
ford				to			Teache	betwee	behavi					
(1991)			<b>S</b> 3	15	Μ	SED	r	n class	or	2.0	1.00	1.00	1	М
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
Olym	operatio													
pia,	ns													
Sherid	(self-mo													
an,	nitoring,													
Jenson	self-instr													
and	uction,se			Six										
Andre	lf-evalua			th		Normal:								
ws	tion,self-		Subjec	gra		underach	Resear							
(1994)	reinforce		t1(1st)	de	NA	ieving	cher	School	Mixed	1.0	1.00	1.00	1	Μ

	ment)													
	Wolfe et													
	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t1(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	0.00	1.00	1	Μ
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce		Subjec	th		Normal:								
ws	ment)		t10(1st	gra		underach	Resear							
(1994)	Wolfe et		)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.79	1	Μ

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t10(sec	gra		underach	Resear							
(1994)	al.,1984		ond)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.47	1	Μ
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce		Subjec	th		Normal:								
ws	ment)		t11(1st	gra		underach	Resear							
(1994)	Wolfe et		)	de	NA	ieving	cher	School	Mixed	1.0	1.00	1.00	1	Μ

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t11(sec	gra		underach	Resear							
(1994)	al.,1984		ond)	de	NA	ieving	cher	School	Mixed	1.0	0.88	0.88	1	М
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce		Subjec	th		Normal:								
ws	ment)		t12(1st	gra		underach	Resear							
(1994)	Wolfe et		)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.80	1	Μ
	al.,1984													
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	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t12(sec	gra		underach	Resear							
(1994)	al.,1984		ond)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.25	1	М
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce		Subjec	th		Normal:								
ws	ment)		t13(1st	gra		underach	Resear							
(1994)	Wolfe et		)	de	NA	ieving	cher	School	Mixed	1.0	1.00	1.00	1	Μ

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t13(sec	gra		underach	Resear							
(1994)	al.,1984		ond)	de	NA	ieving	cher	School	Mixed	1.0	1.00	1.00	1	М
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce		Subjec	th		Normal:								
ws	ment)		t14(1st	gra		underach	Resear							
(1994)	Wolfe et		)	de	NA	ieving	cher	School	Mixed	1.0	0.78	0.78	1	Μ

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t14(sec	gra		underach	Resear							
(1994)	al.,1984		ond)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.77	1	М
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce		Subjec	th		Normal:								
ws	ment)		t15(1st	gra		underach	Resear							
(1994)	Wolfe et			de	NA	ieving	cher	School	Mixed	1.0	0.00	0.25	1	R

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t15(sec	gra		underach	Resear							
(1994)	al.,1984		ond)	de	NA	ieving	cher	School	Mixed	1.0	0.91	0.91	1	R
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce		Subjec	th		Normal:								
ws	ment)		t16(1st	gra		underach	Resear							
(1994)	Wolfe et			de	NA	ieving	cher	School	Mixed	1.0	0.21	0.57	1	R

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement	_												
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t16(sec	gra		underach	Resear							
(1994)	al.,1984		ond)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.45	1	М
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce			th		Normal:								
ws	ment)		Subjec	gra		underach	Resear							
(1994)	Wolfe et		t2(1st)	de	NA	ieving	cher	School	Mixed	1.0	0.78	1.00	1	Μ

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t2(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	0.50	0.50	1	Μ
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce			th		Normal:								
ws	ment)		Subjec	gra		underach	Resear							
(1994)	Wolfe et		t3(1st)	de	NA	ieving	cher	School	Mixed	1.0	0.50	0.75	1	Μ

	al 1984													
	u1.,170 <del>4</del>													
	G 16													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t3(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.00	2	R
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-													
Andre	reinforce					Normal:								
ws	ment)		Subjec			underach	Resear							
(1994)	Wolfe et		t4(1st)		NA	ieving	cher	School	Mixed	1.0	1.00	1.00	2	R

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t4(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	1.00	1.00	2	R
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce			th		Normal:								
ws	ment)		Subjec	gra		underach	Resear							
(1994)	Wolfe et		t5(1st)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.45	2	R

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement	_												
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t5(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.31	1	R
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce			th		Normal:								
ws	ment)		Subjec	gra		underach	Resear							
(1994)	Wolfe et		t6(1st)	de	NA	ieving	cher	School	Mixed	1.0	0.36	0.71	1	R

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement	_												
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t6(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	0.90	0.90	1	R
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce			th		Normal:								
ws	ment)		Subjec	gra		underach	Resear							
(1994)	Wolfe et		t7(1st)	de	NA	ieving	cher	School	Mixed	1.0	1.00	1.00	1	R

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t7(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.50	1	R
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce			th		Normal:								
ws	ment)		Subjec	gra		underach	Resear							
(1994)	Wolfe et		t8(1st)	de	NA	ieving	cher	School	Mixed	1.0	0.50	1.00	1	R

