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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)

Hsen-hsing Ma[1]

Department of Education, National Chengchi University, Taiwan.

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

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:

1. 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.

1. 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 Ⅱ 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.

The PEM score has a range of ±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

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:

1. 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

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:

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

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

number of effect sizes in parentheses.

Insert Table 1 about here

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

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)l 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 eye-contact, and making initiative), room cleaning, and staff contingent interaction

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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Table 1

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

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

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 2

Effect size by study characteristics

Variable	PEM				PND				Author's Judgment			
	M	SE [b]	N	t	M	SE	N	T	M	SE	N	t
Overall effect												
With baseline-treatment 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 completed)	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												
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.

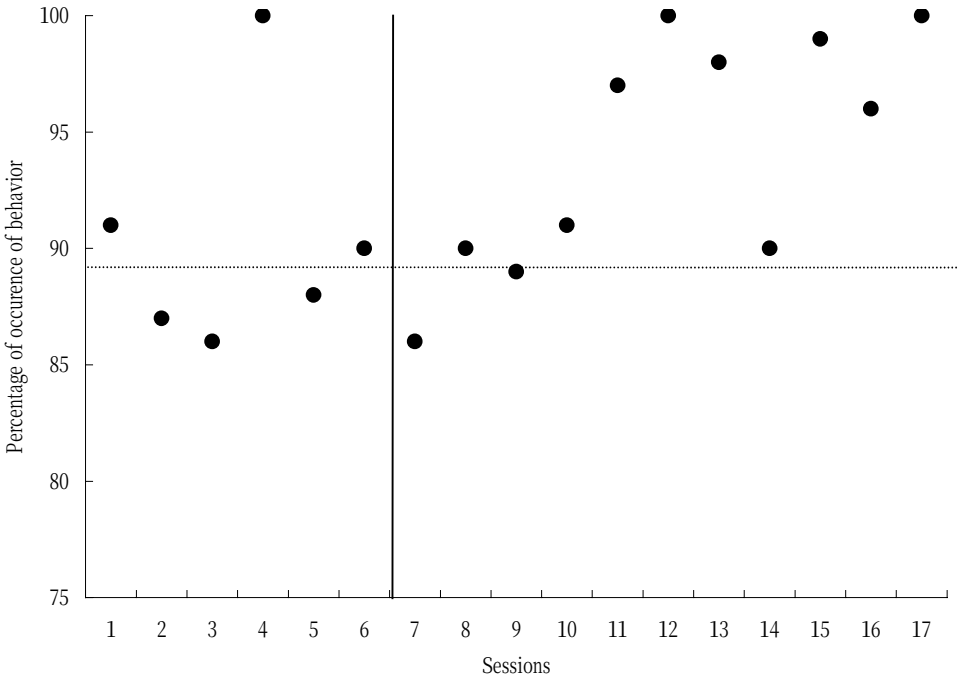
[a] because standard error is 0, t value cannot be calculated

[b] SE=Standard error

* p<.001

Figure caption

Figure1. Demonstrating the method of calculating PEM


100
95
90
85
80
75
Percentage of occurence of behavior
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
Sessions

Appendix

Author(year)	Independent variable(definition)	dependent variable	Subject	Age	Sex	Characteristic	Interveners	Setting	Author's judgements of effectiveness	Coding of judgements into scores	Effectiveness(PND)	Effectiveness(PEM)	Phase	Design
Billings and Wasik (1985)	Self-instruction	Social desirable: daily percentages of attending behavior	Brian	NA: 4'2-4'10	M	Normal: behavior problems (at least 25% off-task behavior)	Teacher	School	Failed to produce any major effects	0.0	0.33	0.67	1	R
Billings and Wasik (1985)	Self-instruction	Social desirable: daily percentages of attending behavior	Elliott	NA: 4'2-4'11	M	Normal: behavior problems (at least 25% off-task behavior)	Teacher	School	No effect	0.0	0.25	1.00	2	R
Billings and Wasik (1985)	Self-instruction	Social desirable: daily percentages of attending behavior	John	NA: 4'2-4'12	M	Normal: behavior problems (at least 25% off-task behavior)	Teacher	School	No effect	0.0	0.00	1.00	1	R

Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S1	15 yr 9 mo	M	LD	Teacher	School: classroom	Increased	2	1	1	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S2	16 yr 4 mo	F	LD	Teacher	School: classroom	Increased	2	1	1	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S3	15 yr 4 mo	F	LD	Teacher	School: classroom	Increased	2	0.5	1	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S4	17 yr	M	LD	Teacher	School: classroom	Increased	2	0.5	1	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S5	17 yr	M	LD	Teacher	School: classroom	Increased	2	1	1	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S6	16 yr 6 mo	M	LD	Teacher	School: classroom	Increased	2	0	0.5	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S7	15 yr 5 mo	M	Emotionally handicapped	Teacher	School: classroom	Increased	2	0.5	0.5	1	M
Blick and Test	Self-monitoring: attention	Social desirable: academic	S8	17 yr 1	M	LD	Teacher	School: classro	Increased	2	0	1	1	M

(1987)		engagement		mo				om						
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S9	17 yr 1 mo	M	LD	Teacher	School: classroom	Increased	2	0	1	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S10	16 yr 8 mo	M	Educable mentally handicapped	Teacher	School: classroom	Increased	2	0	1	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S11	18 yr 2 mo	M	Educable mentally handicapped	Teacher	School: classroom	Increased	2	0	1	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	S12	18 yr	M	LD	Teacher	School: classroom	Increased	2	0	0.5	1	M
Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	Class A	S1-S4		LD	teacher	school: classroom	increased	2	1	1	1	M
Blick and Test (1987)	self-monitoring: attention	social desirable: academic engagement	Class B	S5-S8		3 with learning disabled and 1 with emotionally handicapped	Teacher	School: classroom	Increased	2	0.5	1	1	M

Blick and Test (1987)	Self-monitoring: attention	Social desirable: academic engagement	Class C	S9-S12		2 with learning disabled a and 2 with educable mentally handicapped	Teacher	School: classroom	Increased	2	0	1	1	M
Bornstein and Quevillon (1976)	Self-instruction	Social desirable: on-task behaviors	Scott	4	M	Normal: highly disruptive and undesirable classroom behavior	Teacher	School	Immediate and dramatic increase(10.4%-82.3%)	2.0	1.00	1.00	2	R
Bornstein and Quevillon (1976)	Self-instruction	Social desirable: on-task behaviors	Rod	4	M	Normal: highly disruptive and undesirable classroom behavior	Teacher	School	Immediate and dramatic increase(14.6%-70.8%)	2.0	1.00	1.00	1	R
Bornstein and Quevillon (1976)	Self-instruction	Social desirable: on-task behaviors	Tim	4	M	Normal: highly disruptive and undesirable classroom behavior	Teacher	School	Immediate and dramatic increase(10%-77.8%)	2.0	1.00	1.00	2	R

Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior(detentions)	S1	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak,immature or impulsive, and speaking without permission, being out of seat and other minor classroom disruptions.	Teacher	School	Decline	2.0	0.00	0.00	2	R
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior(detentions)	S2	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak, immature or impulsive, and speaking without permission, being out of seat and other minor	Teacher	School		0.0	0.17	0.67	1	R

						classroom disruptions.							
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior(detentions)	S3	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak, immature or impulsive, and speaking without permission, being out of seat and other minor classroom disruptions.	Teacher	School		.	0.33	0.33	2	R
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior(detentions)	S4	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak,immature or impulsive, and speaking without permission, being	Teacher	School		.	0.17	0.83	1	M

						out of seat and other minor classroom disruptions.								
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior(detentions)	S5	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak,immature or impulsive, and speaking without permission, being out of seat and other minor classroom disruptions.	Teacher	School	Remained periodically high	0.0	0.00	0.17	1	M
Brigham, Hopper, Hill, Armas, and Newsom	Self-control: self-management program	Social undesirable: disruptive behavior (detentions)	S6	NA: sixth-, seventh-, and eig	NA	Normal: academically weak,immature or impulsive, and speaking	Teacher	School	Immediately dropped to zero	2.0	1.00	1.00	1	M

(1985)				hth-grade		without permission, being out of seat and other minor classroom disruptions.								
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior (detentions)	S7	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak,immature or impulsive, and speaking without permission, being out of seat and other minor classroom disruptions.	Teacher	School		.	0.00	0.50	1	M
Brigham, Hopper, Hill,	Self-control: self-management program	Social undesirable: disruptive behavior (detentions)	S8	NA: sixth-, sev	NA	Normal: academically weak,immature	Teacher	School		.	0.00	0.50	1	M

Armas, and Newsom (1985)				enth-, and eighth-grade		or impulsive, and speaking without permission, being out of seat and other minor classroom disruptions.							
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior (detentions)	S9	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak, immature or impulsive, and speaking without permission, being out of seat and other minor classroom disruptions.	Teacher	School		.	0.00	0.50	1	M

Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior (detentions)	S10	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak, immature or impulsive, and speaking without permission, being out of seat and other minor classroom disruptions.	Teacher	School	Decline	2.0	0.00	0.33	1	M
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior (detentions)	S11	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak, immature or impulsive, and speaking without permission, being out of seat and other minor	Teacher	School		.	0.00	0.67	1	M

						classroom disruptions.							
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior (detentions)	S12	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak, immature or impulsive, and speaking without permission, being out of seat and other minor classroom disruptions.	Teacher	School		.	0.00	0.17	1	M
Brigham, Hopper, Hill, Armas, and Newsom (1985)	Self-control: self-management program	Social undesirable: disruptive behavior(detentions)	S13	NA: sixth-, seventh-, and eighth-grade	NA	Normal: academically weak,immature or impulsive, and speaking without permission, being	Teacher	School	Decline	2.0	0.00	0.50	1	M

						out of seat and other minor classroom disruptions.								
Broden, Hall, and Mitts (1971)	Self-monitoring: self-recording	Social desirable: study behavior (attending to a teacher-assigned task)	Liza	13	F	Normal	Counselor	School: classroom	Significant change (30%-78%)	2.0	1.00	1.00	1	M
Broden, Hall, and Mitts (1971)	Self-monitoring: self-recording	Social desirable: study behavior (attending to a teacher-assigned task)	Liza	13	F	Normal	Counselor	School: classroom	Increased(27%-80%)	2.0	0.89	1.00	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on math task	Judy	9	F	MR	Experimenter	School: classroom	High frequency	2.0	1.00	1.00	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on math task	Angie	11	F	MR	Experimenter	School: experimental room	High frequency	2.0	0.92	0.92	1	M

Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on math task	Judy	9	F	MR	Experimenter	School: classroom	Positive effect	2.0	0.31	0.31	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on math task	Angie	11	F	MR	Experimenter	School: classroom	Positive effect	2.0	0.88	0.88	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on phonics task	Judy	9	F	MR	Experimenter	School: classroom	No effect	0.0	0.00	0.00	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on phonics task	Angie	11	F	MR	Experimenter	School: classroom	No effect	0.0	0.05	0.05	1	M
Burgio, Whitman and Johns	Self-instruction: self-instructional package	Academic: self-instructional verbalization on printing task	Judy	9	F	MR	Experimenter	School: experimental room	High frequency	2.0	1.00	1.00	1	M

on (1980)														
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on printing task	Angie	11	F	MR	Experimenter	School: experimental room	High frequency	2.0	0.92	0.92	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on printing task	Judy	9	F	MR	Experimenter	School: classroom	Positive effect	2.0	0.63	0.63	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Academic: self-instructional verbalization on printing task	Angie	11	F	MR	Experimenter	School: classroom	Positive effect	2.0	0.95	0.95	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Judy	9	F	MR	Experimenter	School: experimental room	Generally low	0.0	0.00	0.84	1	M
Burgio, Whit	Self-instruction: self-instr	Social undesirable: off-task	Judy	9	F	MR	Experimenter	School: experi	Generally low	0.0	0.00	0.72	1	M

man and Johnson (1980)	uctional package	behavior						mental room						
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Angie	11	F	MR	Experimenter	School: experimental room	Generally low	0.0	0.08	0.83	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Angie	11	F	MR	Experimenter	School: experimental room	Generally low	0.0	0.00	0.83	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Judy	9	F	MR	Experimenter	School: classroom	Gradual but marked decrease	2.0	0.81	1.00	1	M
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Judy	9	F	MR	Experimenter	School: classroom	Gradual but marked decrease	2.0	1.00	1.00	1	M

Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Judy	9	F	MR	Experimenter	School: classroom	Gradual but marked decrease	2.0	0.90	1.00	1	R
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Angie	11	F	MR	Experimenter	School: classroom	Gradual but marked decrease	2.0	0.43	0.96	1	R
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Angie	11	F	MR	Experimenter	School: classroom	Gradual but marked decrease	2.0	0.38	0.76	2	R
Burgio, Whitman and Johnson (1980)	Self-instruction: self-instructional package	Social undesirable: off-task behavior	Angie	11	F	MR	Experimenter	School: classroom	Gradual but marked decrease	2.0	0.30	0.35	1	R

Burgio, Whitman and Reid (1983)	Self-control: self-monitoring, self-evaluation, self-reinforcement, self-recording	Social desirable: staff contingent interaction with residents (the frequency of interactions between staff and retarded residents)	Mini	NA: 19-60	F	Normal	Experimenter	Institution: three residential modules of a state developmental disabilities center (a staff development classroom, a day rooms of the three modules and an outdoor playground area)	Increase	2.0	0.71	0.71	1	M
Burgio, Whitman and Reid (1983)	Self-control: self-monitoring, self-evaluation, self-reinf	Social desirable: staff contingent interaction with residents (the frequency of interactions	John	NA: 19-60	M	Normal	Experimenter	Institution: three residential modules of a	Increase	2.0	0.27	0.55	1	M

	orcement, self-recording	between staff and retarded residents)						state developmental disabilities center (a staff development classroom, a day rooms of the three modules and an outdoor playground area)						
Burgio, Whitman and Reid (1983)	Self-control: self-monitoring, self-evaluation, self-reinforcement, self-recording	Social desirable: staff contingent interaction with residents (the frequency of interactions between staff and retarded residents)	Tom	NA: 19-60	M	Normal	Experimenter	Institution: three residential modules of a state developmental disabilities center	Increase	2.0	0.67	0.67	1	M

