AFIRM

Autism Focused Intervention Resources & Modules

SM

# EBP Brief Packet: Self-Management

UNC Frank Porter Graham Child Development Institute
Autism Focused Intervention Resources & Modules
Sam, A., & AFIRM Team, Updated 2025

The National Professional Development Center on Autism

The National Clearinghouse on Autism Evidence & Practice
NCAEP • BRIDGING PRACTICE AND SCIENCE

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

# Overview of Content

1. **Table of SM Contents:** This list details the specific SM resources that apply to Self-Management.
2. **What is SM:** A quick summary of salient features of Self-Management, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
3. **Evidence-base:** The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Self-Management.
4. **Planning Checklist:** This checklist details the steps for planning for Self-Management, including what prerequisite learning of practices are needed, collecting baseline data of the interfering behavior if needed, and what materials/resources are needed.
5. **Other Resources:** Other resources may include decision trees, checklists, and/or template forms that will support the use of Self-Management.
6. **Step-by-Step Guide:** Use this guide as an outline for how to plan for, use, and monitor Self-Management. Each step includes a brief description as a helpful reminder while learning the process.
7. **Implementation Checklist:** Use this checklist to determine if Self-Management are being implemented as intended.
8. **Monitoring Progress Checklist:** Use this form as a method for collecting and analyzing data to determine if the learner on the spectrum is making progress towards the interfering behavior.
9. **Tip Sheet for Professionals:** Use this tip sheet, intended for professionals working with learners on the spectrum, as a supplemental resource to help provide basic information about Self-Management.
10. **Parent Guide:** Use this guide intended for parents or family members of learners on the spectrum to help them understand basic information about Self-Management and how it is being used with their child.
11. **Additional Resources:** This list provides additional information for learning more about Self-Management as well as resources.
12. **CEC Standards:** This list details the specific CEC standards that apply to Self-Management.
13. **Glossary:** This glossary contains key terms that apply specifically to Self-Management.
14. **References:** This list details the specific references used for developing this SM module in numerical order.

# Table of Contents

# SELF-MANAGEMENT

## WHAT IS SM?

Self-management systematizes self-regulation strategies for learners on the spectrum in order for them to learn the rules and norms needed to act appropriately in a given situation. Self-regulation strategies can include self-monitoring, self-reflection, and adapting to a given context. Self-management is both a tool to teach other skills/behaviors and an important skill in itself.

Self-management teaches learners to:

- Discriminate between appropriate and inappropriate behavior,
- To accurately monitor and record their own behaviors, and
- To reward themselves for appropriate behavior or use of skill.

## EVIDENCE-BASE:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), self-management is a focused intervention that meets the evidence-based practice criteria with 25 single case design and 1 group design study. Self-management has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) with autism. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how self-management can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, communication, play, self-determination, school readiness, social, and vocational.

## HOW IS SM BEING USED?

Self-Management can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use Self-Management in the home.

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# EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

Efficacy must be established through high-quality, peer-reviewed research in scientific journals using:

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

## OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), self-management is a focused intervention that meets the evidence-based practice criteria with 25 single case design and 1 group design study. Self-management has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), high schoolers (15-18 years), and young adults (19-22 years) with autism. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how self-management can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, communication, play, self-determination, school readiness, social, and vocational.

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

| Age | Academic | Adaptive | Behavior | Communication | Play | Self-determination | School Readiness | Social | Vocational |
|---|---|---|---|---|---|---|---|---|---|
| **3-5** | Yes | | Yes | | | | Yes | Yes | |
| **6-11** | Yes | | Yes | Yes | Yes | Yes | Yes | Yes | |
| **12-14** | | Yes | Yes | | Yes | Yes | Yes | Yes | Yes |
| **15-18** | | Yes | Yes | | | | Yes | | |
| **19-22** | | | | | | | Yes | | Yes |

## PRESCHOOL (3-5 YEARS):

*** Koegel, L. K., Park, M. N., & Koegel, R. L. (2014). Using self-management to improve the reciprocal social conversation of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 44*(5), 1055-63. https://doi.org/10.1007/s10803-013-1956-y**

Shogren, K. A., Lang, R., Machalicek, W., Rispoli, M. J., & O'Reilly, M. (2011). Self- versus teacher management of behavior for elementary school students with Asperger syndrome: Impact on classroom behavior. *Journal of Positive Behavior Interventions*, *13*(2), 87-96.

* Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-teach-reinforce: Addressing problem behaviors of students with autism in general education classrooms. *Behavioral Disorders-Journal of the Council for Children with Behavioral Disorders*, *36*(3), 160-171. https://doi.org/10.1177/019874291003600302

## ELEMENTARY SCHOOL (6-11 YEARS):

* Cihak, D. F., Wright, R., & Ayres, K. M. (2010). Use of self-modeling static-picture prompts via a handheld computer to facilitate self-monitoring in the general education classroom. *Education and Training in Developmental Disabilities*, *45*(1), 136-149.

**Finn, L., Ramasamy, R., Dukes, C., & Scott, J. (2015). Using WatchMinder to increase the on-task behavior of students with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 45*(5), 1408-18. https://doi.org/10.1007/s10803-014-2300-x**

* Kern, L., Marder, T. J., Boyajian, A. E., Elliot, C. M., & McElhattan, D. (1997). Augmenting the independence of self-management procedures by teaching self-initiation across settings and activities. *School Psychology Quarterly*, *12*(1), 23-32. https://doi.org/10.1037/h0088944

Koegel, L. K., Koegel, R. L., Hurley, C., & Frea, W. D. (1992). Improving social skills and disruptive behavior in children with autism through self-management. *Journal of Applied Behavior Analysis*, *25*(2), 341-353. https://doi.org/10.1901/jaba.1992.25-341

*** Koegel, L. K., Park, M. N., & Koegel, R. L. (2014). Using self-management to improve the reciprocal social conversation of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 44*(5), 1055-63. https://doi.org/10.1007/s10803-013-1956-y**

* Koegel, R. L., & Frea, W. D. (1993). Treatment of social behavior in autism through the modification of pivotal social skills. *Journal of Applied Behavior Analysis*, *26*(3), 369-377. https://doi.org/10.1901/jaba.1993.26-369

* Koegel, R. L., & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self-management treatment package. *Journal of Applied Behavior Analysis*, *23*(1), 119-127. https://doi.org/10.1901/jaba.1990.23-119

**Liu, Y., Moore, D. W., & Anderson, A. (2015). Improving social skills in a child with autism spectrum disorder through self-management training. *Behaviour Change, 32*(4), 273-284. https://doi.org/10.1017/bec.2015.14**

Loftin, R. L., Odom, S. L., & Lantz, J. F. (2008). Social interaction and repetitive motor behaviors. *Journal of Autism and Developmental Disorders*, *38*(6), 1124-1135. https://doi.org/10.1007/s10803-007-0499-5

*** Mackay, B. A., Shochet, I. M., & Orr, J. A. (2017). A pilot randomised controlled trial of a school-based resilience intervention to prevent depressive symptoms for young adolescents with autism spectrum disorder: A mixed methods analysis. *Journal of Autism and Developmental Disorders, 47*(11), 3458-3478. https://doi.org/10.1007/s10803-017-3263-5**

**Reynolds, B. M., Gast, D. L., & Luscre, D. (2014). Self-management of social initiations by kindergarten students with disabilities in the general education classroom. *Journal of Positive Behavior Interventions, 16*(3), 137-148. https://doi.org/10.1177/1098300713483176**

**Rosenbloom, R., Mason, R. A., Wills, H. P., & Mason, B. A. (2016). Technology delivered self-monitoring application to promote successful inclusion of an elementary student with autism. *Assistive Technology, 28*(1), 44090. https://doi.org/10.1080/10400435.2015.1059384**

* Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package. *Journal of Applied Behavior Analysis*, *25*(2), 447-459. https://doi.org/10.1901/jaba.1992.25-447

* Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-teach-reinforce: Addressing problem behaviors of students with autism in general education classrooms. *Behavioral Disorders-Journal of the Council for Children with Behavioral Disorders*, *36*(3), 160-171. https://doi.org/10.1177/019874291003600302

**Wiskow, K. M., & Klatt, K. P. (2013). The effects of awareness training on tics in a young boy with Tourette syndrome, Asperger syndrome, and attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 46*(3), 695-8. https://doi.org/10.1002/jaba.59**

## MIDDLE SCHOOL (12-14 YEARS):

*** Bouck, E. C., Savage, M., Meyer, N. K., Taber-Doughty, T., & Hunley, M. (2014). High-tech or low-tech? Comparing self-monitoring systems to increase task independence for students with autism. *Focus on Autism and Other Developmental Disabilities, 29*(3), 156-167. https://doi.org/10.1177/1088357614528797**

* Cihak, D. F., Wright, R., & Ayres, K. M. (2010). Use of self-modeling static-picture prompts via a handheld computer to facilitate self-monitoring in the general education classroom. *Education and Training in Developmental Disabilities*, *45*(1), 136-149.