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t8(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	0.00	0.40	1	R
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
Olym	(self-mo													
pia,	nitoring,													
Sherid	self-instr													
an,	uction,se													
Jenson	lf-evalua													
and	tion,self-			Six										
Andre	reinforce			th		Normal:								
ws	ment)		Subjec	gra		underach	Resear							
(1994)	Wolfe et		t9(1st)	de	NA	ieving	cher	School	Mixed	1.0	0.13	0.75	1	R

	al.,1984													
	Self-cont	Academic 1:												
	rol:	homework												
	self-man	accuracy												
	agement													
	operatio													
	ns													
	(self-mo													
Olym	nitoring,													
pia,	self-instr													
Sherid	uction,se													
an,	lf-evalua													
Jenson	tion,self-													
and	reinforce			Six										
Andre	ment)		Subjec	th		Normal:								
ws	Wolfe et		t9(seco	gra		underach	Resear							
(1994)	al.,1984		nd)	de	NA	ieving	cher	School	Mixed	1.0	0.14	1.00	1	R
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Bathro					
ing-M	s and							Institut	om:					
cMorr	task							ion:	rapid					
ow	analyses		Amand			Brain	Experi	bathro	improv					
(1990)	)		a	20	F	injuries	menter	om	ement	2.0	1.00	1.00	1	Μ

	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written								Amand					
Braunl	checklist								a					
ing-M	s and								kitchen					
cMorr	task							Institut	: rapid					
ow	analyses		Amand			Brain	Experi	ion:	improv					
(1990)	)		a	20	F	injuries	menter	kitchen	ement	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Living					
ing-M	s and							Institut	room:					
cMorr	task							ion:	rapid					
ow	analyses		Amand			Brain	Experi	living	improv					
(1990)	)		a	20	F	injuries	menter	room	ement	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Bedroo					
ing-M	s and							Institut	m:					
cMorr	task							ion:	rapid					
ow	analyses					Brain	Experi	bedroo	improv					
(1990)	)		Babara	37	F	injuries	menter	m	ement	2.0	0.75	0.75	1	Μ

	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Kitche					
ing-M	s and								n:					
cMorr	task							Institut	rapid					
ow	analyses					Brain	Experi	ion:	improv					
(1990)	)		Babara	37	F	injuries	menter	kitchen	ement;	2.0	1.00	1.00	1	Μ
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Living					
ing-M	s and							Institut	room:					
cMorr	task							ion:	rapid					
ow	analyses					Brain	Experi	living	improv					
(1990)	)		Babara	37	F	injuries	menter	room	ement	2.0	0.57	0.57	1	М
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Bathro					
ing-M	s and							Institut	om:					
cMorr	task							ion:	rapid					
ow	analyses					Brain	Experi	bathro	improv					
(1990)	)		Cody	18	М	injuries	menter	om	ement	2.0	1.00	1.00	1	Μ

							1	1						-
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Bedroo					
ing-M	s and							Institut	m:					
cMorr	task							ion:	rapid					
ow	analyses					Brain	Experi	bedroo	improv					
(1990)	)		Cody	18	Μ	injuries	menter	m	ement	2.0	1.00	1.00	1	R
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Living					
ing-M	s and							Institut	room:					
cMorr	task							ion:	rapid					
ow	analyses					Brain	Experi	living	improv					
(1990)	)		Cody	18	Μ	injuries	menter	room	ement	2.0	1.00	1.00	2	R
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Bathro					
ing-M	s and							Institut	om:					
cMorr	task							ion:	rapid					
ow	analyses					Brain	Experi	bathro	improv					
(1990)	)		Drew	19	Μ	injuries	menter	om	ement	2.0	1.00	1.00	1	R

								1						
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Bedroo					
ing-M	s and							Institut	m:					
cMorr	task							ion:	rapid					
ow	analyses					Brain	Experi	bedroo	improv					
(1990)	)		Drew	19	Μ	injuries	menter	m	ement	2.0	1.00	1.00	2	R
	Self-mo	Academic 1:												
	nitoring:	percentage of												
	self-adm	outcome												
O'Reil	inistered	checklist items												
ly,	(the use	scored correct												
Green	of													
and	written													
Braunl	checklist								Kitche					
ing-M	s and								n:					
cMorr	task							Institut	rapid					
ow	analyses					Brain	Experi	ion:	improv					
(1990)	)		Drew	19	Μ	injuries	menter	kitchen	ement	2.0	1.00	1.00	1	R
Prater	Self-mo	Social												
, Joy,	nitoring:	desirable:												
Chilm	attention	academic												
an,		engagement												
Templ														
e and								School						
Miller								:						
(1991							Resear	classro	Increas					
)			S4	NA	NA	LD	cher	om	ed	2	1	1	1	М
Prater	Self-mo	Social												
, Joy,	nitoring:	desirable:						School						
Chilm	attention	academic						:	Less					
an,		engagement					Resear	classro	succes					
Templ			S4	NA	NA	LD	cher	om	sful	0	0.25	0.5	1	Μ

e and														
Miller														
(1991														
)														
Prater	Self-mo	Social												
, Joy,	nitoring:	desirable:												
Chilm	attention	academic												
an,	and	engagement												
Templ	reinforce													
e and	ment							School	Improv					
Miller								:	ed					
(1991							Resear	classro	drastic					
)			S5	NA	NA	BD/LD	cher	om	ally	2	1	1	1	Μ
Prater	Self-mo	Social												
, Joy,	nitoring:	desirable:												
Chilm	attention	academic												
an,	and	engagement												
Templ	reinforce													
e and	ment							School	Consis					
Miller								:	tently					
(1991							Resear	classro	high					
)			S5	NA	NA	BD/LD	cher	om	level	2	0.5	1	1	Μ
	Self-inst	Academic 1:				Normal :								
	ruction:	arithmetic		Fir		difficulti								
Rober	reinforce	problems		st		es with								
ts,	ment for	academic		or		addition								
Nelso	self-instr	accuracy		sec		and								
n and	uction			on		subtracti		School						
Olson	only			d		on		:						
(1987			Linda(	gra		problem	Experi	classro	Increas					
)			SI)	de	F	S	menter	om	e	2.0	0.90	1.00	1	Μ
Rober	Self-inst	Academic 1:		Fir		Normal :								
ts,	ruction:	arithmetic		st		difficulti								
Nelso	reinforce	problems		or		es with								
n and	ment for	academic		sec		addition		School						
Olson	self-instr	accuracy		on		and		:						
(1987	uction		Larry(	d		subtracti	Experi	classro	Increas					
)	only		SI)	gra	Μ	on	menter	om	e	2.0	0.90	1.00	1	Μ

