Research has demonstrated self-management to be a powerful tool that can assist students in establishing and maintaining a range of targeted behaviors including increasing academic performance, increasing independence, and the reduction of problem behavior. However, researchers continue to seek means to implement self-management programs that further increase independence for the student as well as to promote greater generalization of established skills. One potential means of achieving this is through the use of peers, as they may allow for greater access to reinforcement. Additionally, the use of peers allows for the reduction or removal of additional demands on teachers and classroom staff. The current study evaluated the impact of a self-monitoring program with and without a
peer-mediated praise procedure. Seven students were trained to self-monitor for on-task behavior as well as appropriate classroom behavior (e.g., gaining teacher attention, accepting feedback appropriately). In addition, students were trained to request feedback from peers when they had completed a session of self-monitoring. Peers were trained to provide feedback on performance when requested. Self-monitoring alone was responsible for increasing overall performance for five of seven participants. However, the inclusion of the peer-praise component was responsible for even further increases in performance for four of seven students. Further research should seek to evaluate the extent to which peer praise procedures may result in greater generalization of skills as well as the specific aspects of peer praise that may be effective in impacting self-management programming.