**Crutchfield, S. A., Mason, R. A., Chambers, A., Wills, H. P., & Mason, B. A. (2015). Use of a self-monitoring application to reduce stereotypic behavior in adolescents with autism: A preliminary investigation of I-Connect. *Journal of Autism and Developmental Disorders, 45*(5), 1146-55. https://doi.org/10.1007/s10803-014-2272-x**

**Fritz, J. N., Iwata, B. A., Rolider, N. U., Camp, E. M., & Neidert, P. L. (2012). Analysis of self-recording in self-management interventions for stereotypy. *Journal of Applied Behavior Analysis, 45*(1), 55-68. https://doi.org/10.1901/jaba.2012.45-55**

* Kern, L., Marder, T. J., Boyajian, A. E., Elliot, C. M., & McElhattan, D. (1997). Augmenting the independence of self-management procedures by teaching self-initiation across settings and activities. *School Psychology Quarterly*, *12*(1), 23-32. https://doi.org/10.1037/h0088944

*** Koegel, L. K., Park, M. N., & Koegel, R. L. (2014). Using self-management to improve the reciprocal social conversation of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 44*(5), 1055-63. https://doi.org/10.1007/s10803-013-1956-y**

* Koegel, R. L., & Frea, W. D. (1993). Treatment of social behavior in autism through the modification of pivotal social skills. *Journal of Applied Behavior Analysis*, *26*(3), 369-377. https://doi.org/10.1901/jaba.1993.26-369

* Koegel, R. L., & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self-management treatment package. *Journal of Applied Behavior Analysis*, *23*(1), 119-127. https://doi.org/10.1901/jaba.1990.23-119

*** Mackay, B. A., Shochet, I. M., & Orr, J. A. (2017). A pilot randomised controlled trial of a school-based resilience intervention to prevent depressive symptoms for young adolescents with autism spectrum disorder: A mixed methods analysis. *Journal of Autism and Developmental Disorders, 47*(11), 3458-3478. https://doi.org/10.1007/s10803-017-3263-5**

Mancina, C., Tankersley, M., Kamps, D., Kravits, T., & Parrett, J. (2000). Brief report: Reduction of inappropriate vocalizations for a child with autism using a self-management treatment program. *Journal of Autism and Developmental Disorders*, *30*(6), 599-606. https://doi.org/10.1023/A:1005695512163

* Newman, B. (1995). Self-management of schedule following in three teenagers with autism. *Behavioral Disorders*, *20*(3), 190-96. https://doi.org/10.1177/019874299502000304

**Rouse, C. A., Everhart-Sherwood, J. M., & Alber-Morgan, S. R. (2014). Effects of self-monitoring and recruiting teacher attention on pre-vocational skills. *Education and Training in Autism and Developmental Disabilities, 49*(2), 313-327.**

Soares, D. A., Vannest, K. J., & Harrison, J. (2009). Computer aided self-monitoring to increase academic production and reduce self-injurious behavior in a child with autism. *Behavioral Interventions*, *24*(3), 171-183. https://doi.org/10.1002/bin.283

* Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package. *Journal of Applied Behavior Analysis*, *25*(2), 447-459. https://doi.org/10.1901/jaba.1992.25-447

## HIGH SCHOOL (15-18 YEARS):

*** Bouck, E. C., Savage, M., Meyer, N. K., Taber-Doughty, T., & Hunley, M. (2014). High-tech or low-tech? Comparing self-monitoring systems to increase task independence for students with autism. *Focus on Autism and Other Developmental Disabilities, 29*(3), 156-167. https://doi.org/10.1177/1088357614528797**