				de		problem								
				ue										
						5								
	Self-inst	Academic 1:				Normal :								
	ruction:	arithmetic		Fir		difficulti								
Rober	reinforce	problems		st		es with								
ts,	ment for	academic		or		addition								
Nelso	self-instr	accuracy		sec		and								
n and	uction			on		subtracti		School						
Olson	only			d		on		:						
(1987			Kathy(	gra		problem	Experi	classro	Increas					
)			SI)	de	F	s	menter	om	e	2.0	0.80	0.90	1	Μ
	Self-inst	Academic 1:				Normal :								
	ruction:	arithmetic		Fir		difficulti								
Rober	reinforce	problems		st		es with								
ts,	ment for	academic		or		addition								
Nelso	accuracy	accuracy		sec		and								
n and	only			on		subtracti		School						
Olson			Terry(a	d		on		:						
(1987			ccurac	gra		problem	Experi	classro	Improv					
)			y)	de	Μ	s	menter	om	ed	2.0	1.00	1.00	1	Μ
	Self-inst	Academic 1:				Normal :								
	ruction:	arithmetic		Fir		difficulti								
Rober	reinforce	problems		st		es with								
ts,	ment for	academic		or		addition								
Nelso	accuracy	accuracy		sec		and								
n and	only			on		subtracti		School						
Olson			Trudy(	d		on		:						
(1987			accura	gra		problem	Experi	classro	Improv					
)			cy)	de	F	s	menter	om	ed	2.0	1.00	1.00	1	Μ
	Self-inst	Academic 1:		Fir		Normal :								
Rober	ruction:	arithmetic		st		difficulti								
ts,	reinforce	problems		or		es with								
Nelso	ment for	academic		sec		addition								
n and	accuracy	accuracy		on		and		School						
Olson	only		Ricky(	d		subtracti		:						
(1987			accura	gra		on	Experi	classro	Improv					
)			cy)	de	Μ	problem	menter	om	ed	2.0	1.00	1.00	1	Μ

[				1	1								í I	r
						S								
	Self-inst	Academic 1:				Normal :								
	ruction:	arithmetic		Fir		difficulti								
Rober	reinforce	problems		st		es with								
ts,	ment for	academic		or		addition								
Nelso	both	accuracy		sec		and								
n and	self-instr		Kyle(S	on		subtracti		School						
Olson	uction		I+	d		on		:						
(1987	and		accura	gra		problem	Experi	classro	Improv					
)	accuracy		cy)	de	Μ	S	menter	om	ed	2.0	1.00	1.00	1	Μ
	Self-inst	Academic 1:				Normal :								
	ruction:	arithmetic		Fir		difficulti								
Rober	reinforce	problems		st		es with								
ts,	ment for	academic		or		addition								
Nelso	both	accuracy		sec		and								
n and	self-instr			on		substract		School						
Olson	uction		Sue(SI	d		ion		:						
(1987	and		+accur	gra		problem	Experi	classro	Improv					
)	accuracy		acy)	de	F	S	menter	om	ed	2.0	1.00	1.00	1	Μ
	Self-inst	Academic 1:				Normal :								
	ruction:	arithmetic		Fir		difficulti								
Rober	reinforce	problems		st		es with								
ts,	ment for	academic		or		addition								
Nelso	both	accuracy		sec		and								
n and	self-instr			on		subtracti		School						
Olson	uction		Fred(S	d		on		:						
(1987	and		I+accu	gra		problem	Experi	classro	Improv					
)	accuracy		racy)	de	Μ	S	menter	om	ed	2.0	1.00	1.00	1	Μ
Roon	Self-mo	Social												
ey,	nitoring	desirable:												
Pollo		academic		Ele										
way,		engagement		me										
and				nta				School						
Halla				ry				:						
han			Benja	lev			Teache	classro	Improv					
(1985			min	el	Μ	LD	r	om	ement	2	0.75	1	1	Μ

)														
Roon	Self-mo	Social												
ey,	nitoring	desirable:												
Pollo		academic												
way,		engagement		Ele										
and				me										
Halla				nta				School						
han				ry				:						
(1985				lev			Teache	classro	Improv					
)			Mark	el	М	LD	r	om	ement	2	1	1	1	М
Roon	Self-mo	Social												
ey,	nitoring	desirable:												
Pollo		academic												
way,		engagement		Ele										
and				me										
Halla				nta				School						
han				ry				:						
(1985				lev			Teache	classro	Improv					
)			Carl	el	М	LD	r	om	ement	2	1	1	1	М
Roon	Self-mo	Social												
ey,	nitoring	desirable:												
Pollo		academic												
way,		engagement		Ele										
and				me										
Halla				nta				School						
han				ry				:						
(1985				lev			Teache	classro	Improv					
)			Scott	el	М	LD	r	om	ement	2	0.67	1	1	М
Roon	Self-mo	Social												
ey,	nitoring:	desirable:												
Pollo	attention	academic												
way,		engagement		Sec										
and				on				School						
Halla				d		Normal:		:						
han				gra		attention	Teache	classro	Increas					
(1985			Carol	de	F	problem	r	om	ed	2	1	1	1	Μ