								(a staff development classroom, a day rooms of the three modules and an outdoor playground area)						
Burgio, Whitman and Reid (1983)	Self-control: self-monitoring, self-evaluation, self-reinforcement, self-recording	Social desirable: staff contingent interaction with residents (the frequency of interactions between staff and retarded residents)	Nancy	NA: 19-60	F	Normal	Experimenter	Institution: three residential modules of a state developmental disabilities center (a staff development classroom, a day	Increase	2.0	0.45	0.45	1	M

								rooms of the three modules and an outdoor playground area)						
Burgio, Whitman and Reid (1983)	Self-control: self-monitoring, self-evaluation, self-reinforcement, self-recording	Social desirable: staff contingent interaction with residents (the frequency of interactions between staff and retarded residents)	Betty	NA: 19-60	F	Normal	Experimenter	Institution: three residential modules of a state developmental disabilities center (a staff development classroom, a day rooms of the three modules and an outdoor	Increase	2.0	0.38	0.63	1	M

								r playgr ound area)						
Burgio, Whitman and Reid (1983)	Self-control: self-monitoring, self-evaluation, self-reinforcement, self-recording	Social desirable: staff contingent interaction with residents (the frequency of interactions between staff and retarded residents)	Donna	NA: 19-60	F	Normal	Experimenter	Institution: three residential modules of a state developmental disabilities center (a staff development classroom, a day rooms of the three modules and an outdoor playground	Increase	2.0	0.20	0.75	1	M

								area)						
Burgio, Whitman and Reid (1983)	Self-control: self-monitoring, self-evaluation, self-reinforcement, self-recording	Social desirable: staff contingent interaction with residents (the frequency of interactions between staff and retarded residents)	Dave	NA: 19-60	M	normal	Experimenter	Institution: three residential modules of a state developmental disabilities center (a staff development classroom, a day rooms of the three modules and an outdoor playground	Increase	2.0	0.00	1.00	1	M

								area)						
Burgio, Whitman and Reid (1983)	Self-control: self-monitoring,self-evaluation,self-reinforcement,self-recording	Social desirable: staff contingent interaction with residents (the frequency of interactions between staff and retarded residents)	Mary	NA: 19-60	F	Normal	Experimenter	Institution: three residential modules of a state developmental disabilities center(a staff development classroom, a day rooms of the three modules and an outdoor playground area)	Increase	2.0	0.40	1.00	1	M

Burgio, Whitman and Reid (1983)	Self-control: self-monitoring,self-evaluation,self-reinforcement,self-recording	Social desirable: staff contingent interaction with residents (the frequency of interactions between staff and retarded residents)	Ed	NA: 19-60	M	Normal	Experimenter	Institution: three residential modules of a state developmental disabilities center(a staff development classroom, a day rooms of the three modules and an outdoor playground area)	Increase	2.0	0.00	1.00	1	M
Burgio, Whitman and Reid (1983)	Self-control: self-monitoring,self-evaluation,self-reinforc	Social desirable: staff contingent interaction with residents (the frequency of interactions	Angie	NA: 19-60	F	Normal	Experimenter	Institution: three residential modules of a	Increase	2.0	0.00	1.00	1	M

	ement,self-recording	between staff and retarded residents)						state developmental disabilities center(a staff development classroom, a day rooms of the three modules and an outdoor playground area)						
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Thomas	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	1	1	1	M
Carr and Punzo	Self-monitoring: performance and	Academic1: academic performance	Thomas	13 yrs 3	M	BD/ED	Teacher	School: self-co	Increased	2	1	1	1	M+R

(1993)	nce and completion			month to 15 yrs 5 month				ntained classroom						
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Thomas	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	0	1	2	M+R
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Thomas	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	0	1	1	M
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Michael	13 yrs 3 month to 15 yrs	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	1	1	1	M

				5 month										
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Michael	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	0.22	1	1	M
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Michael	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	0	1	1	M
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Michael	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	0.2	1	1	M

Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Kenneth	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	1	1	1	M
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Kenneth	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	0.67	1	1	M
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic1: academic performance	Kenneth	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	0	1	1	M
Carr and Punzo (1993)	Self-monitoring: performance and completi	Academic1: academic performance	Kenneth	13 yrs 3 month	M	BD/ED	Teacher	School: self-contained classro	Increased	2	0	0.8	1	M

	on			to 15 yrs 5 month				om						
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic2: academic completed	Thomas	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	1	1	2	R
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic2: academic completed	Thomas	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Little effect	0	0	0	2	R
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic2: academic completed	Michael	13 yrs 3 month to 15 yrs 5 mo	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	1	1	1	M

				nth										
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic2: academic completed	Michael	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Little effect	0	0	0	1	M
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic2: academic completed	Kenneth	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Increased	2	0	1	1	M
Carr and Punzo (1993)	Self-monitoring: performance and completion	Academic2: academic completed	Kenneth	13 yrs 3 month to 15 yrs 5 month	M	BD/ED	Teacher	School: self-contained classroom	Little effect	0	0	0	1	M

Chou and Lin (1996)	Self-instruction	Academic1: academic performance	S1	Fifth grade	NA	ADHD	Researcher	School: resource room	Increase but slow	1	0.29	0.75	1	M
Chou and Lin (1996)	Self-instruction	Academic1: academic performance	S2	Fifth grade	NA	ADHD	Researcher	School: resource room	Small increase	1	0.06	0.81	1	M
Chou and Lin (1996)	Self-instruction	Academic1: academic performance	S3	Fifth grade	NA	ADHD	Researcher	School: resource room	Increase but slow	1	0.5	0.88	1	M
Chou and Lin (1996)	Self-instruction	Academic1: academic performance	S1	Fifth grade	NA	ADHD	Researcher	School: resource room	Increase	2	0.79	0.96	1	M
Chou and Lin (1996)	Self-instruction	Academic1: academic performance	S2	Fifth grade	NA	ADHD	Researcher	School: resource room	Increase	2	0.94	0.94	1	M
Chou and Lin (1996)	Self-instruction	Academic1: academic performance	S3	Fifth grade	NA	ADHD	Researcher	School: resource room	Increase	2	0.38	1	1	M
Christian (1997)	Self-control: self-management(the participants were taught to self-instr	Academic 2: productivity relative to coworkers	JB	35	F	DD	Experimenter	Institution: restaurant	Characteristically increased	2.0	0.13	1.00	1	M

	uct, self-monitor, and self-reward while performing a task													
Christian (1997)	Self-control: self-management(the participants were taught to self-instruct, self-monitor, and self-reward while performing a task	Academic 2: productivity relative to coworkers	JB	35	F	DD	Experimenter	Institution: restaurant	Characteristically increased	2.0	0.29	1.00	1	M
Christian (1997)	Self-control: self-management(the participants were taught to self-instruct, self-monitor, and self-reward while	Academic 2: productivity relative to coworkers	JB	35	F	DD	Experimenter	Institution: restaurant	Characteristically increased	2.0	0.33	1.00	1	M

	performing a task													
Christian (1997)	Self-control: self-management(the participants were taught to self-instruct, self-monitor, and self-reward while performing a task	Academic 2: productivity relative to coworkers	JB	35	F	DD	Experimenter	Institution: restaurant	Characteristically increased	2.0	1.00	1.00	1	M
Christian (1997)	Self-control: self-management(the participants were taught to self-instruct, self-monitor, and self-reward while performi	Academic 2: productivity relative to coworkers	RD	25	F	DD	Experimenter	Institution: restaurant	Characteristically increased	2.0	1.00	1.00	1	M

	ng a task													
Christian (1997)	Self-control: self-management(the participants were taught to self-instruct, self-monitor, and self-reward while performing a task	Academic 2: productivity relative to coworkers	RD	25	F	DD	Experimenter	Institution: restaurant	Characteristically increased	2.0	0.06	1.00	1	M
Christian (1997)	Self-control: self-management(the participants were taught to self-instruct, self-monitor,and self-reward while performi	Academic 2: productivity relative to coworkers	RD	25	F	DD	Experimenter	Institution: restaurant	Characteristically increased	2.0	0.15	1.00	1	M

	ng a task													
Christian (1997)	Self-control: self-management(the participants were taught to self-instruct, self-monitor, and self-reward while performing a task	Academic 2: productivity relative to coworkers	RD	25	F	DD	Experimenter	Institution: restaurant	Characteristically increased	2.0	1.00	1.00	1	M
Christie, Hiss and Lozanoff (1984)	Self-monitoring: attention	Social desirable: academic engagement	Child M	Third grade	M	Hyperactivity	Teacher	School: classroom	Improved (41.9%-50.6%)	2	0.9	0.9	1	M
Christie, Hiss and Lozanoff (1984	Self-monitoring: attention	Social desirable: academic engagement	Child M	Third grade	M	Hyperactivity	Teacher	School: classroom	Improved (53.3%-65%)	2	0.6	0.9	1	M

)														
Connis (1979)	Self-monitoring: self-recording	Academic 1: independent task (beginning the correct assigned task without directives)	Alice	24	F	MR	Trainer	School: university of Washington Campus(part of a public restaurant facility)	Increase	2.0	0.96	1.00	1	R
Connis (1979)	Self-monitoring: self-recording	Academic 1: independent task (beginning the correct assigned task without directives)	Bill	22	M	MR	Trainer	School: university of Washington Campus(part of a public restaurant facility)	Increase	2.0	0.85	1.00	1	M
Connis (1979)	Self-monitoring: self-recording	Academic 1: independent task (beginning the correct assigned task without directives)	Chuck	24	M	MR	Trainer	School: university of Washington Campus(part	Increase	2.0	0.88	1.00	1	M

								of a public restaurant facility)						
Connis (1979)	Self-monitoring: self-recording	Academic 1: independent task (beginning the correct assigned task without directives)	Dong	21	M	MR	Trainer	School: university of Washington Campus(part of a public restaurant facility)	Increase	2.0	1.00	1.00	1	M
Dunlap and Dunlap (1989)	Self-control: self-monitoring(self-reinforcement, checklist for error monitoring, feedback, praise, token)	Academic 1: percentage of correct responses to the assigned subtraction problems	Casey	10	M	LD	Teacher	School: classroom	Immediate and dramatic gains	2.0	1.00	1.00	1	M

Dunlap and Dunlap (1989)	Self-control: self-monitoring(self-reinforcement, checklist for error monitoring, feedback, praise, token)	Academic 1: percentage of correct responses to the assigned subtraction problems	Billy	12	M	LD	Teacher	School: classroom	Immediate and dramatic gains	2.0	0.00	1.00	1	M
Dunlap and Dunlap (1989)	Self-control: self-monitoring(self-reinforcement, checklist for error monitoring, feedback, praise, token)	Academic 1: percentage of correct responses to the assigned subtraction problems	Carrie	13	F	LD	Teacher	School: classroom	Immediate and dramatic gains	2.0	0.00	1.00	1	M
Feldman, Duncharme and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps	Patricia	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M

Feldman, Duchanne and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(bathing infant)	Nora	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M
Feldman, Duchanne and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(bedtime safety)	Nora	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M
Feldman, Duchanne and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(bedtime safety)	Shauna	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M
Feldman, Duchanne and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(bedtime safety)	Marie	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M
Feldman, Duchanne and Case	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(crib safety)	Marie	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M

(1999)														
Feldman, Ducharme and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(crib safety)	Patricia	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M
Feldman, Ducharme and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(diapering)	Kara	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M
Feldman, Ducharme and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(diapering)	Megan	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M
Feldman, Ducharme and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(diapering)	Connie	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M

Feldman, Duch arme and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(kitchen safety)	Janine	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	1.00	1.00	1	M
Feldman, Duch arme and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(treating diaper rash)	Katherine	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	0.25	0.75	1	M
Feldman, Duch arme and Case (1999)	Self-instruction: pictorial manuals training	Academic 1: percentage of correct steps(treating diaper rash)	Edna	NA: 19-39	F	MR	Trainer	Home	Effective	2.0	0.86	0.86	1	M
Foxx and Rubinoff (1979)	Self-monitoring	Social undesirable: daily caffeine intake	Subject1	NA	F	Normal	Experimenter	Institution	Decrease	2.0	0.86	1.00	1	M
Foxx and Rubinoff (1979)	Self-monitoring	Social undesirable: daily caffeine intake	Subject2	NA	NA	Normal	Experimenter	Institution	Decrease	2.0	0.86	1.00	1	M
Foxx and	Self-monitoring	Social undesirable:	Subject3	NA	NA	Normal	Experimenter	Institution	Decrease	2.0	0.00	1.00	1	M

Rubinoff (1979)		daily caffeine intake												
Frea and Hughes (1997)	Self-monitoring: method described by Koegel and Frea(1995)	Social desirable: appropriate alternative behavior	Ned	18	M	MR	Teacher	School: classroom	Increases in alternative functional responses	2.0	1.00	1.00	1	R
Frea and Hughes (1997)	Self-monitoring: method described by Koegel and Frea(1995)	Social desirable: appropriate alternative behavior	Donna	17	F	MR	Teacher	School: classroom	Increases in alternative functional responses	2.0	1.00	1.00	2	R
Frea and Hughes (1997)	Self-monitoring: method described by Koegel and Frea(1995)	Social undesirable: inappropriate social-communicative behavior	Ned	18	M	MR	Teacher	School: classroom	Collateral decreases in inappropriate social responding	2.0	0.79	1.00	1	M
Frea and Hughes (1997)	Self-monitoring: method described by Koegel	Social undesirable: inappropriate social-communicative behavior	Donna	17	F	MR	Teacher	School: classroom	Collateral decreases in inappr	2.0	0.94	1.00	1	M

	and Frea(1995)								opriate social responding					
Gajar, Schloss, Schloss, and Thompson (1984)	Self-monitoring	Social desirable: conversational behaviors(appropriate responding)	Client1	22	M	Post-developmental head trauma	Trainer	Institution: group therapy room	Increase	2.0	1.00	1.00	1	R
Gajar, Schloss, Schloss, and Thompson (1984)	Self-monitoring	Social desirable: conversational behaviors(appropriate responding)	Client1	22	M	Post-developmental head trauma	Trainer	Institution: client lounge located in the Speech and Hearing Clinic	Increase	2.0	0.67	1.00	2	R
Gajar, Schloss, Schloss, and Thompson (1984)	Self-monitoring	Social desirable: conversational behaviors(appropriate responding)	Client2	22	M	Post-developmental head trauma	Trainer	Institution: group therapy room	Increase	2.0	1.00	1.00	1	R

Gajar, Schloss, Schloss, and Thompson (1984)	Self-monitoring	Social desirable: conversational behaviors(appropriate responding)	Client2	22	M	Post-developmental head trauma	Trainer	Institution: client lounge located in the Speech and Hearing Clinic	Increase	2.0	1.00	1.00	2	R
Glomb and West (1990)	Self-control: self-management (self-instruction, self-monitoring, self-selected goals)	Academic1: academic performance	D.C.	High school	M	BD	Experimenter	School: a conference room	Increase	2	0	0.8	1	M
Glomb and West (1990)	Self-control: self-management (self-instruction, self-monitoring, self-selected goals)	Academic1: academic performance	H.D.	High school	F	BD	Experimenter	School: a conference room	Increase	2	0	0.2	1	M
Glomb and West (1990)	Self-control: self-management (self-inst	Academic2: academic completed	D.C.	High school	M	BD	Experimenter	School: a conference room	Increase	2	0.2	0.8	2	R

	ruction, self-monitoring, self-selected goals)													
Glomb and West (1990)	Self-control: self-management (self-instruction, self-monitoring, self-selected goals)	Academic2: academic completed	H.D.	High school	F	BD	Experimenter	School: a conference room	Increase	2	0	0.2	1	R
Glynn and Thomas (1974)	Self-control: self-assessment, self-recording, self-determination, self-administration of reinforcement	Social desirable: on-task behavior	S1	NA: 7'1-8'3	NA	Normal: difficult to be managed	Teacher	School: in a regular third-grade class	Unstable(increased variability)	1.0	0.50	0.60	1	M
Glynn and Thomas (1974)	Self-control: self-assessment, self-recording, self-dete	Social desirable: on-task behavior	S2	NA: 7'1-8'3	NA	Normal: difficult to be managed	Teacher	School: in a regular third-grade class	Unstable(increased variability)	1.0	0.63	0.63	1	M