**Clemons, L. L., Mason, B. A., Garrison-Kane, L., & Wills, H. P. (2016). Self-monitoring for high school students with disabilities. *Journal of Positive Behavior Interventions, 18*(3), 145-155. https://doi.org/10.1177/1098300715596134**

Moore, T. R. (2009). A brief report on the effects of a self-management treatment package on stereotypic behavior. *Research in Autism Spectrum Disorders*, *3*(3), 695-701. https://doi.org/10.1016/j.rasd2009.01.010

* Newman, B. (1995). Self-management of schedule following in three teenagers with autism. *Behavioral Disorders*, *20*(3), 190-96. https://doi.org/10.1177/019874299502000304

## YOUNG ADULT (19-22 YEARS):

Ganz, J. B., & Sigafoos, J. (2005). Self-monitoring: Are young adults with MR and autism able to utilize cognitive strategies independently? *Education and Training in Developmental Disabilities*, *40*(1), 24-33.

*Notes:* * denotes the study has participants in at least two age ranges
**Bold denotes new studies since 2011 (2012 till 2017)**

# SELF-MANAGEMENT

Self-management for learners on the spectrum is a structured approach that empowers them to take an active role in regulating their own behaviors, emotions, and actions. It involves teaching learners to:

1. **Discriminate between appropriate and inappropriate behavior** – Helping learners recognize the difference between behaviors that are socially acceptable or goal-oriented versus those that may be disruptive or ineffective. This can involve using clear examples, social narratives, visual supports, or explicit teaching strategies.

2. **Accurately monitor and record their own behaviors** – Encouraging learners to track their actions using self-monitoring tools such as checklists, charts, or digital apps. This step fosters self-awareness and accountability while helping them recognize patterns in their behavior.

3. **Reward themselves for appropriate behavior or use of skill** – Teaching learners to implement self-reinforcement strategies by identifying meaningful rewards and celebrating their successes. This reinforces motivation and encourages continued use of positive behaviors or skills.

# Functional Behavior Assessment

**Learner's Name:** _____ **Date/Time:** _____
**Observer(s):** _____
**Interfering Behavior:** _____
**Directions:** Complete this checklist to determine the function of the interfering behavior.

## DEFINE THE INTERFERING BEHAVIOR:

1. Where does the behavior occur?
2. With whom does the behavior occur?
3. When does the behavior occur?
4. What activity is the learner participating in when the behavior occurs?
5. How long has the behavior been interfering with the learner's development and learning?
6. Does the behavior involve aggression or damage to property?
7. What are other students and adults doing when the behavior occurs?
8. What is the proximity of other students and adults when the behavior occurs?
9. What is the noise level of in the environment when the behavior occurs?
10. Number of individuals in the area:
11. Other environmental conditions:
12. Does the behavior occur because the learner is being asked to demonstrate a skill that he/she cannot perform (e.g., talking with peer, completing a difficult math assignment
13. Does the learner exhibit other behaviors immediately before the behavior occurs (antecedents)?
14. What happens immediately after the interfering behavior occurs (consequences)?

## DETERMINE THE FUNCTION OF THE BEHAVIOR:

15. To get or obtain:
- ❑ Attention
- ❑ Food
- ❑ Toys
- ❑ Hugs
- ❑ Sensory stimulation
- ❑ Other: _____

To escape or avoid:
- ❑ Attention
- ❑ Difficult task/activity
- ❑ Undesirable activity
- ❑ Social stimulation
- ❑ Sensory stimulation
- ❑ Other: _____

## DEVELOP HYPOTHESIS STATEMENT:

16. Antecedents & Consequences:

17. Interfering behavior:

18. Function of behavior:

## HYPOTHESIS STATEMENT:

# DATA COLLECTION: A-B-C

**Learner's Name:** _____ **Date/Time:** _____
**Observer(s):** _____
**Target Skill/Goal/Behavior:** _____
**Directions:** Collect data what happens directly before the activity (antecedent), describe the activity (behavior), and determine what happens directly after the activity (consequence). Note approximately how many minutes the learner participated in the activity.

| Date/Time/ Setting | Antecedent | Behavior | Consequence | Approximation duration (minutes) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Prompt Key:** VB = Verbal; VSP = Prompt to use Visual Support; G = Gestural; M = Model; FP = Full Physical; PP = Partial Physical; I = No prompts needed/Independent; IS = Independent with support (VS = Visual Support; VM = Video Modeling; SN = Social Narratives)

# Reinforcer Sampling & Checklist

**Learner's Name:** _____ **Date/Time:** _____
**Observer(s):** _____
**Target Goal/Behavior/Skill:** _____
**Directions:** Use this worksheet and checklist to identify and select reinforcers/rewards based on the learner's preferred items, interests, and activities for **Positive Reinforcement** and **Token Economy**.