<u> </u>														
Roon	Self-mo	Social												
ey,	nitoring:	desirable:												
Pollo	attention	academic												
way,		engagement												
and				Sec										
Halla				on				School						
han				d		Normal:		:						
(1985				gra		attention	Teache	classro	Increas					
)			Carol	de	F	problem	r	om	ed	2	0.8	1	1	Μ
Roon	Self-mo	Social												
ey,	nitoring:	desirable:												
Pollo	attention	academic												
way,		engagement												
and				Sec										
Halla				on				School						
han				d		Normal:		:						
(1985				gra		attention	Teache	classro	Increas					
)			Harry	de	Μ	problem	r	om	ed	2	1	1	1	Μ
Roon	Self-mo	Social												
ey,	nitoring:	desirable:												
Pollo	attention	academic												
way,		engagement												
and				Sec										
Halla				on				School						
han				d		Normal:		:						
(1985				gra		attention	Teache	classro	Increas					
)			Harry	de	Μ	problem	r	om	ed	2	0.4	0.8	1	Μ
Roon	Self-mo	Social												
ey,	nitoring:	desirable:												
Pollo	attention	academic												
way,		engagement		Sec										
and				on				School						
Halla				d		Normal:		:						
han				gra		attention	Teache	classro	Increas					
(1985			Jim	de	Μ	problem	r	om	ed	2	0.89	1	1	Μ

ľ														
Roon	Self-mo	Social												
ey,	nitoring:	desirable:												
Pollo	attention	academic												
way,		engagement												
and				Sec										
Halla				on				School						
han				d		Normal:		:						
(1985				gra		attention	Teache	classro	Increas					
)			Jim	de	М	problem	r	om	ed	2	0.4	1	1	М
Roon	Self-mo	Social												
ey,	nitoring:	desirable:												
Pollo	attention	academic												
way,		engagement												
and				Sec										
Halla				on				School						
han				d		Normal:		:						
(1985				gra		attention	Teache	classro	Increas					
$\mathbf{b}$			Sarah	de	F	problem	r	om	ed	2	0.83	1	1	Μ
Roon	Self-mo	Social												
ey,	nitoring:	desirable:												
Pollo	attention	academic												
way,		engagement												
and				Sec										
Halla				on				School						
han				d		Normal:		:						
(1985				gra		attention	Teache	classro	Increas					
)			Sarah	de	F	problem	r	om	ed	2	1	1	1	Μ
Seym	Self-mo	Academic												
our	nitoring:	production												
and	self-reco	units				Normal:								
Stoke	rding	completed				truancy		Institut						
s	procedur					and		ion:						
(1976	es		Michel			social		worksh	116-21					
)			le	15	F	isolate	Staff	op	8units	2.0	1.00	1.00	1	Μ

Seym	Self-mo	Academic												
our	nitoring:	production												
and	self-reco	units				Normal:								
Stoke	rding	completed				truancy								
S	procedur					and		Institut						
(1976	es		Michel			social		ion:	198-27					
)			le	15	F	isolate	Staff	office	6units	2.0	0.83	1.00	1	Μ
Seym	Self-mo	Social				Normal:								
our	nitoring:	desirable:				truancy,			Increas					
and	self-reco	percentage of				disruptiv			ed					
Stoke	rding	work behavior				eness,		Institut	immed					
s	procedur					low		ion:	iately(					
(1976	es		Yvonn			attention		classro	45%-7					
)			e	14	F	span	Staff	om	7%)	2.0	0.75	1.00	1	R
Seym	Self-mo	Social				Normal:								
our	nitoring:	desirable:				truancy,								
and	self-reco	percentage of				disruptiv								
Stoke	rding	work behavior				eness,			Increas					
s	procedur					low		Institut	ed(29					
(1976	es		Yvonn			attention		ion:	%-59					
)			e	14	F	span	Staff	kitchen	%)	2.0	0.57	1.00	1	R
Seym	Self-mo	Social				Normal:								
our	nitoring:	desirable:				truancy,								
and	self-reco	percentage of				disruptiv								
Stoke	rding	work behavior				eness,		Institut	Increas					
s	procedur					low		ion:	ed(26					
(1976	es		Yvonn			attention		worksh	%-42					
)			e	14	F	span	Staff	op	%)	2.0	0.13	0.88	1	R
Seym	Self-mo	Social												
our	nitoring:	desirable:				Normal:								
and	self-reco	percentage of				disruptiv								
Stoke	rding	work behavior				eness,		Institut	Increas					
s	procedur					and low		ion:	ed(38					
(1976	es		Patrici			attention		worksh	%-51					
)			a	17	F	span	Staff	op	%)	2.0	0.67	0.67	2	R
Seym	Self-mo	Social				Normal:		Institut	Increas					
our	nitoring:	desirable:	Patrici			disruptiv		ion:	ed(26					
and	self-reco	percentage of	a	17	F	eness,	Staff	worksh	%-49	2.0	0.79	1.00	2	R