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

Glynn and Thomas (1974)	Self-control: self-assessment, self-recording, self-determination, self-administration of reinforcement	Social desirable: on-task behavior	S5	NA: 7'1-8'3	NA	Normal: difficult to be managed	Teacher	School: in a regular third-grade class	Unstable(increased variability)	1.0	0.43	0.43	1	M
Glynn and Thomas (1974)	Self-control: self-assessment, self-recording, self-determination, self-administration of reinforcement	Social desirable: on-task behavior	S6	NA: 7'1-8'3	NA	Normal: difficult to be managed	Teacher	School: in a regular third-grade class	Increase	2.0	0.70	1.00	1	M
Glynn and Thomas (1974)	Self-control: self-assessment, self-recording, self-determination, self-adm	Social desirable: on-task behavior	S7	NA: 7'1-8'3	NA	Normal: difficult to be managed	Teacher	School: in a regular third-grade class	Unstable(increased variability)	1.0	0.25	0.63	1	M

	inistration of reinforcement													
Glynn and Thomas (1974)	Self-control: self-assessment,self-recording,self-determination,self-administration of reinforcement	Social desirable: on-task behavior	S8	NA: 7'1-8'3	NA	Normal: difficult to be managed	Teacher	School: in a regular third-grade class	Unstable(increased variability)	1.0	0.44	0.78	1	M
Glynn and Thomas (1974)	Self-control: self-assessment, self-recording, self-determination, self-administration of reinforcement	Social desirable: on-task behavior	S9	NA: 7'1-8'3	NA	Normal: difficult to be managed	Teacher	School: in a regular third-grade class	Unstable(increased variability)	1.0	0.50	1.00	1	M
Glynn and Thomas (1974)	Self-control: self-assessment, self-recording,	Social desirable: on-task behavior	Mean	NA: 7'1-8'3	8M,1F	Normal: difficult to be managed	Teacher	School: in a regular third-grade class	Unstable(increased variability)	1.0	0.60	1.00	1	M

	self-determination, self-administration of reinforcement													
Gumpel and David (2000)	Self-control: self-regulatory training(self-management)	Social desirable: positive interaction	Yitshak	9	M	Mormal: social isolation	Researcher	School: playground	Marked improvement	2.0	0.83	0.83	2	R
Gumpel and David (2000)	Self-control: self-regulatory training(self-management)	Social desirable: positive interaction	Ronen	9	M	Normal: aggressive behavior	Researcher	School: playground	Marked improvement	2.0	0.50	1.00	2	R
Gumpel and David (2000)	Self-control: self-regulatory training(self-management)	Social undesirable: negative interaction	Yitshak	9	M	Mormal: social isolation	Researcher	School: playground	Lower levels	2.0	0.00	0.83	1	M
Gumpel and David (2000)	Self-control: self-regulatory training(self-man	Social undesirable: negative interaction	Ronen	9	M	Normal: aggressive behavior	Researcher	School: playground	Lower levels	2.0	0.17	1.00	1	M

	agement)													
Gumpel and David (2000)	Self-control: self-regulatory training(self-monitoring with performance feedback)	Social desirable: positive interaction	Avi	10.5	M	ADHD	Researcher	School: playground	Marked improvement	2.0	0.40	1.00	2	R
Gumpel and David (2000)	Self-control: self-regulatory training(self-monitoring with performance feedback)	Social undesirable: negative interaction	Avi	10.5	M	ADHD	Researcher	School: playground	Lower levels	2.0	0.00	1.00	1	M
Hallahan, Marshall and Lloyd (1981)	Self-monitoring: attention	Social desirable: academic engagement	Neddy	10yr 10mo	M	LD	Teacher	School: self-contained classroom	Substantial gains	2	0.38	0.88	1	M
Hallahan, Marsh	Self-monitoring: attention	Social desirable: academic	Neddy	10yr 10	M	LD	Teacher	School: self-co	Substantial gains	2	1	1	1	M

all and Lloyd (1981)		engagement		mo				ntained classroom						
Hallahan, Marshall and Lloyd (1981)	Self-monitoring: attention	Social desirable: academic engagement	Brian	11 yr 1 mo	M	LD	Teacher	School: self-contained classroom	Substantial gains	2	0.63	0.75	1	M
Hallahan, Marshall and Lloyd (1981)	Self-monitoring: attention	Social desirable: academic engagement	Brain	11 yr 1 mo	M	LD	Teacher	School: self-contained classroom	Substantial gains	2	1	1	1	M
Hallahan, Marshall and Lloyd (1981)	Self-monitoring: attention	Social desirable: academic engagement	Willy	10 yr 6 mo	M	LD	Teacher	School: self-contained classroom	Substantial gains	2	0.86	0.86	1	M
Hallahan, Marshall and Lloyd (1981)	Self-monitoring: attention	Social desirable: academic engagement	Willy	10 yr 6 mo	M	LD	Teacher	School: self-contained classroom	Substantial gains	2	1	1	1	M

Hallahan, Lloyd, Kneedler and Marshall (1982)	Self-monitoring : self-recording(self-monitoring, self assessment)	Academic 1: academic productivity(completed correctly)	Peter	8	M	LD	Teacher	School: a self-contained special education classroom	Immediate and dramatic increase	2.0	0.38	0.88	1	M
Hallahan, Lloyd, Kneedler and Marshall (1982)	Self-monitoring: self-recording(self-monitoring, self assessment)	Social desirable: on-task behavior	Peter	8	M	LD	Teacher	School: a self-contained special education classroom	Immediate and dramatic increase	2.0	1.00	1.00	1	R
Harris and Graham (1985)	Self-control	Academic1: academic performance	Rachel	12 yr 10 mo	M	LD	Instructor	School: suburban elementary school	Increased (8.75-16.75)	2	1	1	1	M
Harris and Graham (1985)	Self-control	Academic1: academic performance	Rachel	12 yr 10 mo	M	LD	Instructor	School: suburban elementary school	Increased (0-11)	2	1	1	1	M

Harris and Graham (1985)	Self-control	Academic1: academic performance	Rachel	12 yr 10 mo	M	LD	Instructor	School: suburban elementary school	Increased (4.75-17.5)	2	1	1	1	M
Harris and Graham (1985)	Self-control	Academic1: academic performance	Jim	12 yr 7 mo	M	LD	Instructor	School: suburban elementary school	Increased (9.5-19.25)	2	1	1	1	M
Harris and Graham (1985)	Self-control	Academic1: academic performance	Jim	12 yr 7 mo	M	LD	Instructor	School: suburban elementary school	Increased (0-9.5)	2	1	1	1	M
Harris and Graham (1985)	Self-control	Academic1: academic performance	Jim	12 yr 7 mo	M	LD	Instructor	School: suburban elementary school	Increased (4.85-16.75)	2	0.75	1	1	M
Harris (1986)	Self-monitoring: attentional behavior (attention monitoring)	Academic 1: academic response rate(correctly wrote spelling words)	Subject 1	NA: 9'10-10'10	M	LD	Teacher	School: classroom	Increase(22-44)	2.0	0.63	0.88	1	M

Harris (1986)	Self-monitoring: attentional behavior (attention monitoring)	Academic 1: academic response rate(correctly wrote spelling words)	Subject 2	NA: 9'10-10'11	M	LD	Teacher	School: classroom	Increase(20-30)	2.0	0.45	0.55	1	M
Harris (1986)	Self-monitoring: attentional behavior (attention monitoring)	Academic 1: academic response rate(correctly wrote spelling words)	Subject 3	NA: 9'10-10'12	M	LD	Teacher	School: classroom	Increase(14-77)	2.0	0.56	1.00	1	M
Harris (1986)	Self-monitoring: attentional behavior (attention monitoring)	Academic 1: academic response rate(correctly wrote spelling words)	Subject 4	NA: 9'10-10'13	M	LD	Teacher	School: classroom	Increase(32-75)	2.0	0.00	1.00	1	M
Harris (1986)	Self-monitoring: attentional behavior (attention monitoring)	Social desirable: on-task behavior	Subject 1	NA: 9'10-10'6	M	LD	Teacher	School: classroom	Increase(57%-91%)	2.0	0.88	1.00	1	R

Harris (1986)	Self-monitoring: attentional behavior (attention monitoring)	Social desirable: on-task behavior	Subject 2	NA: 9'10-10'7	M	LD	Teacher	School: classroom	Increase(32%-77%)	2.0	0.91	1.00	2	R
Harris (1986)	Self-monitoring: attentional behavior (attention monitoring)	Social desirable: on-task behavior	Subject 3	NA: 9'10-10'8	M	LD	Teacher	School: classroom	Increase(44%-89%)	2.0	1.00	1.00	1	R
Harris (1986)	Self-monitoring: attentional behavior (attention monitoring)	Social desirable: on-task behavior	Subject 4	NA: 9'10-10'9	M	LD	Teacher	School: classroom	Increase(52%-98%)	2.0	0.90	1.00	2	R
Harris, Graham, Reid, McElroy and Hamby (1994	Self-monitoring: attention	Academic1: academic performance	Case	Fourth-and fifth-grade	M	LD	Teacher	School: classroom	Increased (17-39)	2	0.56	1	1	M

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Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: attention	Academic1: academic performance	Finn	Fourth-and fifth-grade	M	LD	Teacher	School: classroom	Increased (50-80)	2	0.38	0.88	1	M
Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: attention	Academic2: academic completed	Colin	Fifth grade and sixth grade	M	LD	Teacher	School: classroom	Increased (46-76)	2	0.5	1	2	R
Harris, Graham, Reid, McElroy and Hamby (1994	Self-monitoring: attention	Academic2: academic completed	Kimiko	Fifth grade and sixth grade	M	LD	Teacher	School: classroom	Increased (72-111)	2	0.5	1	1	R

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Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: attention	Social desirable: academic engagement	Case	Fourth-and fifth-grade	M	LD	Teacher	School: classroom	Increased (24%-67%)	2	0.89	1	1	M
Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: attention	Social desirable: academic engagement	Finn	Fourth-and fifth-grade	M	LD	Teacher	School: classroom	Increased (34%-79%)	2	1	1	1	M
Harris, Graham, Reid, McElroy and Hamby (1994	Self-monitoring: attention	Social desirable: academic engagement	Colin	Fifth grade and sixth grade	M	LD	Teacher	School: classroom	Increased (56%-83%)	2	0.6	1	1	M

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Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: attention	Social desirable: academic engagement	Kimiko	Fifth grade and sixth grade	M	LD	Teacher	School: classroom	Increased (66%-90%)	2	0.5	1	1	M
Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: performance	Academic1: academic performance	Molly	Fourth- and fifth-grade	F	LD	Teacher	School: classroom	Increased (26-70)	2	0.89	1	2	M+R
Harris, Graham, Reid, McElroy and Hamby (1994	Self-monitoring: performance	Academic1: academic performance	Deane	Fourth- and fifth-grade	M	LD	Teacher	School: classroom	Increased (42-86)	2	0.78	0.89	1	M

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Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: performance	Academic2: academic completed	Gentry	Fifth grade and sixth grade	M	LD	Teacher	School: classroom	Increased (47-126)	2	0.71	0.86	1	R
Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: performance	Academic2: academic completed	Swain	Fifth grade and sixth grade	M	LD	Teacher	School: classroom	Increased (36-72)	2	0	0.82	2	R
Harris, Graham, Reid, McElroy and Hamby (1994	Self-monitoring: performance	Social desirable: academic engagement	Molly	Fourth- and fifth-grade	F	LD	Teacher	School: classroom	Increased (23%-85%)	2	0.89	1	1	M

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Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: performance	Social desirable: academic engagement	Dean	Fourth-and fifth-grade	M	LD	Teacher	School: classroom	Increased (49%-86%)	2	0.89	1	1	M
Harris, Graham, Reid, McElroy and Hamby (1994)	Self-monitoring: performance	Social desirable: academic engagement	Gentry	Fifth grade and sixth grade	M	LD	Teacher	School: classroom	Increased (59%-82%)	2	0.86	1	1	M
Harris, Graham, Reid, McElroy and Hamby (1994	Self-monitoring: performance	Social desirable: academic engagement	Swain	Fifth grade and sixth grade	M	LD	Teacher	School: classroom	Increased (28%-66%)	2	0.1	0.8	1	M

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Hughes and Rusch (1989)	Self-control: self-instruction(a statement of the problem; a statement of the correct response; a reporting of the response; self-reinforcement)and multiple exemplar training	Academic 1: correct responses	Myra	37	F	MR	Researcher	Institution: a work room of a company	Increases	2.0	1.00	1.00	1	M
Hughes and Rusch (1989)	Self-control: self-instruction(a statement of the problem; a statement of the correct response	Academic 1: correct responses	Les	57	M	MR	Researcher	Institution: a work room of a company	Increases	2.0	0.92	1.00	1	M

	; a reporting of the response ; self-reinforcement)and multiple exemplar training													
Hughes and Rusch (1989)	Self-control: self-management	Social desirable: independent task changes	Bob	18 to 21	M	MR	Trainer	Institution: a university cafeteria	Increased immediately and substantially	2.0	1.00	1.00	1	M
Hughes and Rusch (1989)	Self-instruction	Academic: self-instruction steps verbalized	Myra	37	F	MR	Researcher	Institution: a work room of a company	Increases	2.0	0.26	0.26	1	M
Hughes and Rusch (1989)	Self-instruction	Academic: self-instruction steps verbalized	Les	57	M	MR	Researcher	Institution: a work room of a company	Increases	2.0	0.28	0.28	1	M
Hughes and Rusch (1989)	Self-instruction	Academic: self-instruction steps verbalized	Les	57	M	MR	Researcher	Institution: a work room of a compa	Increases	2.0	0.33	0.33	1	M

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Hughes and Rusch (1989)	Self-instruction	Academic: self-instruction steps verbalized	Myra	37	F	MR	Researcher	Institution: a work room of a company	Increases	2.0	0.68	0.68	1 M
Hughes and Rusch (1989)	Self-instruction: states problem	Academic: self-instruction steps verbalized	Myra	37	F	MR	Researcher	Institution: a work room of a company	Increases	2.0	0.53	0.53	1 M
Hughes and Rusch (1989)	Self-instruction: states problem	Academic: self-instruction steps verbalized	Les	57	M	MR	Researcher	Institution: a work room of a company	Increases	2.0	0.56	0.56	1 M
Hughes and Rusch (1989)	Self-instruction: states response	Academic: self-instruction steps verbalized	Les	57	M	MR	Researcher	Institution: a work room of a company	Increases	2.0	0.22	0.39	1 M
Hughes and Rusch (1989)	Self-instruction: states response	Academic: self-instruction steps verbalized	Myra	37	F	MR	Researcher	Institution: a work room of a company	Increases	2.0	0.63	0.63	1 M

Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Academic 1: academic response rate(correctly wrote spelling words)	Patti	20	F	MR	Peer teacher	School: workroom	Increased	2.0	1.00	1.00	1	M
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: eye gaze toward partner	Patti	20	F	MR	Peer teacher	School: classroom	Increased	2.0	1.00	1.00	2	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: eye gaze toward partner	Carrie Ann	17	F	MR	Peer teacher	School: lunchroom	Increased	2.0	1.00	1.00	1	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a	Social desirable: eye gaze toward partner	Carrie Ann	17	F	MR	Peer teacher	School: classroom	Increased	2.0	1.00	1.00	2	R

	good job)													
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: eye gaze toward partner	Tanya	21	F	MR	Peer teacher	School: lunchroom	Increased	2.0	1.00	1.00	1	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: eye gaze toward partner	Tanya	21	F	MR	Peer teacher	School: workroom	Increased	2.0	1.00	1.00	2	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: eye gaze toward partner	Melissa	19	F	MR	Peer teacher	School: workroom	Increased	2.0	1.00	1.00	1	R

Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: eye gaze toward partner	Melissa	19	F	MR	Peer teacher	School: classroom	Increased	2.0	1.00	1.00	2	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: initiation rate	Patti	20	F	MR	Peer teacher	School: workroom	Rapid increase	2.0	1.00	1.00	1	M
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: initiation rate	Patti	20	F	MR	Peer teacher	School: classroom	Rapid increase	2.0	1.00	1.00	1	M
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a	Social desirable: initiation rate	Carrie Ann	17	F	MR	Peer teacher	School: lunchroom	Rapid increase	2.0	1.00	1.00	1	M

	good job)													
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: initiation rate	Carrie Ann	17	F	MR	Peer teacher	School: classroom	Rapid increase	2.0	1.00	1.00	1	M
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: initiation rate	Tanya	21	F	MR	Peer teacher	School: lunchroom	Rapid increase	2.0	1.00	1.00	1	M
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: initiation rate	Tanya	21	F	MR	Peer teacher	School: workroom	Rapid increase	2.0	1.00	1.00	1	M

Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: initiation rate	Melissa	19	F	MR	Peer teacher	School: workroom	Rapid increase	2.0	1.00	1.00	1	M
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: initiation rate	Melissa	19	F	MR	Peer teacher	School: classroom	Rapid increase	2.0	1.00	1.00	1	M
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: percentage of intervals participant initiating or partner responding	Patti	20	F	MR	Peer teacher	School: workroom	Improvement	2.0	1.00	1.00	1	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a	Social desirable: percentage of intervals participant initiating or partner responding	Patti	20	F	MR	Peer teacher	School: classroom	Improvement	2.0	1.00	1.00	2	R

	good job)													
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: percentage of intervals participant initiating or partner responding	Carrie Ann	17	F	MR	Peer teacher	School: lunchroom	Improvement	2.0	1.00	1.00	1	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: percentage of intervals participant initiating or partner responding	Carrie Ann	17	F	MR	Peer teacher	School: classroom	Improvement	2.0	1.00	1.00	2	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: percentage of intervals participant initiating or partner responding	Tanya	21	F	MR	Peer teacher	School: lunchroom	Improvement	2.0	1.00	1.00	1	R

Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: percentage of intervals participant initiating or partner responding	Tanya	21	F	MR	Peer teacher	School: workroom	Improvement	2.0	1.00	1.00	2	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: percentage of intervals participant initiating or partner responding	Melissa	19	F	MR	Peer teacher	School: workroom	Improvement	2.0	1.00	1.00	1	R
Hughes, Harmer and Killian (1995)	Self-instruction: social skills training(I want to talk ;I did a good job)	Social desirable: percentage of intervals participant initiating or partner responding	Melissa	19	F	MR	Peer teacher	School: classroom	Improvement	2.0	0.67	1.00	2	R
Jones, Kazdin and Haney (1981)	Self-reinforcement: training package	Academic 1: correct emergency responses	Base	NA: 8 to 9	F	Normal	Teacher	School	Increased substantially	2.0	1.00	1.00	1	M

Jones, Kazdin and Haney (1981)	Self-reinforcement: training package	Academic 1: correct emergency responses	Lisa	NA: 8 to 9	F	Normal	Teacher	School	Increased substantially	2.0	1.00	1.00	1	M
Jones, Kazdin and Haney (1981)	Self-reinforcement: training package	Academic 1: correct emergency responses	Dana	NA: 8 to 9	M	Normal	Teacher	School	Increased substantially	2.0	1.00	1.00	1	M
Jones, Kazdin and Haney (1981)	Self-reinforcement: training package	Academic 1: correct emergency responses	John	NA: 8 to 9	M	Normal	Teacher	School	Increased substantially	2.0	1.00	1.00	1	M
Jones, Kazdin and Haney (1981)	Self-reinforcement: training package	Academic 1: correct emergency responses	Don	NA: 8 to 9	M	Normal	Teacher	School	Increased substantially	2.0	1.00	1.00	1	M
Kern, Ringdahl, Hilt and Sterling-Turner (2001)	Self-control: self-management procedures	Social undesirable: problem behavior	CHIP	7	M	ADHD	Therapist	Institution: a short-term hospital facility	Low rates	2.0	1.00	1.00	2	R

Kern, Ringdahl, Hilt and Sterling-Turner (2001)	Self-control: self-management procedures	Social undesirable: problem behavior	CHIP	7	M	ADHD	Therapist	Institution: a short-term hospital facility	Zero level	2.0	1.00	1.00	1	M
Kern, Ringdahl, Hilt and Sterling-Turner (2001)	Self-control: self-management procedures	Social undesirable: problem behavior	JOHN	8	M	E/BD	Therapist	Institution: a short-term hospital facility	Zero rates	2.0	0.00	1.00	1	M
Kern, Ringdahl, Hilt and Sterling-Turner (2001)	Self-control: self-management procedures	Social undesirable: problem behavior	JOHN	8	M	E/BD	Therapist	Institution: a short-term hospital facility	Zero level	2.0	1.00	1.00	1	M
Kern, Ringdahl, Hilt and Sterling-Turner	Self-control: self-management procedures	Social undesirable: problem behavior	MARK	4	M	BD	Therapist	Institution: a short-term hospital facility	Low levels	2.0	1.00	1.00	1	M

(2001)														
Kern, Ringdahl, Hilt and Sterling-Turner (2001)	Self-control: self-management procedures	Social undesirable: problem behavior	MARK	4	M	BD	Therapist	Institution: a short-term hospital facility	Low levels	2.0	1.00	1.00	1	M
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social desirable: desirable peer interaction	Adam	11	M	SED, ADHD	Facilitator	School	Variable but increasing trend	1.0	0.25	0.88	2	R
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs	Self-monitoring: self-evaluation (video tape package)	Social desirable: desirable peer interaction	Dale	13	M	SED	Facilitator	School	Variable but increasing trend	1.0	0.13	0.38	1	R

, White and Stewart (1992)														
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social desirable: desirable peer interaction	Dave	12	M	SED	Facilitator	School	Variable but increasing trend	1.0	0.67	0.73	2	R
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social desirable: desirable peer interaction	Mike	12	M	SED	Facilitator	School	Variable but increasing trend	1.0	0.42	0.67	1	R

Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social desirable: desirable peer interaction	Sam(1st)	12	M	E/BD	Facilitator	School	Generally increasing(1st)	2.0	0.18	0.91	2	R
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social desirable: desirable peer interaction	Sam(second)	12	M	E/BD	Facilitator	School	Generally increasing(second)	2.0	0.00	0.47	1	R
Kern-Dunlap, Dunlap, Clarke	Self-monitoring: self-evaluation (video tape	Social undesirable: undesirable peer interaction	Adam	11	M	SED, ADHD	Facilitator	School	Rapid reduction	2.0	0.00	0.63	1	M

, Shelley, Childs, White and Stewart (1992)	package)													
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social undesirable: undesirable peer interaction	Dale	13	M	SED	Facilitator	School	Rapid reduction	2.0	0.75	1.00	1	M
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White	Self-monitoring: self-evaluation (video tape package)	Social undesirable: undesirable peer interaction	Dave	12	M	SED	Facilitator	School	Rapid reduction	2.0	0.63	0.97	1	M

and Stewart (1992)														
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social undesirable: undesirable peer interaction	Mike	12	M	SED	Facilitator	School	Gradual but steady decrease	2.0	0.83	1.00	1	M
Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social undesirable: undesirable peer interaction	Sam(1st)	12	M	E/BD	Facilitator	School	Decreased remained at low level(1st)	2.0	0.73	1.00	1	M

Kern-Dunlap, Dunlap, Clarke, Shelley, Childs, White and Stewart (1992)	Self-monitoring: self-evaluation (video tape package)	Social undesirable: undesirable peer interaction	Sam(second)	12	M	E/BD	Facilitator	School	Low level(second)	2.0	0.76	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of instruction	Becky(staff)	25	F	Normal	Researcher	Institution: in example situation(toothbrushing)	Positive change	2.0	0.93	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of guidance	Mary(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Positive change	2.0	0.84	1.00	2	R
Kissel,Whitman, and	Self-control: self-management	Social desirable: appropriate use of	Becky(staff)	25	F	Normal	Researcher	Institution: in example	Positive change	2.0	0.86	1.00	1	R

Reid (1983)	skills and behavioral training	guidance						situation(tooth-brushing)						
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of guidance	Sandy(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Inconsistent	1.0	0.21	1.00	2	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of guidance	Betty(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Positive change	2.0	1.00	1.00	1	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of instruction	Betty(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Positive change	2.0	1.00	1.00	1	M
Kissel,Whitman, and Reid (1983	Self-control: self-management skills and	Social desirable: appropriate use of instruction	Mary(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth	Positive change	2.0	0.38	1.00	1	M

)	behavioral training							brushing)						
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of instruction	Sandy(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Inconsistent	1.0	0.00	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of reward	Becky(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Positive change but inconsistently	1.0	0.00	0.93	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of reward	Betty(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Positive change	2.0	0.00	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: appropriate use of reward	Mary(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Positive change but inconsistently	1.0	0.00	0.75	1	M

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: appropriate use of reward	Sandy(staff)	25	F	Normal	Researcher	Institution: in example situation(tooth-brushing)	Little change	0.0	0.00	0.07	1	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: guidance	Becky(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	Marked gains	2.0	0.00	0.86	1	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: guidance	Mary(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	Marked gains	2.0	0.41	0.96	2	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: guidance	Sandy(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	No appreciable change	0.0	0.00	0.97	1	R

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: guidance	Betty(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	Smaller increase	1.0	0.43	1.00	2	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: guidance	Becky(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situation	Improvement	2.0	0.71	0.95	1	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: guidance	Mary(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situation	Improvement	2.0	0.00	1.00	2	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: guidance	Sandy(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situatio	Overlap	0.0	0.00	0.57	1	M

	training							n						
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: guidance	Betty(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situation	Improvement	2.0	0.91	0.91	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: instruction	Becky(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	Marked gains	2.0	0.00	0.93	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: instruction	Mary(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	Marked gains	2.0	0.33	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: instruction	Sandy(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	No appreciable change	0.0	0.00	0.79	1	M

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: instruction	Betty(staff)	25	F	Normal	Researcher	Institution: haircombing generalization situation	Smaller increase	1.0	0.57	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: instruction	Becky(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situation	Improvement	2.0	0.76	0.95	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: instruction	Mary(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situation	Improvement	2.0	0.00	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: instruction	Sandy(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situatio	Overlap	0.0	0.00	0.57	1	M

	training							n						
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: instruction	Betty(staff)	25	F	Normal	Researcher	Institution: handwashing generalization situation	Improvement	2.0	0.91	0.91	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: reward	Becky(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	In consistent	0.0	0.00	0.43	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: reward	Mary(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	In consistent	0.0	0.07	0.67	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: reward	Sandy(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	No appreciable change	0.0	0.00	0.45	1	M

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: reward	Betty(staff)	25	F	Normal	Researcher	Institution: hair-combing generalization situation	Improvement	2.0	0.26	0.87	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: reward	Becky(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situation	No mention	0.0	0.00	0.50	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: reward	Mary(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situation	No mention	0.0	0.00	0.16	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: reward	Sandy(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situatio	Overlap	0.0	0.00	0.57	1	M

	training							n						
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: reward	Betty(staff)	25	F	Normal	Researcher	Institution: hand-washing generalization situation	No mention	2.0	0.74	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	Sam(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	Increase	2.0	0.64	0.98	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	John(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	Increase	2.0	0.84	0.97	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: self-initiated	Sally(resident)	8 to 16	F	MR	Agent (staff)	Institution: tooth-brushing	Increase	2.0	0.41	0.97	1	M

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	Mark(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	Increase(change was not as great as others)	2.0	0.43	0.86	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	Dale(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	Overall increase	2.0	0.83	0.95	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	Roy(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	Overall increase	2.0	0.72	0.94	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: self-initiated	Sheila(resident)	8 to 16	F	MR	Agent (staff)	Institution: hair-combing generalization situation	Similar but less noticeable increase	1.0	0.25	0.64	1	M

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	Dan(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	No any systematic change	0.0	0.26	0.26	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	Tim(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	Small increase	1.0	0.00	0.69	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	Rick(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	Increases	2.0	0.70	0.93	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: self-initiated	Lynn(resident)	8 to 16	F	MR	Agent (staff)	Institution: hand-washing generalization situatio	Increase	2.0	0.28	0.72	1	M

	training							n						
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: self-initiated	Steve(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	Increase	2.0	0.83	0.96	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	Sam(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	Increase	2.0	0.17	0.95	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	John(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	No appreciable change	0.0	0.00	0.06	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: verbally instructed	Sally(resident)	8 to 16	F	MR	Agent (staff)	Institution: tooth-brushing	No appreciable change	0.0	0.00	0.41	1	M

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	Mark(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	Increase	2.0	0.43	0.86	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	Dale(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	Little change	0.0	0.02	0.26	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	Roy(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	Little change	0.0	0.00	0.41	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: verbally instructed	Sheila(resident)	8 to 16	F	MR	Agent (staff)	Institution: hair-combing generalization situation	Little change	0.0	0.00	0.14	1	M

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	Dan(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	No any systematic change	0.0	0.04	0.04	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	Tim(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	No marked improvement	0.0	0.00	0.21	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	Rick(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	No marked improvement	0.0	0.00	0.26	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social desirable: verbally instructed	Lynn(resident)	8 to 16	F	MR	Agent (staff)	Institution: hand-washing generalization situatio	No marked improvement	0.0	0.14	0.41	1	M

	training							n						
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social desirable: verbally instructed	Steve(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	No marked improvement	0.0	0.13	0.39	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	Sam(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	Decrease	2.0	0.98	1.00	1	M
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	John(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	Decrease	2.0	0.19	0.94	2	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social undesirable: physically guided	Sally(resident)	8 to 16	F	MR	Agent (staff)	Institution: tooth-brushing	Decrease	2.0	0.14	1.00	2	R

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	Mark(resident)	8 to 16	M	MR	Agent (staff)	Institution: tooth-brushing	Decrease	2.0	0.76	0.81	2	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	Dale(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	Decrease	2.0	0.76	0.90	2	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	Roy(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	Decrease	2.0	0.63	0.97	1	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social undesirable: physically guided	Sheila(resident)	8 to 16	F	MR	Agent (staff)	Institution: hair-combing generalization situation	Decrease	2.0	0.00	0.57	2	R

	training													
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	Dan(resident)	8 to 16	M	MR	Agent (staff)	Institution: hair-combing generalization situation	No any systematic change	0.0	0.52	0.52	1	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	Tim(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	No mention	0.0	0.00	0.00	2	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	Rick(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	Decrease	2.0	0.63	0.93	1	R
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral	Social undesirable: physically guided	Lynn(resident)	8 to 16	F	MR	Agent (staff)	Institution: hand-washing generalization situatio	Decrease	2.0	0.31	0.72	2	R

	training							n						
Kissel,Whitman, and Reid (1983)	Self-control: self-management skills and behavioral training	Social undesirable: physically guided	Steve(resident)	8 to 16	M	MR	Agent (staff)	Institution: hand-washing generalization situation	Decrease	2.0	0.87	0.87	1	R
Knapczyk and Livingston (1973)	Self-monitoring: self-recording token system	Academic 1: accuracy reading assignments	Whole class	8	NA	Normal	Teacher	School: in a junior high school special education program	Significantly higher level	2.0	0.60	0.96	1	M
Knapczyk and Livingston (1973)	Self-monitoring: self-recording token system	Academic 1: accuracy reading assignments	Whole class	8	NA	Normal	Teacher	School: in a junior high school special education program	Significantly higher level	2.0	0.95	1.00	1	M
Koegel and Frea (1993)	Self-control: self-management (self-recordin	Social desirable: social communicative behavior(Andr	Andre	13	M	Autism	Clinician	Institution: community	Rapid increased	2.0	0.00	0.86	1	M

	g, self reinforcement-video games)	e: facial expression/affect)												
Koegel and Frea (1993)	Self-control: self-management (self-recording, self reinforcement-video games)	Social desirable: social communicative behavior(Andre: preserveration of topic)	Andre	13	M	autism	Clinician	Institution: community	Rapid increased	2.0	0.00	1.00	1	M
Koegel and Frea (1993)	Self-control: self-management (self-recording,self reinforcement-video games)	Social desirable: social communicative behavior(Andre: voice volume)	Andre	13	M	Autism	Clinician	Institution: community	Rapid increased	2.0	0.00	0.93	1	M
Koegel and Frea (1993)	Self-control: self-management (self-recording, self reinforcement-video games)	Social desirable: social communicative behavior(Chris: nonverbal mannerisms)	Chris	16	M	Autism	Clinician	Institution: community	Rapid increased	2.0	0.00	1.00	1	M