## CONDUCT A REINFORCER SAMPLING:

1. Sit in front of the learner and hold up two items. Ask the learner to "Pick one."
2. Wait 10 seconds for the learner to indicate selection in manner that is appropriate for the learner (e.g., verbalization, pointing, using an augmentative communication device).
3. Place the selected object in a container for learner's selection and non-selected item in the not selected container.
4. Repeat steps 1 through 3 until half of the objects presented are selected.

| Item 1 | Selected? | Item 2 | Selected? |
|---|---|---|---|
| | Yes No | | Yes No |
| | Yes No | | Yes No |
| | Yes No | | Yes No |
| | Yes No | | Yes No |
| | Yes No | | Yes No |
| | Yes No | | Yes No |
| | Yes No | | Yes No |

## LIST SELECTED REINFORCERS:

## LIST POTENTIAL REINFORCERS:

**AGE APPROPRIATE?**

1. What natural reinforcers could be used?

   Yes No

2. What activities, objects, and/or foods does the learner select independently?

   Yes No

3. What phrases or gestures seem to produce a pleasant response from the learner?

   Yes No

4. What does the learner say they would like to work for (if appropriate)?

   Yes No

5. What reinforcers were identified by parents/family members and/or team members as being successful in the past?

   Yes No

6. Does the learner require additional adaptations/ modifications/supports? Such as visual supports or a communication device?

   Yes No

7. Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?

   Yes No

8. Are additional materials and/or resources for using Functional Behavior Assessment ready and available?

   Yes No

## FOODS FOR SNACKS/MEALTIME ROUTINES:

- ❑ Cheese
- ❑ Chicken Nuggets
- ❑ Chips
- ❑ French Fries
- ❑ Fruit
- ❑ Goldfish
- ❑ Ice Cream
- ❑ Pizza
- ❑ Pretzels
- ❑ Other:
- ❑ Other:
- ❑ Other:

## GAMES FOR PLAY/RECESS ROUTINES:

- ❑ Burrito games with a blanket
- ❑ Chase
- ❑ Pat-a-Cake
- ❑ Peek-a-Boo
- ❑ Tickles
- ❑ Other:
- ❑ Other:
- ❑ Other:
- ❑ Other:

## TOYS FOR PLAY/RECESS ROUTINES:

- ❑ Books
- ❑ Cars/Trains/Trucks
- ❑ Computer
- ❑ Doll house
- ❑ Legos
- ❑ Noisy toys
- ❑ Phones
- ❑ Puzzles
- ❑ Remote controlled toys
- ❑ Other:
- ❑ Other:
- ❑ Other:

## SPECIAL INTERESTS FOR ACTIVITIES/ROUTINES:

- ❑ Book Character:
- ❑ Book:
- ❑ Cars, Trains, Trucks
- ❑ Computers/Technology
- ❑ Dinosaurs
- ❑ Letters
- ❑ Movie Character:
- ❑ Movie:
- ❑ Music
- ❑ Numbers
- ❑ Real-Life Person:
- ❑ TV Show Character:
- ❑ TV Show:
- ❑ Video Game:
- ❑ Other:
- ❑ Other:
- ❑ Other:

# Data Collection: Event Sampling

**Learner's Name:** _____ **Date/Time:** _____
**Observer(s):** _____
**Target Goal/Behavior/Skill:** _____
**Directions:** Collect data on the frequency of the learner demonstrating the target goal/behavior/skill to determine if the learner is making progress.

| Date | Tally (each occurrence of the interfering behavior) | Total Tally |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## ANECDOTAL NOTES:

# Data Collection: Duration

**Learner's Name:** _____ **Date/Time:** _____
**Observer(s):** _____
**Target Goal/Behavior/Skill:** _____
**Directions:** Collect data on the duration of the learner demonstrating the target goal/behavior/skill to determine if the learner is making progress.

