The purpose of this study was to examine the effectiveness of a 30-min self-management homework intervention for students with significant academic and behavior problems.

Self-management refers to the multistep process of observing and then recording one's own behavior. Specifically, the current study set out to investigate differences in on-task behavior between baseline and intervention when self-monitoring intervals were set at 3 and 10 min. For all participants, on-task behavior improved significantly over baseline. Furthermore, the improvements in on-task behavior were evident for both the 3- and 10-min intervals, suggesting that shorter intervals did not enhance the intervention’s effectiveness. Finally, based on school records, the frequency of completed homework assignments increased.

The results suggest that self-monitoring interventions can be initiated to achieve quick and dramatic improvement in on-task homework behavior for students with impairing attention and behavior problems.