Koegel and Frea (1993)	Self-control: self-management (self-recording, self reinforcement-video games)	Social desirable: social communicative behavior(Chris: eye gaze)	Chris	16	M	Autism	Clinician	Institution: community	Rapid increased	2.0	1.00	1.00	1	M
Koegel and Frea (1993)	Self-control: self-management (self-recording, self reinforcement-video games)	Social desirable: social communicative behavior(Chris: perseveration of topic)	Chris	16	M	Autism	Clinician	Institution: community	Rapid increased	2.0	0.00	0.81	1	M
Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student1	9	NA	Autism	Treatment provider	School: speech and language treatment room	Rapid & substantial decreases	2.0	1.00	1.00	1	M
Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student2	14	NA	Autism	Treatment provider	School: speech and language treatm	Rapid & substantial decrease	2.0	0.98	1.00	1	M

								ent room						
Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student3	11	NA	Autism	Treatment provider	Institution: community	More variable	1.0	0.39	0.91	1	M
Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student4(1st)	13	NA	Autism	Treatment provider	School: speech and language treatment room	More variable	1.0	0.89	0.89	1	M
Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student4(second)	13	NA	Autism	Treatment provider	School: speech and language treatment room	Variable but decreasing	1.0	0.48	0.83	1	M
Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student1	9	NA	Autism	Treatment provider	Home	Immediate & dramatic reductions	2.0	1.00	1.00	1	M
Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student3	11	NA	Autism	Treatment provider	School: classroom	Immediate & dramatic reductions	2.0	1.00	1.00	1	M

Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student3	11	NA	Autism	Treatment provider	School: classroom	immediate & dramatic reductions	2.0	1.00	1.00	1	M
Koegel and Koegel (1990)	Self-control: self-management	Social undesirable: stereotypic behavior	Student3	11	NA	Autism	Treatment provider	School: classroom	immediate & dramatic reductions	2.0	1.00	1.00	1	M
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Adam	11'1	M	Autism	Clinician	Institution: community	Rapid improvement for appropriate responses	2.0	0.91	1.00	2	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Adam	11'1	M	Autism	Clinician	School/home	Rapid improvement for appropriate responses	2.0	0.83	0.93	1	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Adam(1st)	11'1	M	Autism	Clinician	School: clinic	Rapid improvement for appropriate responses	2.0	1.00	1.00	2	R

Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Adam(second)	11'1	M	Autism	Clinician	School: clinic	Rapid improvement for appropriate responses	2.0	1.00	1.00	1	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Howard	6'10	M	Autism	Clinician	School: clinic	Rapid improvement for appropriate responses	2.0	1.00	1.00	2	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Howard	6'10	M	Autism	Clinician	Institution: community	Rapid improvement for appropriate responses	2.0	0.00	0.73	1	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Ian	11'2	M	Autism	Clinician	School: clinic(1st)	Rapid improvement for appropriate responses	2.0	1.00	1.00	2	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Ian	11'2	M	Autism	Clinician	School: clinic(second)	Rapid improvement for appropriate	2.0	0.89	1.00	1	R

									respon ses					
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Ian	11'2	M	Autism	Clinician	Institution: community	Rapid improvement for appropriate responses	2.0	0.29	1.00	2	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Tony	6'10	M	Autism	Clinician	School: clinic	Rapid improvement for appropriate responses	2.0	0.35	1.00	1	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Tony	6'10	M	Autism	Clinician	Institution: community	Rapid improvement for appropriate responses	2.0	0.33	1.00	2	R
Koegel, et al. (1992)	Self-control: self-management	Social desirable: appropriate responses	Tony	6'10	M	Autism	Clinician	Home	Rapid improvement for appropriate responses	2.0	0.86	1.00	1	R
Koegel, et al.	Self-control: self-man	Social undesirable: disruptive	Adam	11'1	M	Autism	Clinician	Institution: comm	Disruptive behavi	2.0	0.00	0.88	1	M

(1992)	agement	behavior						unity	or much lower					
Koegel, et al. (1992)	Self-control: self-management	Social undesirable: disruptive behavior	Howard	6'10	M	Autism	Clinician	Institution: community	Disruptive behavior much lower	2.0	0.00	0.29	1	R
Koegel, et al. (1992)	Self-control: self-management	Social undesirable: disruptive behavior	Ian	11'2	M	Autism	Clinician	Institution: community	Disruptive behavior much lower	2.0	0.80	0.87	2	R
Koegel, et al. (1992)	Self-control: self-management	Social undesirable: disruptive behavior	Tony	6'10	M	Autism	Clinician	Institution: community	Disruptive behavior much lower	2.0	0.00	0.92	1	R
Levendoski and Cartledge (2000)	Self-monitoring	Academic 1: percentage of math problems completed correctly	S1	10.5	M	SED	School: self-contained classroom	School: self-contained classroom	Increasing trend	2.0	0.45	1.00	1	M
Levendoski and Cartledge (2000)	Self-monitoring	Academic 1: percentage of math problems completed correctly	S1	10.5	M	SED	School: self-contained classroom	School: self-contained classroom	Substantial increase	2.0	1.00	1.00	1	M
Levendoski and	Self-monitoring	Academic 1: percentage of math problems	S2	9.1	M	SED	School: self-co	School: self-co	Increase	2.0	0.91	1.00	1	M

Cartledge (2000)		problems completed correctly					ntained classroom	ntained classroom						
Levendoski and Cartledge (2000)	Self-monitoring	Academic 1: percentage of math problems completed correctly	S2	9.1	M	SED	School: self-contained classroom	School: self-contained classroom	High level	2.0	1.00	1.00	1	M
Levendoski and Cartledge (2000)	Self-monitoring	Academic 1: percentage of math problems completed correctly	S3	11.6	M	SED	School: self-contained classroom	School: self-contained classroom	More stable and gradually ascending data path	1.0	0.00	0.00	1	M
Levendoski and Cartledge (2000)	Self-monitoring	Academic 1: percentage of math problems completed correctly	S3	11.6	M	SED	School: self-contained classroom	School: self-contained classroom	Increase	2.0	1.00	1.00	1	M
Levendoski and Cartledge (2000)	Self-monitoring	Academic 1: percentage of math problems completed correctly	S4	10.3	M	SED	School: self-contained classroom	School: self-contained classroom	High level	2.0	1.00	1.00	1	M
Levendoski and Cartle	Self-monitoring	Social desirable: percentage of on-task	S1	10.5	M	SED	School: self-contained	School: self-contained	Increase	2.0	1.00	1.00	1	R

dge (2000)		behavior					classroom	classroom						
Levendoski and Cartledge (2000)	Self-monitoring	Social desirable: percentage of on-task behavior	S1	10.5	M	SED	School: self-contained classroom	School: self-contained classroom	Increase	2.0	1.00	1.00	2	R
Levendoski and Cartledge (2000)	Self-monitoring	Social desirable: percentage of on-task behavior	S2	9.1	M	SED	School: self-contained classroom	School: self-contained classroom	Substantial increase	2.0	1.00	1.00	1	R
Levendoski and Cartledge (2000)	Self-monitoring	Social desirable: percentage of on-task behavior	S2	9.1	M	SED	School: self-contained classroom	School: self-contained classroom	High level	2.0	1.00	1.00	2	R
Levendoski and Cartledge (2000)	Self-monitoring	Social desirable: percentage of on-task behavior	S3	11.6	M	SED	School: self-contained classroom	School: self-contained classroom	High level	2.0	1.00	1.00	1	R
Levendoski and Cartledge (2000)	Self-monitoring	Social desirable: percentage of on-task behavior	S3	11.6	M	SED	School: self-contained classroom	School: self-contained classroom	High level	2.0	1.00	1.00	2	R

Levendoski and Cartledge (2000)	Self-monitoring	Social desirable: percentage of on-task behavior	S4	10.3	M	SED	School: self-contained classroom	School: self-contained classroom	High level	2.0	1.00	1.00	1	R
Likins et al. (1989)	Self-monitoring: coincidental training ; Coincidental training plus quality-control	Academic 1: accuracy(correct response) of making chef salad	Doris	24	F	MR	Trainer	School: food preparation area of a self-service cafeteria	Doris: increase	2.0	1.00	1.00	1	M
Likins et al. (1989)	Self-monitoring: coincidental training ; Coincidental training plus quality-control	Academic 1: accuracy(correct response) of making chef salad	Lois	23	F	MR	Trainer	School: food preparation area of a self-service cafeteria	Lois: increase	2.0	0.97	1.00	1	M
Likins et al. (1989)	Self-monitoring: coincidental training ; Coincidental training plus	Academic 1: accuracy(correct response) of making chef salad	Marcia	23	F	MR	Trainer	School: food preparation area of a self-service cafeter	Marcia: increase	2.0	0.92	1.00	1	M

	quality-control							ia						
Lloyd, Hallahan, Kosiewicz, and Kneedler (1982)	Self-monitoring: attention	Academic2: academic completed	Mark	9yr	M	LD	Teacher	School: self-contained classroom	No beneficial effects	0	0.25	0.38	2	R
Lloyd, Hallahan, Kosiewicz, and Kneedler (1982)	Self-monitoring: attention	Academic2: academic completed	Mary	10 yr	F	LD	Teacher	School: self-contained classroom	No beneficial effects	0	0	0.75	1	R
Lloyd, Hallahan, Kosiewicz, and Kneedler (1982)	Self-monitoring: attention	Academic2: academic completed	Luke	9yr	M	LD	Teacher	School: self-contained classroom	No beneficial effects	0	0.57	1	2	R

Lloyd, Hallahan, Kosiewicz, and Kneedler (1982)	Self-monitoring: attention	Social desirable: academic engagement	Mark	9yr	M	LD	Teacher	School: self-contained classroom	No beneficial effects	0	0	0.1	1	M
Lloyd, Hallahan, Kosiewicz, and Kneedler (1982)	Self-monitoring: attention	Social desirable: academic engagement	Mary	10 yr	F	LD	Teacher	School: self-contained classroom	No beneficial effects	0	0.07	0.36	1	M
Lloyd, Hallahan, Kosiewicz, and Kneedler (1982)	Self-monitoring: attention	Social desirable: academic engagement	Luke	9yr	M	LD	Teacher	School: self-contained classroom	Slight improvement	1	0.31	0.88	1	M

Lloyd, Bateman, Landrum, and Hallahan (1989)	Self-monitoring : self-recording (teacher required the pupils to record their own productivity or attention to task)	Academic 1: academic productivity (correct)	Brenda	10	F	SED	Teacher	School: resource classroom	Clear and salutary changes in productivity	2.0	1.00	1.00	1	M
Lloyd, Bateman, Landrum, and Hallahan (1989)	Self-monitoring : self-recording (teacher required the pupils to record their own productivity or attention to task)	Academic 1: academic productivity (correct)	Carrie	10'9	F	SED/LD	Teacher	School: resource classroom	Clear and salutary changes in productivity	2.0	1.00	1.00	1	M
Lloyd, Bateman, Landrum, and Halla	Self-monitoring : self-recording (teacher required the pupils to	Academic 1: academic productivity (correct)	Terry	11'2	M	LD	Teacher	School: resource classroom	Clear and salutary changes in productivity	2.0	1.00	1.00	1	M

han (1989)	record their own productivity or attention to task)													
Lloyd, Bateman, Landrum, and Hallahan (1989)	Self-monitoring : self-recording (teacher required the pupils to record their own productivity or attention to task)	Academic 1: academic productivity (correct)	Rich	11'6	M	SED/LD	Teacher	School: resource classroom	Clear and salutary changes in productivity	2.0	1.00	1.00	1	M
Lloyd, Bateman, Landrum, and Hallahan (1989)	Self-monitoring : self-recording (teacher required the pupils to record their own productivity or attention to task)	Academic 1: academic productivity (correct)	Tommy	10'11	M	LD	Teacher	School: resource classroom	Clear and salutary changes in productivity	2.0	1.00	1.00	1	M

Lloyd, Bateman, Landrum, and Hallahan (1989)	Self-monitoring: self-recording (teacher required the pupils to record their own productivity or attention to task)	Social desirable: attention to task	Brenda	10	F	SED	Teacher	School: resource classroom	Attention to task increased substantially	2.0	1.00	1.00	2	R
Lloyd, Bateman, Landrum, and Hallahan (1989)	Self-monitoring: self-recording (teacher required the pupils to record their own productivity or attention to task)	Social desirable: attention to task	Carrie	10'9	F	SED/LD	Teacher	School: resource classroom	Attention to task increased substantially	2.0	1.00	1.00	1	R
Lloyd, Bateman, Landrum, and Halla	Self-monitoring: self-recording (teacher required the pupils to	Social desirable: attention to task	Tommy	10'11	M	LD	Teacher	School: resource classroom	Attention to task increased substantially	2.0	0.75	0.92	2	R

han (1989)	record their own productivity or attention to task)													
Lloyd, Bateman, Landrum, and Hallahan (1989)	Self-monitoring: self-recording (teacher required the pupils to record their own productivity or attention to task)	Social desirable: attention to task	Terry	11'2	M	LD	Teacher	School: resource classroom	Attention to task increased substantially	2.0	0.56	1.00	1	R
Lloyd, Bateman, Landrum, and Hallahan (1989)	Self-monitoring: self-recording (teacher required the pupils to record their own productivity or attention to task)	Social desirable: attention to task	Rich	11'6	M	SED/LD	Teacher	School: resource classroom	Attention to task increased substantially	2.0	0.87	1.00	2	R

Maag and Peid (1993)	Self-monitoring: accuracy	Academic 1: mathematics academic accuracy	Mark	9'3	M	LD	Teacher	School	Not affect	0.0	0.15	0.54	1	R
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 1: mathematics academic accuracy	Tina	9'3	F	LD	Teacher	School	NA	.	0.73	0.91	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 1: mathematics academic accuracy	Jose	9'3	M	LD	Teacher	School	NA	.	0.50	0.58	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 1: mathematics academic accuracy	Shawn	9'3	M	LD	Teacher	School	Lower	0.0	0.00	0.55	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 1: mathematics academic accuracy	J.T.	11'5	M	LD	Teacher	School	Increased	2.0	1.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 1: mathematics academic accuracy	Keith	11'5	M	LD	Teacher	School	Superior	2.0	0.80	1.00	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 2: mathematics academic productivity (completed)	Mark	9'3	M	LD	Teacher	School	No improvement	0.0	0.00	0.62	2	R
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 2: mathematics academic productivity (completed)	Tina	9'3	F	LD	Teacher	School	No improvement	0.0	0.27	0.82	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 2: mathematics academic productivity	Jose	9'3	M	LD	Teacher	School	No effect	0.0	0.00	0.92	1	M