| Date | Start Time | Stop Time | Total Time (min) | Prompts Needed | Before, During, or After Reinforcement |
|---|---|---|---|---|---|
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |
| | | | | | ❑ Before ❑ During ❑ After |

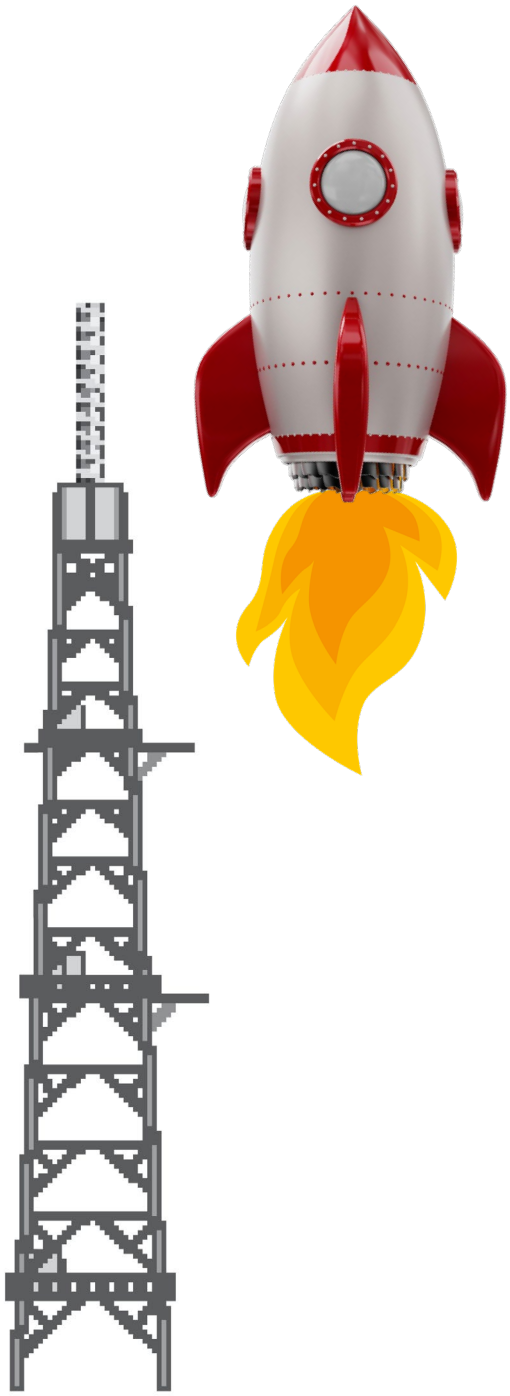
**Prompt Key:** VB = Verbal; VS = Visual; G = Gestural; M = Model; P = Physical; I = No prompts needed/Independent

# Countdown to Reward

**Name:** _____ **Date/Time:** _____

**Target Skill/Goal/Behavior:** _____

**Directions:** Each time you do the target skill/goal/behavior, circle a number. Start at 5! And count down to 1! or Blastoff!. When you reach Blastoff!, you get a reward.