Stoke	rding	work behavior				and low		ор	%)					
s	procedur					attention		_						
(1976	es					span								
)						-								
Seym	Self-mo	Social												
our	nitoring:	desirable:				Normal:								
and	self-reco	percentage of				disruptiv								
Stoke	rding	work behavior				eness,								
s	procedur					and low		Institut	Increas					
(1976	es		Patrici			attention		ion:	ed(25-					
)			a	17	F	span	Staff	kitchen	57%)	2.0	0.60	0.95	2	R
Seym	Self-mo	Social												
our	nitoring:	desirable:												
and	self-reco	percentage of				Normal:								
Stoke	rding	work behavior				truancy		Institut						
s	procedur					and		ion:	Increas					
(1976	es		Michel			social		worksh	ed(4%-					
)			le	15	F	isolate	Staff	op	34%)	2.0	1.00	1.00	2	R
Seym	Self-mo	Social												
our	nitoring:	desirable:												
and	self-reco	percentage of				Normal:								
Stoke	rding	work behavior				truancy			Increas					
S	procedur					and		Institut	ed(75					
(1976	es		Michel			social		ion:	%-86					
)			le	15	F	isolate	Staff	office	%)	2.0	0.50	0.83	2	R
Sower	Self-cont	Social												
s,	rol:	desirable:												
Verdi,	self-man	independent												
Bourb	agement	task changes							Increas					
eau,								Institut	ed					
and								ion: a	immed					
Sheeh								univers	iately					
an				18				ity	and					
(1985				to				cafeter	substa					
)			Mike	21	Μ	MR	Trainer	ia	ntially	2.0	1.00	1.00	1	Μ
Sower	Self-cont	Social		18				Institut	Increas					
s,	rol:	desirable:		to				ion: a	ed					
Verdi,	self-man	independent	Tom	21	Μ	MR	Trainer	univers	immed	2.0	0.93	1.00	1	Μ

_														
Bourb	agement	task changes						ity	iately					
eau,								cafeter	and					
and								ia	substa					
Sheeh									ntially					
an														
(1985														
)														
Sower	Self-cont	Social												
s,	rol:	desirable:												
Verdi,	self-man	independent												
Bourb	agement	task changes							Increas					
eau,								Institut	ed					
and								ion: a	immed					
Sheeh								univers	iately					
an				18				ity	and					
(1985				to				cafeter	substa					
)			Harry	21	Μ	MR	Trainer	ia	ntially	2.0	1.00	1.00	1	Μ
	Self-cont	Social												
	rol:	desirable:												
	self-man	appropriate												
Stahm	agement	play							Increas					
er and	Koegel							Institut	ed to					
Schrei	, Koegel,							ion:	above-					
bman	& Parks						Experi	clinic	baselin					
(1992)	(1990)		Bruce	7	Μ	Autism	menter	setting	e levels	2.0	1.00	1.00	1	R
	self-cont	social												
	rol:	desirable:												
	self-man	appropriate												
Stahm	agement	play												
er and	Koegel								increas					
Schrei	,Koegel,								ed					
bman	&Parks						experi		dramati					
(1992)	(1990)		Claire	13	F	autism	menter	home	cally	2.0	1.00	1.00	2	R
Stahm	Self-cont	Social												
er and	rol:	desirable:						Institut						
Schrei	self-man	appropriate						ion:						
bman	agement	play					Experi	clinic	Increas					
(1992)	Koegel		Justin	12	М	Autism	menter	setting	е	2.0	0.24	1.00	1	R

	,Koegel, &Parks (1990)													
	Self-cont	Social												
	rol.	undesirable												
	self-man	self-stimulation												
Stahm	agement								Reduc					
er and	Koegel							Institut	ed					
Schrei	Koegel.							ion:	from					
bman	&Parks						Experi	clinic	13% to					
(1992)	(1990)		Bruce	7	М	Autism	menter	setting	3%	1.0	0.00	0.88	1	М
, ,	Self-cont	Social						8	- / -					
	rol:	undesirable:												
	self-man	self-stimulation												
Stahm	agement													
er and	Koegel								Droppe					
Schrei	,Koegel,								d					
bman	&Parks						Experi		dramati					
(1992)	(1990)		Claire	13	F	Autism	menter	Home	cally	2.0	1.00	1.00	1	М
	Self-cont	Social												
	rol:	undesirable:												
	self-man	self-stimulation												
Stahm	agement								Reduc					
er and	Koegel							Institut	ed					
Schrei	,Koegel,							ion:	from					
bman	&Parks						Experi	clinic	13% to					
(1992)	(1990)		Justin	12	Μ	Autism	menter	setting	2%	1.0	0.00	0.59	1	Μ
	Self-cont	Academic 1:				Normal:								
	rol:	math				underach								
Steve	self-man	performance				ieving								
nson	agement	(second				and			Inonoog					
and	skills	phase)				disruptiv			nicieas					
Fantu				Fift		e			C					
zzo				h		classroo								
(1984			Treate	gra		m	Teache							
þ			d	de	Μ	behavior	r	School		2.0	1.00	1.00	1	Μ