		(completed)												
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 2: mathematics academic productivity (completed)	Shawn	9'3	M	LD	Teacher	School	Little effect	0.0	0.09	0.91	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 2: mathematics academic productivity (completed)	J.T.	11'5	M	LD	Teacher	School	No effect	0.0	0.42	0.75	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Academic 2: mathematics academic productivity (completed)	Keith	11'5	M	LD	Teacher	School	Little effect	0.0	0.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Social desirable: mathematics on-task behavior	Mark	9'3	M	LD	Teacher	School	Increased noticeably	2.0	1.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Social desirable: mathematics on-task behavior	Tina	9'3	F	LD	Teacher	School	Increase mean level	1.0	0.36	0.91	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Social desirable: mathematics on-task behavior	Jose	9'3	M	LD	Teacher	School	Improvement	2.0	1.00	1.00	1	M+R
Maag and Peid (1993)	Self-monitoring: accuracy	Social desirable: mathematics on-task	Shawn	9'3	M	LD	Teacher	School	Increases	2.0	0.73	0.91	2	M+R

		behavior												
Maag and Peid (1993)	Self-monitoring: accuracy	Social desirable: mathematics on-task behavior	J.T.	11'5	M	LD	Teacher	School	Immediately increased	2.0	0.92	1.00	1	M
Maag and Peid (1993)	Self-monitoring: accuracy	Social desirable: mathematics on-task behavior	Keith	11'5	M	LD	Teacher	School	Immediately increased	2.0	0.20	0.90	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 1: mathematics academic accuracy	Mark	9'3	M	LD	Teacher	School	Increase but overlap with baseline	1.0	0.29	0.93	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 1: mathematics academic accuracy	Tina	9'3	F	LD	Teacher	School	NA	.	0.31	0.85	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 1: mathematics academic accuracy	Jose	9'3	M	LD	Teacher	School	NA	.	0.20	0.87	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 1: mathematics academic accuracy	Shawn	9'3	M	LD	Teacher	School	Indistinguishable	0.0	0.07	0.87	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 1: mathematics academic accuracy	J.T.	11'5	M	LD	Teacher	School	No improvement	0.0	0.14	0.50	1	M
Maag and Peid	Self-monitoring: attention	Academic 1: mathematics academic	Keith	11'5	M	LD	Teacher	School	More effective than	1.0	0.15	0.92	1	M

(1993)		accuracy							self-monitoring productivity					
Maag and Peid (1993)	Self-monitoring: attention	Academic 2: mathematics academic productivity (completed)	Mark	9'3	M	LD	Teacher	School	Slightly above baseline	1.0	0.43	0.93	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 2: mathematics academic productivity (completed)	Tina	9'3	F	LD	Teacher	School	Slightly above baseline	1.0	0.92	1.00	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 2: mathematics academic productivity (completed)	Jose	9'3	M	LD	Teacher	School	Increased but overlap with baseline	1.0	0.13	1.00	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 2: mathematics academic productivity (completed)	Shawn	9'3	M	LD	Teacher	School	Little effect	0.0	0.06	0.94	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 2: mathematics academic productivity (completed)	J.T.	11'5	M	LD	Teacher	School	No effect	0.0	0.57	1.00	1	M
Maag and Peid (1993)	Self-monitoring: attention	Academic 2: mathematics academic productivity (completed)	Keith	11'5	M	LD	Teacher	School	Little effect	0.0	0.00	0.85	1	M

Maag and Peid (1993)	Self-monitoring: attention	Social desirable: mathematics on-task behavior	Mark	9'3	M	LD	Teacher	School	Increased noticeably	2.0	1.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: attention	Social desirable: mathematics on-task behavior	Tina	9'3	F	LD	Teacher	School	Increase mean level	1.0	0.54	0.92	1	M
Maag and Peid (1993)	Self-monitoring: attention	Social desirable: mathematics on-task behavior	Jose	9'3	M	LD	Teacher	School	Improvement	2.0	1.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: attention	Social desirable: mathematics on-task behavior	Shawn	9'3	M	LD	Teacher	School	Increases	2.0	0.56	0.88	1	M
Maag and Peid (1993)	Self-monitoring: attention	Social desirable: mathematics on-task behavior	J.T.	11'5	M	LD	Teacher	School	Negligible improvement	0.0	0.13	0.33	1	M
Maag and Peid (1993)	Self-monitoring: attention	Social desirable: mathematics on-task behavior	Keith	11'5	M	LD	Teacher	School	Negligible improvement	0.0	0.00	0.62	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 1: mathematics academic accuracy	Mark	9'3	M	LD	Teacher	School	Greatest gain	2.0	0.88	1.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 1: mathematics academic accuracy	Tina	9'3	F	LD	Teacher	School	NA	.	0.79	1.00	1	M

Maag and Peid (1993)	Self-monitoring: productivity	Academic 1: mathematics academic accuracy	Jose	9'3	M	LD	Teacher	School	Greatest effect	2.0	0.88	0.94	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 1: mathematics academic accuracy	Shawn	9'3	M	LD	Teacher	School	Indistinguishable	0.0	0.08	1.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 1: mathematics academic accuracy	J.T.	11'5	M	LD	Teacher	School	No improvement	0.0	0.06	0.31	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 1: mathematics academic accuracy	Keith	11'5	M	LD	Teacher	School	No improvement over baseline	0.0	0.00	0.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 2: mathematics academic productivity (completed)	Mark	9'3	M	LD	Teacher	School	Immediate increase	2.0	0.94	0.94	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 2: mathematics academic productivity (completed)	Tina	9'3	F	LD	Teacher	School	Immediate increase	2.0	1.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 2: mathematics academic productivity (completed)	Jose	9'3	M	LD	Teacher	School	Increased but overlap with baseline	1.0	0.38	1.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 2: mathematics academic productivity	Shawn	9'3	M	LD	Teacher	School	Immediate and large	2.0	1.00	1.00	1	M

		(completed)							increases					
Maag and Peid (1993)	Self-monitoring: productivity	Academic 2: mathematics academic productivity (completed)	J.T.	11'5	M	LD	Teacher	School	Affect only	2.0	0.94	0.94	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Academic 2: mathematics academic productivity (completed)	Keith	11'5	M	LD	Teacher	School	Immediate and large increase	2.0	1.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Social desirable: mathematics on-task behavior	Mark	9'3	M	LD	Teacher	School	Increased noticeably	2.0	1.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Social desirable: mathematics on-task behavior	Tina	9'3	F	LD	Teacher	School	Raise above baseline	2.0	0.86	1.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Social desirable: mathematics on-task behavior	Jose	9'3	M	LD	Teacher	School	Improvement	2.0	1.00	1.00	1	M
Maag and Peid (1993)	Self-monitoring: productivity	Social desirable: mathematics on-task behavior	Shawn	9'3	M	LD	Teacher	School	Increases	2.0	0.83	0.92	1	M
Maag and Peid	Self-monitoring: producti	Social desirable: mathematics	J.T.	11'5	M	LD	Teacher	School	Slight increase	1.0	0.56	0.88	1	M

(1993)	vity	on-task behavior												
Maag and Peid (1993)	Self-monitoring: productivity	Social desirable: mathematics on-task behavior	Keith	11'5	M	LD	Teacher	School	Slight increase	1.0	0.00	0.85	1	M
Martin and Manno (1995)	Self-monitoring	Academic1: academic performance	George	Seventh grade	M	LD	Researcher	School: resource room	Increased	2	0.5	1	1	M
Martin and Manno (1995)	Self-monitoring	Academic1: academic performance	Rudy	Seventh grade	M	LD	Researcher	School: resource room	Increased but overlap	1	0	1	1	M
Martin and Manno (1995)	Self-monitoring	Academic1: academic performance	Kevin	Seventh grade	M	LD	Researcher	School: resource room	Increased	2	1	1	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase1)	Kim	9 to 16	F	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.27	0.82	1	M

McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase1)	Brian	9 to 16	M	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.50	1.00	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase1)	Steve	9 to 16	M	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.27	0.95	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase1)	Lynne	9 to 16	F	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.33	0.94	1	M

McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase1)	Debw	9 to 16	F	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.43	0.95	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase1)	Debj	9 to 16	F	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.35	0.71	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase1)	Debj	9 to 16	F	Normal	Coach	Institution: swimming pool	Marked increase	2.0	1.00	1.00	1	M

McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase1)	Ron	9 to 16	M	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.24	0.95	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase2)	Lynne	9 to 16	F	Normal	Coach	Institution: swimming pool	Marked increase	2.0	1.00	1.00	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase2)	Kim	9 to 16	F	Normal	Coach	Institution: swimming pool	Marked increase	2.0	1.00	1.00	1	M

McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase2)	Debw	9 to 16	F	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.63	0.88	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase2)	Brian	9 to 16	M	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.69	0.92	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase2)	Steve	9 to 16	M	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.54	0.92	1	M

McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Academic 2: number of laps completed (phase2)	Ron	9 to 16	M	Normal	Coach	Institution: swimming pool	Marked increase	2.0	0.23	1.00	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Social undesirable: the number of swimmers who were absent	Swimming team	9 to 16	16 M. 16 F	Normal	Coach	Institution: swimming pool	Reduced by 45%	2.0	0.34	0.72	1	M
McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Social undesirable: the number of swimmers who were arrived late	Swimming team	9 to 16	16 M. 16 F	Normal	Coach	Institution: swimming pool	Reduced by 63%	2.0	0.00	0.69	1	M

McKenzie and Rushall (1974)	Self-monitoring: self-recording publicly for attendance and training-unit completion	Social undesirable: the number of swimmers who were left early	Swimming team	9 to 16	16 M. 16 F	Normal	Coach	Institution: swimming pool	Completely suppressed	2.0	0.00	1.00	1	M
Miller, Miller, Wheeler and Selinger (1989)	Self-instruction	Academic1: academic performance	S1	11 yr	M	BD	Researcher	Institution: classroom	Increase (0%-98%)	2	1	1	1	M
Miller, Miller, Wheeler and Selinger (1989)	Self-instruction	Academic1: academic performance	S2	12 yr	M	BD and ADHD	Researcher	Institution: classroom	Increase (65%-88%)	2	0.88	0.88	1	M
Miller, Miller,	Self-instruction	Academic1: academic performance	S2	12 yr	M	BD and ADHD	Researcher	Institution: classroom	Increase (62%-82%)	2	1	1	1	M

Wheeler and Selinger (1989)														
Miller, Miller, Wheeler and Selinger (1989)	Self-instruction	Social desirable: academic engagement	S2	12 yr	M	BD and ADHD	Researcher	Institution: classroom	Increase	2	0.88	0.88	1	M
Miller, Miller, Wheeler and Selinger (1989)	Self-instruction	Social desirable: academic engagement	S2	12 yr	M	BD and ADHD	Researcher	Institution: classroom	Increase	2	1	1	1	M
Ninness, Ellis, Miller, Baker and Rutherford	Self-control: self-management training package	Social undesirable: aggressive behavior	S1	14 to 15	M	SED	Teacher	School: a self-contained special education classroom	An immediate and sustained decrease(39.6%-1.6	2.0	1.00	1.00	1	M

(1995)									%)					
Ninness, Ellis, Miller, Baker and Rutherford (1995)	Self-control: self-management training package	Social undesirable: aggressive behavior	S1	14 to 15	M	SED	Teacher	School: a self-contained special education classroom	An immediate and sustained decrease(39.3%-4%)	2.0	1.00	1.00	1	M
Ninness, Ellis, Miller, Baker and Rutherford (1995)	Self-control: self-management training package	Social undesirable: aggressive behavior	S2	14 to 15	M	SED	Teacher	School: a self-contained special education classroom	An immediate and sustained decrease(45%-8.3%)	2.0	1.00	1.00	1	M
Ninness, Ellis, Miller, Baker and Rutherford (1995)	Self-control: self-management training package	Social undesirable: aggressive behavior	S2	14 to 15	M	SED	Teacher	School: a self-contained special education classroom	An immediate and sustained decrease(64%-4.6%)	2.0	1.00	1.00	1	M

Ninness, Ellis, Miller, Baker and Rutherford (1995)	Self-control: self-management training package	Social undesirable: aggressive behavior	S3	14 to 15	M	SED	Teacher	School: a self-contained special education classroom	An immediate and sustained decrease(47.2%-2.2%)	2.0	1.00	1.00	1	M
Ninness, Ellis, Miller, Baker and Rutherford (1995)	Self-control: self-management training package	Social undesirable: aggressive behavior	S3	14 to 15	M	SED	Teacher	School: a self-contained special education classroom	An immediate and sustained decrease(45.66%-0%)	2.0	1.00	1.00	1	R
Ninness, Ellis, Miller, Baker and Rutherford (1995)	Self-control: self-management training package	Social undesirable: aggressive behavior	S4	14 to 15	M	SED	Teacher	School: a self-contained special education classroom	An immediate and sustained decrease(43.7%-2.2%)	2.0	1.00	1.00	2	R
Ninness, Fuerst and Ruther	Self-control: self-management self-asse	Social undesirable: off-task and socially inappropriate	S1	14 to 15	M	SED	Teacher	School: in class	Immediate & dramatic reducti	2.0	1.00	1.00	1	M

ford (1991)	ssment	behavior							on					
Ninness, Fuerst and Rutherford (1991)	Self-control: self-management self-assessment	Social undesirable: off-task and socially inappropriate behavior	S2	14 to 15	M	SED	Teacher	School: in class	More gradual decline	2.0	1.00	1.00	1	M
Ninness, Fuerst and Rutherford (1991)	Self-control: self-management self-assessment	Social undesirable: off-task and socially inappropriate behavior	S3	14 to 15	M	SED	Teacher	School: in class	More gradual decline	2.0	0.60	1.00	1	M
Ninness, Fuerst and Rutherford (1991)	Self-control: self-management self-assessment	Social undesirable: off-task and socially inappropriate behavior	S1	14 to 15	M	SED	Teacher	School: between class	Immediate & dramatic improvement in on task and socially appropriate behavior	2.0	1.00	1.00	1	M
Ninness, Fuerst and Rutherford	Self-control: self-management self-assessment	Social undesirable: off-task and socially inappropriate	S2	14 to 15	M	SED	Teacher	School: between class	Immediate & dramatic	2.0	1.00	1.00	1	M

ford (1991)	ssment	behavior							improvement in on task and socially appropriate behavior					
Ninness, Fuerst and Rutherford (1991)	Self-control: self-management self-assessment	Social undesirable: off-task and socially inappropriate behavior	S3	14 to 15	M	SED	Teacher	School: between class	Immediate & dramatic improvement in on task and socially appropriate behavior	2.0	1.00	1.00	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforce	Academic 1: homework accuracy	Subject1(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	1.00	1.00	1	M

	ment)--Wolfe et al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject1(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	1.00	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject10(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.79	1	M