**1! Blastoff!**

**You get a reward!**

**2!**

**3!**

**4!**

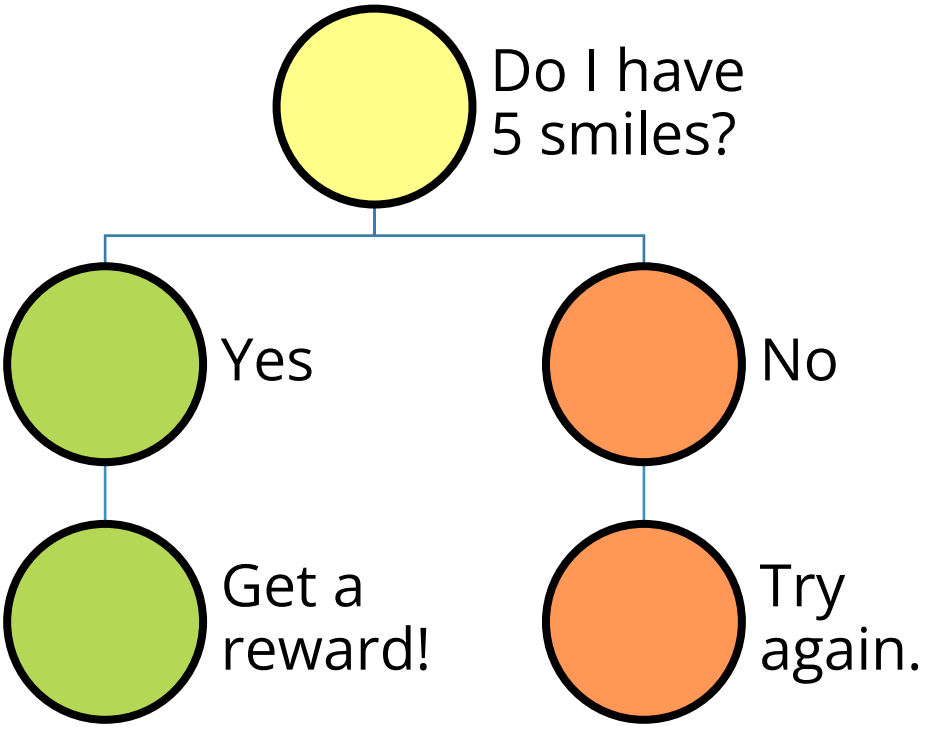
**5!**

# Recording Sheet

**Name:** _____ **Date/Time:** _____
**Target Skill/Goal/Behavior:** _____
**Directions:** At the end of each of the 5-time intervals, circle whether you practiced the target skill/goal/behavior. After the 5th or last-time interval, determine if you get a reward.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|  |  |  |  |  |

How many smiles do I have?: _____




Do I get a reward?: _____

# PLANNING CHECKLIST

**Learner's Name:** _____ **Date/Time:** _____
**Observer(s):** _____
**Target Skill/Goal/Behavior:** _____
**Directions:** Complete this checklist to determine which type of Self-Management to use with the learner on the spectrum as well as if SM is ready to be implemented.

## PLANNING:

- ❑ Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?
- ❑ Has the target goal/behavior/skill been identified?
- ❑ Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ❑ Is Self-Management appropriate for the learner's target goal/behavior/skill?
- ❑ Has a data collection system been developed?
- ❑ Has a learner recording system been developed?
- ❑ Does the learner know how to use their recording system?
- ❑ Does the learner require additional adaptations/modifications/supports? Such as a communication device or visual supports?
- ❑ Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?
- ❑ Are additional materials and/or resources for using Self-Management ready and available?

# DATA COLLECTION: FREQUENCY (INTERVALS)

**Learner's Name:** _____ **Date/Time:** _____
**Observer(s):** _____
**Target Skill/Goal/Behavior:** _____
**Directions:** Place a tally mark in the appropriate time interval if the learner is engaging in the target skill/goal/behavior at any time. Following the observation, record the total number intervals the learner demonstrated the target skill/goal/behavior.

| | Time Intervals | | | | | | |
|---|---|---|---|---|---|---|---|
| **Date** | | | | | | **Total** | **Setting** |
| | | | | | | | |
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## ANECDOTAL NOTES:

# MONITORING PROGRESS CHECKLIST

**Learner's Name:** _____ **Date/Time:** _____
**Observer(s):** _____
**Target Skill/Goal/Behavior:** _____
**Directions:** Complete this checklist to determine if the learner is making progress with using Self-Management.

## MONITORING PROGRESS:

- ❑ Is the target skill or behavior well defined?
- ❑ Is the target skill or behavior measurable and observable?
- ❑ If needed, was a functional behavior assessment conducted?
- ❑ Can the learner demonstrate the behavior?
- ❑ Is the learner using the self-recording system accurately?
- ❑ Does the learner understand how to record behaviors in the target setting?
- ❑ Is the criterion, session length, and interval length appropriate for the learner?
- ❑ Is SM used with fidelity? (Use the SM Implementation Checklist to determine fidelity.)

# STEP-BY-STEP GUIDE

This step-by-step practice guide outlines how to plan for, use, and monitor Self-Management.

## BEFORE YOU BEGIN…

Each of the following points is important to address so that you can be sure Self-Management is likely to address the target goal/behavior/skill of your learner on the spectrum.