	Self-cont	Academic 1:				Normal:								
	rol:	math				underach								
Steve	self-man	performance				ieving								
nson	agement	(second				and								
and	skills	phase)				disruptiv								
Fantu				Fift		e								
zzo				h		classroo								
(1984			Treate	gra		m	Home		Increas					
)			d	de	Μ	behavior	tutor	Home	e	2.0	1.00	1.00	1	Μ
	Self-cont	Academic 1:				Normal:								
	rol:	math				underach								
Steve	self-man	performance(f				ieving								
nson	agement	irst phase)				and								
and	skills					disruptiv								
Fantu				Fift		e								
zzo				h		classroo								
(1984			Treate	gra		m	Teache		Increas					
)			d	de	Μ	behavior	r	School	e	2.0	0.50	1.00	1	М
	Self-cont	Academic 1:				Normal:								
	rol:	math				underach								
Steve	self-man	performance(f				ieving								
nson	agement	irst phase)				and								
and	skills					disruptiv								
Fantu				Fift		e								
zzo				h		classroo								
(1984			Treate	gra		m	Home		Increas					
)			d	de	Μ	behavior	tutor	Home	e	2.0	0.80	1.00	1	R
	Self-cont	Social				Normal:								
	rol:	undesirable:				underach								
Steve	self-man	disruptive				ieving								
nson	agement	behavior(first				and								
and	skills	phase)				disruptiv								
Fantu				Fift		e								
zzo				h		classroo								
(1984			Treate	gra		m	Teache		Decrea					
þ			d	de	Μ	behavior	r	School	sed	2.0	0.83	1.00	1	М

	Self-cont	Social				Normal:								
	rol:	undesirable:				underach								
Steve	self-man	disruptive				ieving								
nson	agement	behavior(first				and			-					
and	skills	phase)				disruptiv			Decrea					
Fantu		<b>L</b> ,		Fift		e			ses					
zzo				h		classroo								
(1984			Treate	gra		m	Home							
)			d	de	Μ	behavior	tutor	Home		2.0	0.60	0.80	1	М
	Self-cont	Social				Normal:								
	rol:	undesirable:				underach								
Steve	self-man	disruptive				ieving								
nson	agement	behavior(seco				and								
and	skills	nd phase)				disruptiv								
Fantu		1		Fift		e								
zzo				h		classroo								
(1984			Treate	gra		m	Teache		Positiv					
)			d	de	Μ	behavior	r	School	e effect	2.0	0.00	1.00	1	М
-	Self-cont	Social				Normal:								
	rol:	undesirable:				underach								
Steve	self-man	disruptive				ieving								
nson	agement	behavior(seco				and								
and	skills	nd phase)				disruptiv								
Fantu				Fift		e								
zzo				h		classroo								
(1984			Treate	gra		m	Home		Decrea					
) )			d	de	Μ	behavior	tutor	Home	ses	2.0	1.00	1.00	1	М
-	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)							Increas					
Fantu	Stevenso			Fift					ed					
zzo	n and			h		Normal:								
(1986	Fantuzzo			gra		underach	Teache							
)	,1984)		Class1	de	NA	ieving	r	School		2.0	0.83	1.00	1	М
	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic		Fift		Normal:	Resear		_					
nson	package(	proficiency(fir		h		underach	ch		Increas		4.00			
and		(t <b>ph</b> age)	Class1	gra	NA	ieving	assista	Home	ed	2.0	1.00	1.00	1	М

Fantu	by	st phase)		de			nt							
zzo	Stevenso													
(1986	n and													
	Fantuzzo													
	,1984)													
	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift										
zzo	n and			h		Normal:								
(1986	Fantuzzo			gra		underach	Teache		Increas					
)	,1984)		Class2	de	NA	ieving	r	School	ed	2.0	0.60	1.00	1	Μ
	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift			Resear							
zzo	n and			h		Normal:	ch							
(1986	Fantuzzo			gra		underach	assista		Increas					
	,1984)		Class2	de	NA	ieving	nt	Home	ed	2.0	0.25	1.00	1	R
	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift										
zzo	n and			h		Normal:								
(1986	Fantuzzo			gra		underach	Teache		Increas					
	,1984)		Class3	de	NA	ieving	r	School	ed	2.0	0.83	1.00	2	R
	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift			Resear							
zzo	n and			h		Normal:	ch							
(1986	Fantuzzo			gra		underach	assista		Increas					
)	,1984)		Class3	de	NA	ieving	nt	Home	ed	2.0	0.50	1.00	1	Μ

	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(se												
and	by	cond phase)							Increas					
Fantu	Stevenso			Fift					ed					
zzo	n and			h		Normal:								
(1986	Fantuzzo			gra		underach	Teache							
)	,1984)		Class1	de	NA	ieving	r	School		2.0	0.80	0.80	1	М
	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(se												
and	by	cond phase)												
Fantu	Stevenso			Fift			Resear							
zzo	n and			h		Normal:	ch							
(1986	Fantuzzo			gra		underach	assista		Increas					
	,1984)		Class1	de	NA	ieving	nt	Home	ed	2.0	1.00	1.00	1	М
-	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(se												
and	by	cond phase)												
Fantu	Stevenso			Fift										
zzo	n and			h		Normal:								
(1986	Fantuzzo			gra		underach	Teache		Increas					
)	,1984)		Class2	de	NA	ieving	r	School	ed	2.0	1.00	1.00	1	М
-	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(se												
and	by	cond phase)												
Fantu	Stevenso			Fift			Resear							
zzo	n and			h		Normal:	ch							
(1986	Fantuzzo			gra		underach	assista		Increas					
	,1984)		Class2	de	NA	ieving	nt	Home	ed	2.0	1.00	1.00	1	Μ
Steve	Self-cont	Academic 1:												
nson	rol:	Ad1arithmetic												
and	package(	proficiency(se		Fift										
Fantu	by	cond phase)		h		Normal:								
zzo	Stevenso			gra		underach	Teache		Increas					
(1986	n and		Class3	de	NA	ieving	r	School	ed	2.0	0.67	1.00	1	Μ