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject10(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.47	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject11(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	1.00	1.00	1	M

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject11(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.88	0.88	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject12(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.80	1	M

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject12(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.25	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject13(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	1.00	1.00	1	M

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject13(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	1.00	1.00	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject14(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.78	0.78	1	M

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject14(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.77	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject15(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.25	1	R

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject15(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.91	0.91	1	R
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject16(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.21	0.57	1	R

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject16(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.45	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject2(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.78	1.00	1	M

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject2(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.50	0.50	1	M
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject3(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.50	0.75	1	M

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject3(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.00	2	R
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject4(1st)		NA	Normal: underachieving	Researcher	School	Mixed	1.0	1.00	1.00	2	R

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject4(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	1.00	1.00	2	R
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject5(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.45	2	R

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject5(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.31	1	R
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject6(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.36	0.71	1	R

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject6(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.90	0.90	1	R
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject7(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	1.00	1.00	1	R

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject7(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.50	1	R
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject8(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.50	1.00	1	R

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject8(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.00	0.40	1	R
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et	Academic 1: homework accuracy	Subject9(1st)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.13	0.75	1	R

	al.,1984													
Olympia, Sheridan, Jenson and Andrews (1994)	Self-control: self-management operations (self-monitoring, self-instruction,self-evaluation,self-reinforcement)--Wolfe et al.,1984	Academic 1: homework accuracy	Subject9(second)	Sixth grade	NA	Normal: underachieving	Researcher	School	Mixed	1.0	0.14	1.00	1	R
O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Amanda	20	F	Brain injuries	Experimenter	Institution: bathroom	Bathroom: rapid improvement	2.0	1.00	1.00	1	M

O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Amanda	20	F	Brain injuries	Experimenter	Institution: kitchen	Amanda kitchen: rapid improvement	2.0	1.00	1.00	1	M
O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Amanda	20	F	Brain injuries	Experimenter	Institution: living room	Living room: rapid improvement	2.0	1.00	1.00	1	M
O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Babara	37	F	Brain injuries	Experimenter	Institution: bedroom	Bedroom: rapid improvement	2.0	0.75	0.75	1	M

O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Babara	37	F	Brain injuries	Experimenter	Institution: kitchen	Kitchen: rapid improvement;	2.0	1.00	1.00	1	M
O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Babara	37	F	Brain injuries	Experimenter	Institution: living room	Living room: rapid improvement	2.0	0.57	0.57	1	M
O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Cody	18	M	Brain injuries	Experimenter	Institution: bathroom	Bathroom: rapid improvement	2.0	1.00	1.00	1	M

O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Cody	18	M	Brain injuries	Experimenter	Institution: bedroom	Bedroom: rapid improvement	2.0	1.00	1.00	1	R
O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Cody	18	M	Brain injuries	Experimenter	Institution: living room	Living room: rapid improvement	2.0	1.00	1.00	2	R
O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Drew	19	M	Brain injuries	Experimenter	Institution: bathroom	Bathroom: rapid improvement	2.0	1.00	1.00	1	R

O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Drew	19	M	Brain injuries	Experimenter	Institution: bedroom	Bedroom: rapid improvement	2.0	1.00	1.00	2	R
O'Reilly, Green and Braunling-McMorrow (1990)	Self-monitoring: self-administered (the use of written checklists and task analyses)	Academic 1: percentage of outcome checklist items scored correct	Drew	19	M	Brain injuries	Experimenter	Institution: kitchen	Kitchen: rapid improvement	2.0	1.00	1.00	1	R
Prater, Joy, Chilman, Temple and Miller (1991)	Self-monitoring: attention	Social desirable: academic engagement	S4	NA	NA	LD	Researcher	School: classroom	Increased	2	1	1	1	M
Prater, Joy, Chilman, Templ	Self-monitoring: attention	Social desirable: academic engagement	S4	NA	NA	LD	Researcher	School: classroom	Less successful	0	0.25	0.5	1	M

e and Miller (1991)														
Prater, Joy, Chilman, Templ e and Miller (1991)	Self-monitoring: attention and reinforcement	Social desirable: academic engagement	S5	NA	NA	BD/LD	Researcher	School: classroom	Improved drastically	2	1	1	1	M
Prater, Joy, Chilman, Templ e and Miller (1991)	Self-monitoring: attention and reinforcement	Social desirable: academic engagement	S5	NA	NA	BD/LD	Researcher	School: classroom	Consistently high level	2	0.5	1	1	M
Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for self-instruction only	Academic 1: arithmetic problems academic accuracy	Linda(SI)	First or second grade	F	Normal : difficulties with addition and subtraction problems	Experimenter	School: classroom	Increase	2.0	0.90	1.00	1	M
Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for self-instruction only	Academic 1: arithmetic problems academic accuracy	Larry(SI)	First or second gra	M	Normal : difficulties with addition and subtraction	Experimenter	School: classroom	Increase	2.0	0.90	1.00	1	M

				de		problems							
Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for self-instruction only	Academic 1: arithmetic problems academic accuracy	Kathy(SI)	First or second grade	F	Normal : difficulties with addition and subtraction problems	Experimenter	School: classroom	Increase	2.0	0.80	0.90	1	M
Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for accuracy only	Academic 1: arithmetic problems academic accuracy	Terry(accuracy)	First or second grade	M	Normal : difficulties with addition and subtraction problems	Experimenter	School: classroom	Improved	2.0	1.00	1.00	1	M
Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for accuracy only	Academic 1: arithmetic problems academic accuracy	Trudy(accuracy)	First or second grade	F	Normal : difficulties with addition and subtraction problems	Experimenter	School: classroom	Improved	2.0	1.00	1.00	1	M
Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for accuracy only	Academic 1: arithmetic problems academic accuracy	Ricky(accuracy)	First or second grade	M	Normal : difficulties with addition and subtraction problem	Experimenter	School: classroom	Improved	2.0	1.00	1.00	1	M

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Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for both self-instruction and accuracy	Academic 1: arithmetic problems academic accuracy	Kyle(SI+ accuracy)	First or second grade	M	Normal : difficulties with addition and subtraction problems	Experimenter	School: classroom	Improved	2.0	1.00	1.00	1	M
Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for both self-instruction and accuracy	Academic 1: arithmetic problems academic accuracy	Sue(SI+accuracy)	First or second grade	F	Normal : difficulties with addition and substraction problems	Experimenter	School: classroom	Improved	2.0	1.00	1.00	1	M
Roberts, Nelson and Olson (1987)	Self-instruction: reinforcement for both self-instruction and accuracy	Academic 1: arithmetic problems academic accuracy	Fred(SI+accuracy)	First or second grade	M	Normal : difficulties with addition and subtraction problems	Experimenter	School: classroom	Improved	2.0	1.00	1.00	1	M
Rooney, Polloway, and Hallahan (1985	Self-monitoring	Social desirable: academic engagement	Benjamin	Elementary level	M	LD	Teacher	School: classroom	Improvement	2	0.75	1	1	M

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Rooney, Pollo way, and Hallahan (1985)	Self-monitoring	Social desirable: academic engagement	Mark	Elementary level	M	LD	Teacher	School: classroom	Improvement	2	1	1	1	M
Rooney, Pollo way, and Hallahan (1985)	Self-monitoring	Social desirable: academic engagement	Carl	Elementary level	M	LD	Teacher	School: classroom	Improvement	2	1	1	1	M
Rooney, Pollo way, and Hallahan (1985)	Self-monitoring	Social desirable: academic engagement	Scott	Elementary level	M	LD	Teacher	School: classroom	Improvement	2	0.67	1	1	M
Rooney, Pollo way, and Hallahan (1985	Self-monitoring: attention	Social desirable: academic engagement	Carol	Second grade	F	Normal: attention problem	Teacher	School: classroom	Increased	2	1	1	1	M

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Rooney, Pollo way, and Hallahan (1985)	Self-monitoring: attention	Social desirable: academic engagement	Carol	Second grade	F	Normal: attention problem	Teacher	School: classroom	Increased	2	0.8	1	1	M
Rooney, Pollo way, and Hallahan (1985)	Self-monitoring: attention	Social desirable: academic engagement	Harry	Second grade	M	Normal: attention problem	Teacher	School: classroom	Increased	2	1	1	1	M
Rooney, Pollo way, and Hallahan (1985)	Self-monitoring: attention	Social desirable: academic engagement	Harry	Second grade	M	Normal: attention problem	Teacher	School: classroom	Increased	2	0.4	0.8	1	M
Rooney, Pollo way, and Hallahan (1985	Self-monitoring: attention	Social desirable: academic engagement	Jim	Second grade	M	Normal: attention problem	Teacher	School: classroom	Increased	2	0.89	1	1	M

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Rooney, Polloway, and Hallahan (1985)	Self-monitoring: attention	Social desirable: academic engagement	Jim	Second grade	M	Normal: attention problem	Teacher	School: classroom	Increased	2	0.4	1	1	M
Rooney, Polloway, and Hallahan (1985)	Self-monitoring: attention	Social desirable: academic engagement	Sarah	Second grade	F	Normal: attention problem	Teacher	School: classroom	Increased	2	0.83	1	1	M
Rooney, Polloway, and Hallahan (1985)	Self-monitoring: attention	Social desirable: academic engagement	Sarah	Second grade	F	Normal: attention problem	Teacher	School: classroom	Increased	2	1	1	1	M
Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Academic production units completed	Michelle	15	F	Normal: truancy and social isolate	Staff	Institution: workshop	116-218units	2.0	1.00	1.00	1	M

Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Academic production units completed	Michelle	15	F	Normal: truancy and social isolate	Staff	Institution: office	198-276units	2.0	0.83	1.00	1	M
Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Social desirable: percentage of work behavior	Yvonne	14	F	Normal: truancy, disruptiveness, low attention span	Staff	Institution: classroom	Increased immediately(45%-77%)	2.0	0.75	1.00	1	R
Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Social desirable: percentage of work behavior	Yvonne	14	F	Normal: truancy, disruptiveness, low attention span	Staff	Institution: kitchen	Increased(29%-59%)	2.0	0.57	1.00	1	R
Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Social desirable: percentage of work behavior	Yvonne	14	F	Normal: truancy, disruptiveness, low attention span	Staff	Institution: workshop	Increased(26%-42%)	2.0	0.13	0.88	1	R
Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Social desirable: percentage of work behavior	Patricia	17	F	Normal: disruptiveness, and low attention span	Staff	Institution: workshop	Increased(38%-51%)	2.0	0.67	0.67	2	R
Seymour and	Self-monitoring: self-reco	Social desirable: percentage of	Patricia	17	F	Normal: disruptiveness,	Staff	Institution: worksh	Increased(26%-49	2.0	0.79	1.00	2	R

Stokes (1976)	rding procedures	work behavior				and low attention span		op	%)					
Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Social desirable: percentage of work behavior	Patricia	17	F	Normal: disruptiveness, and low attention span	Staff	Institution: kitchen	Increased(25-57%)	2.0	0.60	0.95	2	R
Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Social desirable: percentage of work behavior	Michelle	15	F	Normal: truancy and social isolate	Staff	Institution: workshop	Increased(4%-34%)	2.0	1.00	1.00	2	R
Seymour and Stokes (1976)	Self-monitoring: self-recording procedures	Social desirable: percentage of work behavior	Michelle	15	F	Normal: truancy and social isolate	Staff	Institution: office	Increased(75%-86%)	2.0	0.50	0.83	2	R
Sowers, Verdi, Bourbeau, and Sheehan (1985)	Self-control: self-management	Social desirable: independent task changes	Mike	18 to 21	M	MR	Trainer	Institution: a university cafeteria	Increased immediately and substantially	2.0	1.00	1.00	1	M
Sowers, Verdi,	Self-control: self-man	Social desirable: independent	Tom	18 to 21	M	MR	Trainer	Institution: a univers	Increased immed	2.0	0.93	1.00	1	M

Bourbeau, and Sheehan (1985)	agement	task changes						ity cafeteria	iately and substantially					
Sowers, Verdi, Bourbeau, and Sheehan (1985)	Self-control: self-management	Social desirable: independent task changes	Harry	18 to 21	M	MR	Trainer	Institution: a university cafeteria	Increased immediately and substantially	2.0	1.00	1.00	1	M
Stahmer and Schreibman (1992)	Self-control: self-management --Koegel, Koegel, & Parks (1990)	Social desirable: appropriate play	Bruce	7	M	Autism	Experimenter	Institution: clinic setting	Increased to above-baseline levels	2.0	1.00	1.00	1	R
Stahmer and Schreibman (1992)	self-control: self-management --Koegel,Koegel, &Parks (1990)	social desirable: appropriate play	Claire	13	F	autism	experimenter	home	increased dramatically	2.0	1.00	1.00	2	R
Stahmer and Schreibman (1992)	Self-control: self-management --Koegel	Social desirable: appropriate play	Justin	12	M	Autism	Experimenter	Institution: clinic setting	Increase	2.0	0.24	1.00	1	R

	,Koegel, &Parks (1990)													
Stahmer and Schreibman (1992)	Self-control: self-management--Koegel,Koegel, &Parks (1990)	Social undesirable: self-stimulation	Bruce	7	M	Autism	Experimenter	Institution: clinic setting	Reduced from 13% to 3%	1.0	0.00	0.88	1	M
Stahmer and Schreibman (1992)	Self-control: self-management--Koegel,Koegel, &Parks (1990)	Social undesirable: self-stimulation	Claire	13	F	Autism	Experimenter	Home	Dropped dramatically	2.0	1.00	1.00	1	M
Stahmer and Schreibman (1992)	Self-control: self-management--Koegel,Koegel, &Parks (1990)	Social undesirable: self-stimulation	Justin	12	M	Autism	Experimenter	Institution: clinic setting	Reduced from 13% to 2%	1.0	0.00	0.59	1	M
Stevenson and Fantuzzo (1984)	Self-control: self-management skills	Academic 1: math performance (second phase)	Treated	Fifth grade	M	Normal: underachieving and disruptive classroom behavior	Teacher	School	Increase	2.0	1.00	1.00	1	M

Stevenson and Fantuzzo (1984)	Self-control: self-management skills	Academic 1: math performance (second phase)	Treated	Fifth grade	M	Normal: underachieving and disruptive classroom behavior	Home tutor	Home	Increase	2.0	1.00	1.00	1	M
Stevenson and Fantuzzo (1984)	Self-control: self-management skills	Academic 1: math performance(first phase)	Treated	Fifth grade	M	Normal: underachieving and disruptive classroom behavior	Teacher	School	Increase	2.0	0.50	1.00	1	M
Stevenson and Fantuzzo (1984)	Self-control: self-management skills	Academic 1: math performance(first phase)	Treated	Fifth grade	M	Normal: underachieving and disruptive classroom behavior	Home tutor	Home	Increase	2.0	0.80	1.00	1	R
Stevenson and Fantuzzo (1984)	Self-control: self-management skills	Social undesirable: disruptive behavior(first phase)	Treated	Fifth grade	M	Normal: underachieving and disruptive classroom behavior	Teacher	School	Decreased	2.0	0.83	1.00	1	M