)	Fantuzzo													
	,1984)													
	Self-cont	Academic 1:												
Steve	rol:	Ad1arithmetic												
nson	package(	proficiency(se												
and	by	cond phase)												
Fantu	Stevenso			Fift			Resear							
zzo	n and			h		Normal:	ch							
(1986	Fantuzzo			gra		underach	assista		Increas					
	,1984)		Class3	de	NA	ieving	nt	Home	ed	2.0	1.00	1.00	1	Μ
	Self-cont	Academic 1:												
Steve	rol:	Ad2arithmetic							Increas					
nson	package(	proficiency(fir							ed(did					
and	by	st phase)							not					
Fantu	Stevenso			Fift					quite					
zzo	n and			h		Normal:			reach					
(1986	Fantuzzo	,		gra		underach	Teache		the					
)	,1984)		Class1	de	NA	ieving	r	School	norm)	1.0	0.17	0.83	1	Μ
	Self-cont	Academic 1:												
Steve	rol:	Ad2arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift			Resear							
zzo	n and			h		Normal:	ch							
(1986	Fantuzzo	,		gra		underach	assista		Increas					
)	,1984)		Class1	de	NA	ieving	nt	Home	ed	2.0	1.00	1.00	1	Μ
	Self-cont	Academic 1:												
Steve	rol:	Ad2arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift										
zzo	n and			h		Normal:								
(1986	Fantuzzo			gra		underach	Teache		Increas					
þ	,1984)		Class2	de	NA	ieving	r	School	ed	2.0	1.00	1.00	1	Μ

	a 12													
	Self-cont	Academic 1:												
Steve	rol:	Ad2arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift			Resear							
zzo	n and			h		Normal:	ch							
(1986	Fantuzzo			gra		underach	assista		Increas					
)	,1984)		Class2	de	NA	ieving	nt	Home	ed	2.0	1.00	1.00	1	Μ
	Self-cont	Academic 1:												
Steve	rol:	Ad2arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift										
zzo	n and			h		Normal:								
(1986	Fantuzzo			gra		underach	Teache		Increas					
	,1984)		Class3	de	NA	ieving	r	School	ed	2.0	0.67	0.67	1	Μ
	Self-cont	Academic 1:												
Steve	rol:	Ad2arithmetic												
nson	package(	proficiency(fir												
and	by	st phase)												
Fantu	Stevenso			Fift			Resear							
zzo	n and			h		Normal:	ch							
(1986	Fantuzzo			gra		underach	assista		Increas					
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			Greg	14	NA	dropout	cher	school	iately	2.0	0.93	0.93	1	Μ
Wood	Self-mo	Academic 1:						School						
,	nitoring	grades(math)						: a	Improv					
Murd				12				charter	ed					
ock				to		Normal :	Resear	middle	immed					
and			Bev	14	NA	dropout	cher	school	iately	2.0	0.36	1.00	1	Μ

Croni														
CIOIII														
n														
(2002														
)														
Wood	Self-mo	Academic 1:												
,	nitoring	grades(P.E.)												
Murd														
ock														
and								School						
Croni								: a	Improv					
n				12				charter	ed					
(2002)				to		Normal ·	Resear	middle	immed					
(2002			Grea	1 <u>4</u>	NΔ	dropout	cher	school	iately	2.0	0.89	1 00	1	м
Wood	Self mo	Academic 1:	Greg	1 7	1 1 1 1	uropout		SCHOOL	latery	2.0	0.00			111
wood	sen-mo	Academic I.												
, N	moring	grades(reading												
Mura		)												
ock								~						
and								School						
Croni								: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Bev	14	NA	dropout	cher	school	iately	2.0	0.33	1.00	1	Μ
Wood	Self-mo	Academic 1:												
,	nitoring	grades(science												
Murd														
ock														
and								School						
Croni								: a	Improv					
n				12				charter	ed					
(2002				to		Normal ·	Resear	middle	immed					
(2002			Cal	14	NΙΛ	dropout	ohor	school	iotoly	20	1 00	1 00	1	М
Wood	Calf ma	A and amin 1.	Cai	14	INA	uropour	CHEI	school	latery	2.0	1.00	1.00	-	IVI
wood														
,	nitoring	grades(science						a						
Murd		)						School						
ock								: a	Improv					
and				12				charter	ed					
Croni				to		Normal :	Resear	middle	immed					
n			Bev	14	NA	dropout	cher	school	iately	2.0	0.86	1.00	1	Μ

(2002														
	G 10													
Wood	Self-mo	Academic 1:												
,	nitoring	grades(social												
Murd		studies)												
ock														
and								School						
Croni								: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Cal	14	NA	dropout	cher	school	iately	2.0	0.88	1.00	1	Μ
Wood	Self-mo	Academic 1:												
,	nitoring	grades(social												
Murd		studies)												
ock														
and								School						
Croni								: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
b			Eve	14	NA	dropout	cher	school	iately	2.0	0.00	1.00	1	М
Wood	Self-mo	Academic 1:				1								
	nitoring	grades(social												
Murd	0	studies)												
ock		,												
and								School						
Croni								· a	Improv					
n				12				. u charter	ed					
(2002				to		Normal ·	Resear	middle	immed					
(2002			Grea	14	NΔ	dropout	cher	school	iately	2.0	1 00	1 00	1	м
,	Self_mo	Social	oleg	17	117	uropour		Institut	latery	2.0	1.00	1.00	1	1.11
	nitoring	desirable						ion:						
Wood	alf aval	room alaaning						IOII. Livina						
wood	sell-eval	habaviar(aaaa						Living						
and El	tolian	nd mhaaa	Vord 1				Entern							
riynn	loken	na pnase)	routhl	1.21		Due 1 1'		Learni	т					
(19/8	system		(seque	13		Predelin	ai	ng	increas		0.50	4 00	,	
)			nce A)	4	Μ	quent	agent	Center	ed	2.0	0.56	1.00	1	Μ

	Self-mo	Social						Institut						
	nitoring:	desirable:						ion:						
Wood	self-eval	room-cleaning						Living						
and	uation	behavior(seco						and						
Flynn	token	nd phase)	Youth2				Extern	Learni						
(1978	system		(seque	13'		Predelin	al	ng	Increas					
)			nce A)	4	Μ	quent	agent	Center	ed	2.0	0.19	1.00	1	Μ
	Self-mo	Social						Institut						
	nitoring:	desirable:						ion:						
Wood	self-eval	room-cleaning						Living						
and	uation	behavior(seco						and						
Flynn	token	nd phase)	Youth3				Extern	Learni						
(1978	system		(seque	13'		Predelin	al	ng	Increas					
)			nce A)	4	Μ	quent	agent	Center	ed	2.0	1.00	1.00	1	Μ
	Self-mo	Social						Institut						
	nitoring:	desirable:						ion:						
Wood	self-eval	room-cleaning						Living						
and	uation	behavior(seco						and						
Flynn	token	nd phase)	Youth1				Extern	Learni						
(1978	system		(seque	13'		Predelin	al	ng	Increas					
)			nce B)	4	Μ	quent	agent	Center	ed	2.0	0.63	0.96	1	Μ
	Self-mo	Social						Institut						
	nitoring:	desirable:						ion:						
Wood	self-eval	room-cleaning						Living						
and	uation	behavior(seco						and						
Flynn	token	nd phase)	Youth2				Extern	Learni						
(1978	system		(seque	13'		Predelin	al	ng	Increas					
)			nce B)	4	Μ	quent	agent	Center	ed	2.0	0.52	0.76	1	Μ
	Self-mo	Social						Institut						
	nitoring:	desirable:						ion:						
Wood	self-eval	room-cleaning						Living						
and	uation	behavior(seco						and						
Flynn	token	nd phase)	Youth3				Extern	Learni						
(1978	system		(seque	13'		Predelin	al	ng	Increas					
)			nce B)	4	Μ	quent	agent	Center	ed	2.0	0.54	1.00	1	Μ
Wood	Self-mo	Social	Secure				Extorn	Institut						
and	nitoring:	desirable:	sequen	12'		Dradalin	al	ion	Increase					
anu	self-eval	room-cleaning	D(acm	13	М	riedellin	di ogont		ad	20	0 02	1 00	1	М
riynn	notion	haborior	D(COM	4	IVI	quent	agent	Living	eu	2.0	0.93	1.00		IVI

(1978	uation	behavior(seco	bined)					and						
	token	nd phase)						Learni						
	system							ng						
	-							Center						
	Self-mo	Social						Institut						
	nitoring:	desirable:						ion:						
Wood	self-eval	room-cleaning						Living						
and	uation	behavior(seco	Sequen					and						
Flynn	token	nd phase)	ce				Extern	Learni						
(1978	system		A(com	13'		Predelin	al	ng	Increas					
			bined)	4	Μ	quent	agent	Center	ed	2.0	0.50	0.96	1	М
Wood	Self-mo	Academic1:												
,	nitoring	grades(P.E.)												
Murd														
ock,														
and								School						
Croni								: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Eve	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	1	R
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(soci						School						
Croni		al studies)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Eve	14	NA	dropout	cher	school	iately	2.0	0.00	1.00	1	Μ
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(mat						School						
Croni		h)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Cal	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	1	Μ

Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(mat						School						
Croni		h)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
			Eve	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	1	R
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(mat						School						
Croni		h)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Greg	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	2	R
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(mat						School						
Croni		h)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Bev	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	1	R
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd	U	on-task												
ock,		academic												
and		behaviors(P.E.						School						
Croni		)						: a	Improv	,				
n				12				charter	ed					
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Ď			Eve	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	2	R
ŕ						1			-		1 1	1 1	1	

Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(P.E.						School						
Croni								: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
			Greg	14	NA	dropout	cher	school	iately	2.0	0.92	1.00	1	R
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(read						School						
Croni		ing)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Bev	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	2	R
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(scie						School						
Croni		nce)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Cal	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	1	R
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(scie						School						
Croni		nce)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
þ			Bev	14	NA	dropout	cher	school	iately	2.0	0.13	1.00	2	R

Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(soci						School						
Croni		al studies)						: a	Improv					
n				12				charter	ed					
(2002				to		Normal :	Resear	middle	immed					
)			Cal	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	1	R
Wood	Self-mo	Social												
,	nitoring	desirable:												
Murd		on-task												
ock,		academic												
and		behaviors(soci						School						
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n				12				charter	ed					
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)			Greg	14	NA	dropout	cher	school	iately	2.0	1.00	1.00	2	R

Baseline

Treatment