Stevenson and Fantuzzo (1984)	Self-control: self-management skills	Social undesirable: disruptive behavior(first phase)	Treated	Fifth grade	M	Normal: underachieving and disruptive classroom behavior	Home tutor	Home	Decreases	2.0	0.60	0.80	1	M
Stevenson and Fantuzzo (1984)	Self-control: self-management skills	Social undesirable: disruptive behavior(second phase)	Treated	Fifth grade	M	Normal: underachieving and disruptive classroom behavior	Teacher	School	Positive effect	2.0	0.00	1.00	1	M
Stevenson and Fantuzzo (1984)	Self-control: self-management skills	Social undesirable: disruptive behavior(second phase)	Treated	Fifth grade	M	Normal: underachieving and disruptive classroom behavior	Home tutor	Home	Decreases	2.0	1.00	1.00	1	M
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad1arithmetic proficiency(first phase)	Class1	Fifth grade	NA	Normal: underachieving	Teacher	School	Increased	2.0	0.83	1.00	1	M
Stevenson and	Self-control: package(	Academic 1: Ad1arithmetic proficiency(first phase)	Class1	Fifth gra	NA	Normal: underachieving	Research assista	Home	Increased	2.0	1.00	1.00	1	M

Fantuzzo (1986)	by Stevenson and Fantuzzo ,1984)	st phase)		de			nt							
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo ,1984)	Academic 1: Ad1arithmetic proficiency(first phase)	Class2	Fifth grade	NA	Normal: underachieving	Teacher	School	Increased	2.0	0.60	1.00	1	M
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo ,1984)	Academic 1: Ad1arithmetic proficiency(first phase)	Class2	Fifth grade	NA	Normal: underachieving	Research assistant	Home	Increased	2.0	0.25	1.00	1	R
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo ,1984)	Academic 1: Ad1arithmetic proficiency(first phase)	Class3	Fifth grade	NA	Normal: underachieving	Teacher	School	Increased	2.0	0.83	1.00	2	R
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo ,1984)	Academic 1: Ad1arithmetic proficiency(first phase)	Class3	Fifth grade	NA	Normal: underachieving	Research assistant	Home	Increased	2.0	0.50	1.00	1	M

Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad1arithmetic proficiency(second phase)	Class1	Fifth grade	NA	Normal: underachieving	Teacher	School	Increased	2.0	0.80	0.80	1	M
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad1arithmetic proficiency(second phase)	Class1	Fifth grade	NA	Normal: underachieving	Research assistant	Home	Increased	2.0	1.00	1.00	1	M
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad1arithmetic proficiency(second phase)	Class2	Fifth grade	NA	Normal: underachieving	Teacher	School	Increased	2.0	1.00	1.00	1	M
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad1arithmetic proficiency(second phase)	Class2	Fifth grade	NA	Normal: underachieving	Research assistant	Home	Increased	2.0	1.00	1.00	1	M
Stevenson and Fantuzzo (1986	Self-control: package(by Stevenson and	Academic 1: Ad1arithmetic proficiency(second phase)	Class3	Fifth grade	NA	Normal: underachieving	Teacher	School	Increased	2.0	0.67	1.00	1	M

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

Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad2arithmetic proficiency(first phase)	Class2	Fifth grade	NA	Normal: underachieving	Research assistant	Home	Increased	2.0	1.00	1.00	1	M
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad2arithmetic proficiency(first phase)	Class3	Fifth grade	NA	Normal: underachieving	Teacher	School	Increased	2.0	0.67	0.67	1	M
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad2arithmetic proficiency(first phase)	Class3	Fifth grade	NA	Normal: underachieving	Research assistant	Home	Increased	2.0	0.83	1.00	1	M
Stevenson and Fantuzzo (1986)	Self-control: package(by Stevenson and Fantuzzo,1984)	Academic 1: Ad2arithmetic proficiency(second phase)	Class1	Fifth grade	NA	Normal: underachieving	Teacher	School	Increased(did not quite reach the norm)	1.0	0.30	0.50	1	M
Stevenson and Fantuzzo (1986	Self-control: package(by Stevenson and	Academic 1: Ad2arithmetic proficiency(second phase)	Class1	Fifth grade	NA	Normal: underachieving	Research assistant	Home	Increased	2.0	1.00	1.00	1	M

)	Fantuzzo ,1984)													
Steve nson and Fantu zzo (1986)	Self-cont rol: package(by Stevenso n and Fantuzzo ,1984)	Academic 1: Ad2arithmetic proficiency(se cond phase)	Class2	Fift h gra de	NA	Normal: underach ieving	Teache r	School	Increas ed	2.0	0.55	0.91	1	M
Steve nson and Fantu zzo (1986)	Self-cont rol: package(by Stevenso n and Fantuzzo ,1984)	Academic 1: Ad2arithmetic proficiency(se cond phase)	Class2	Fift h gra de	NA	Normal: underach ieving	Resear ch assista nt	Home	Increas ed	2.0	1.00	1.00	1	M
Steve nson and Fantu zzo (1986)	Self-cont rol: package(by Stevenso n and Fantuzzo ,1984)	Academic 1: Ad2arithmetic proficiency(se cond phase)	Class3	Fift h gra de	NA	Normal: underach ieving	Teache r	School	Increas ed	2.0	0.83	1.00	1	M
Steve nson and Fantu zzo (1986)	Self-cont rol: package(by Stevenso n and Fantuzzo ,1984)	Academic 1: Ad2arithmetic proficiency(se cond phase)	Class3	Fift h gra de	NA	Normal: underach ieving	Resear ch assista nt	Home	Increas ed	2.0	1.00	1.00	1	M
Swan son (1981	Self-mo nitoring: performa	Academic1: academic performance	S1	Chi ldr en		LD	Teache r	Institut ion: clinical	Margin al effect	0	0	0.17	1	M

)	nce and reinforcement							setting of the University Child Study Center						
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S2	Children		LD	Teacher	Institution: clinical setting of the University Child Study Center	Marginal effect	0	0	0	1	M
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S3	Children		LD	Teacher	Institution: clinical setting of the University Child Study Center	Marginal effect	0	0	0.11	1	M
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S1	Fourth-grade	M	LD	Teacher	NA	Minimal effect (ceiling effect)	0	0.13	0.13	1	M
Swanson (1981)	Self-monitoring: performance and reinforce	Academic1: academic performance	S2	Fourth-grade	M	LD	Teacher	NA	Increased	2	0	0.9	1	M

	ment													
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S1	NA	5M,3F	LD	Teacher	NA	Improved	2	0.79	0.79	1	M
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S2	NA		LD	Teacher	NA	Improved	2	0.08	0.77	1	M
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S3	NA		LD	Teacher	NA	Improved	2	0.8	1	1	M
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S4	NA		LD	Teacher	NA	Improved	2	0.71	0.71	1	M+R
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S5	NA		LD	Teacher	NA	Improved	2	1	1	2	M+R
Swanson (1981)	Self-monitoring: performance and reinforce	Academic1: academic performance	S6	NA		LD	Teacher	NA	Improved	2	1	1	1	R

	ment													
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S7	NA		LD	Teacher	NA	Improved	2	1	1	1	R
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance	S8	NA		LD	Teacher	NA	Improved	2	0.89	0.89	2	R
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance undesirable	S1	Children	1F, 2M	LD	Teacher	Institution: clinical setting of the University Child Study Center	Decreased	2	0.67	0.94	3	R
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic1: academic performance undesirable	S2	Children		LD	Teacher	Institution: clinical setting of the University Child Study Center	Decreased	2	0.47	1	1	R
Swanson (1981	Self-monitoring: performance and	Academic1: academic performance undesirable	S3	Children		LD	Teacher	Institution: clinical	Decreased	2	1	1	2	R

)	nce and reinforcement	undesirable						setting of the University Child Study Center						
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic2: academic completed	S1	Fourth-grade	M	LD	Teacher	NA	Improved	2	0.69	0.88	1	M
Swanson (1981)	Self-monitoring: performance and reinforcement	Academic2: academic completed	S2	Fourth-grade	M	LD	Teacher	NA	Improved	2	0.4	0.7	1	M
Trammel, Schloss and Alper (1994)	Self-monitoring: completion and reinforcement	Academic1: academic performance	S1	Seventh-grade	M	LD	Teacher	School: resource room	Increased	2	0.96	1	1	M
Trammel, Schloss and Alper (1994)	Self-monitoring: completion and reinforcement	Academic1: academic performance	S2	Seventh-grade	F	LD	Teacher	School: resource room	Increased	2	0.92	1	1	M
Trammel, Schloss and Alper	Self-monitoring: completion and reinforce	Academic1: academic performance	S3	Seventh-grade	M	LD	Teacher	School: resource room	Increased	2	0.62	1	1	M

(1994)	ment													
Trammel, Schloss and Alper (1994)	Self-monitoring: completion and reinforcement	Academic1: academic performance	S4	Eighth-grade	M	LD	Teacher	School: resource room	Increased	2	1	1	1	R
Trammel, Schloss and Alper (1994)	Self-monitoring: completion and reinforcement	Academic1: academic performance	S5	Eighth-grade	M	LD	Teacher	School: resource room	Increased	2	1	1	2	R
Trammel, Schloss and Alper (1994)	Self-monitoring: completion and reinforcement	Academic1: academic performance	S6	Ninth grade	M	LD	Teacher	School: resource room	Increased	2	1	1	1	M
Trammel, Schloss and Alper (1994)	Self-monitoring: completion and reinforcement	Academic1: academic performance	S7	Ninth grade	M	LD	Teacher	School: resource room	Increased	2	1	1	1	M
Trammel, Schloss and Alper (1994)	Self-monitoring: completion and reinforcement	Academic1: academic performance	S8	Tenth-grade	F	LD	Teacher	School: resource room	Increased	2	1	1	1	M+R

Wilson, Leaf, and Nathan (1975)	Self-reinforcement: self-administered punishment(SAP)	Social undesirable: ounces of alcohol consumed	S1	43	M	Gamma-type alcoholics	Staff	Institution: at the Alcohol Behavior Research Laboratory	Effective	1.0	0.50	0.50	2	R
Wilson, Leaf, and Nathan (1975)	Self-reinforcement: self-administered punishment(SAP)	Social undesirable: ounces of alcohol consumed	S2	56	M	Gamma-type alcoholics	Staff	Institution: at the Alcohol Behavior Research Laboratory	Effective	1.0	0.00	1.00	1	M
Wilson, Leaf, and Nathan (1975)	Self-reinforcement: self-administered punishment(SAP)	Social undesirable: ounces of alcohol consumed	S3	40	M	Gamma-type alcoholics	Staff	Institution: at the Alcohol Behavior Research Laboratory	Effective	1.0	0.75	0.75	1	M
Wilson, Leaf, and Natha	Self-reinforcement: self-administered	Social undesirable: ounces of alcohol consumed	S4	31	M	Gamma-type alcoholics	Staff	Institution: at the Alcohol	Effective	1.0	1.00	1.00	1	M

n (1975)	punishment(SAP)							Behavior Research Laboratory						
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(math)	Cal	12 to 14	NA	Normal : dropout	Researcher	School : a charter middle school	Improved immediately	2.0	1.00	1.00	1	M
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(math)	Eve	12 to 14	NA	Normal : dropout	Researcher	School : a charter middle school	Improved immediately	2.0	0.89	1.00	1	M
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(math)	Greg	12 to 14	NA	Normal : dropout	Researcher	School : a charter middle school	Improved immediately	2.0	0.93	0.93	1	M
Wood, Murdock and	Self-monitoring	Academic 1: grades(math)	Bev	12 to 14	NA	Normal : dropout	Researcher	School : a charter middle school	Improved immediately	2.0	0.36	1.00	1	M

Cronin (2002)														
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(P.E.)	Greg	12 to 14	NA	Normal : dropout	Researcher	School : a charter middle school	Improved immediately	2.0	0.89	1.00	1	M
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(reading)	Bev	12 to 14	NA	Normal : dropout	Researcher	School : a charter middle school	Improved immediately	2.0	0.33	1.00	1	M
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(science)	Cal	12 to 14	NA	Normal : dropout	Researcher	School : a charter middle school	Improved immediately	2.0	1.00	1.00	1	M
Wood, Murdock and Cronin	Self-monitoring	Academic 1: grades(science)	Bev	12 to 14	NA	Normal : dropout	Researcher	School : a charter middle school	Improved immediately	2.0	0.86	1.00	1	M

(2002)														
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(social studies)	Cal	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	0.88	1.00	1	M
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(social studies)	Eve	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	0.00	1.00	1	M
Wood, Murdock and Cronin (2002)	Self-monitoring	Academic 1: grades(social studies)	Greg	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	1	M
Wood and Flynn (1978)	Self-monitoring: self-evaluation token system	Social desirable: room-cleaning behavior(second phase)	Youth1 (sequence A)	13'4	M	Predelinquent	External agent	Institution: Living and Learning Center	Increased	2.0	0.56	1.00	1	M

Wood and Flynn (1978)	Self-monitoring: self-evaluation token system	Social desirable: room-cleaning behavior(second phase)	Youth2 (sequence A)	13'4	M	Predelinquent	External agent	Institution: Living and Learning Center	Increased	2.0	0.19	1.00	1	M
Wood and Flynn (1978)	Self-monitoring: self-evaluation token system	Social desirable: room-cleaning behavior(second phase)	Youth3 (sequence A)	13'4	M	Predelinquent	External agent	Institution: Living and Learning Center	Increased	2.0	1.00	1.00	1	M
Wood and Flynn (1978)	Self-monitoring: self-evaluation token system	Social desirable: room-cleaning behavior(second phase)	Youth1 (sequence B)	13'4	M	Predelinquent	External agent	Institution: Living and Learning Center	Increased	2.0	0.63	0.96	1	M
Wood and Flynn (1978)	Self-monitoring: self-evaluation token system	Social desirable: room-cleaning behavior(second phase)	Youth2 (sequence B)	13'4	M	Predelinquent	External agent	Institution: Living and Learning Center	Increased	2.0	0.52	0.76	1	M
Wood and Flynn (1978)	Self-monitoring: self-evaluation token system	Social desirable: room-cleaning behavior(second phase)	Youth3 (sequence B)	13'4	M	Predelinquent	External agent	Institution: Living and Learning Center	Increased	2.0	0.54	1.00	1	M
Wood and Flynn	Self-monitoring: self-evaluation	Social desirable: room-cleaning behavior(seco	Sequence B(com	13'4	M	Predelinquent	External agent	Institution: Living	Increased	2.0	0.93	1.00	1	M

(1978)	uation token system	behavior(second phase)	bined)					and Learning Center						
Wood and Flynn (1978)	Self-monitoring: self-evaluation token system	Social desirable: room-cleaning behavior(second phase)	Sequence A(combined)	13'4	M	Predelinquent	External agent	Institution: Living and Learning Center	Increased	2.0	0.50	0.96	1	M
Wood, Murdock, and Cronin (2002)	Self-monitoring	Academic1: grades(P.E.)	Eve	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	1	R
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(social studies)	Eve	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	0.00	1.00	1	M
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(math)	Cal	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	1	M

Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(math)	Eve	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	1	R
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(math)	Greg	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	2	R
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(math)	Bev	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	1	R
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(P.E.)	Eve	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	2	R

Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(P.E.)	Greg	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	0.92	1.00	1	R
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(reading)	Bev	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	2	R
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(science)	Cal	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	1	R
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(science)	Bev	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	0.13	1.00	2	R

Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(social studies)	Cal	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	1	R
Wood, Murdock, and Cronin (2002)	Self-monitoring	Social desirable: on-task academic behaviors(social studies)	Greg	12 to 14	NA	Normal : dropout	Researcher	School: a charter middle school	Improved immediately	2.0	1.00	1.00	2	R

Baseline Treatment