## HAVE YOU FOUND OUT MORE INFORMATION ABOUT…?

- ❑ Identifying the behavior…?
- ❑ Collecting baseline data through direct observation…?
- ❑ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered…?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (https://afirm.fpg.unc.edu/selecting-EBP).

For more information about Self-Management, please visit https://afirm.fpg.unc.edu/ .

Keep in mind that **Self-Management** can be used to help learners on the spectrum to independently regulate their behaviors.

## STEP 1: PLANNING FOR SM

The planning step details the initial steps and considerations involved to prepare for using Self-Management with a learner on the spectrum.

1. **Conduct a functional behavior assessment**
   A Functional Behavior Assessment (FBA) should be conducted to aid in identifying the most likely function of the interfering behavior.
   - Note: Check out the module on FBA for more information about this specific process.

   Use the **FBA** to gather information on an interfering behavior.

2. **Determine reinforcers**
   When teaching a learner new skills, it is important to reinforce the use of those skills. This may be a part of a systematic reinforcement system utilized during the course of the intervention. If possible, reinforcers should be natural and related to the activity.
   Use the **Reinforcer Sampling & Checklist** to identify reinforcers.

3. **Develop a data collection system**
   Teachers and practitioners will work together to develop a data collection system. The data collection system can be a frequency or interval system.
   Use the **Data Collection: Recording Sheets** to collect data.

4. **Determine initial criterion**
   The initial criterion for the target behavior should be based upon baseline data collected. Set the criterion low to ensure the learner is likely to be successful.

5. **Select self-monitoring recording and cueing devices**
   Based upon characteristics of the learner and setting, a self-monitoring device should be selected. If an interval system of self-monitoring was selected, the learner will need a cueing device as well.

6. **Teach learner to demonstrate correct behavior**
   Teach learner to demonstrate correct behavior by:
   1. providing a description of the target behavior,
   2. prompting the learner to demonstrate the behavior upon request,
   3. reinforcing the learner for correct demonstrations, and
   4. fading prompts for learner.

   Once learners are able to demonstrate the correct target behavior, learners are taught to discriminate between occurrences of correct behavior versus incorrect behavior.

7. **Teach learner to use self-recording system**
   Teach the learner to use the selected self-recording system by:
   1. model examples of correct and incorrect behavior and prompt the learner (as needed) to accurately record at the appropriate time),
   2. reinforce all accurate recordings at the appropriate time, and
   3. prompt the learner until learner independently and accurately records behavior.

## STEP 2: USING SM

This step details the process of implementing Self-Management with a learner on the spectrum.

1. **Provide cues**
   After the self-management system is set up, the teacher or practitioner will provide the learner with a cue to begin using the self-management system. The cue could be a visual cue, verbal cue, or gestural cue, but should be easy for the learner to understand.

2. **Teach learner to self-record behavior in target setting**
   Teachers and practitioners will teach the learner how to self-record specific behavior within the specified setting by:
   - Prompting the learner (as needed) to self-record accurately at the appropriate time,
   - Reinforcing all accurate self-recordings at the appropriate time (prompted and unprompted),
   - Fading prompts until the learner self-records (without prompts) with accuracy 80% of the time.

3. **Teach learner to gain access to reinforcement**
   Teach a learner to gain access to reinforcement when criterion is met by:
   - Prompting learner (as needed) to acquire reinforcement when criterion is reached and
   - Fading prompts until learners consistently and independently acquire reinforcement when the criterion is reached.

## STEP 3: MONITORING SM

The following step details how to monitor the use of Self-Management with a learner on the spectrum and how to determine next steps based on the data.

1. **Conduct checks to determine if learner accurately self-records**
   When beginning to use a self-management system, teachers/practitioners will frequently conduct checks to determine if the learner is accurately self-recording and acquiring reinforcements when criterion is met. As learners become fluent in using the self-management system, teachers/practitioners will check learner's accuracy in recording behaviors and acquiring reinforcements during 20% of sessions.
   Use the **Data Collection: Recording Sheet** to record target behaviors.

2. **Increase criterion, session length, and interval length**
   When a learner consistently earns reinforcement at the initial criterion, teachers/practitioners should gradually increase the criterion. As the criterion increases, the teacher/practitioner should simultaneously increase the session length to promote independence. As the session length increases, teachers/practitioners can gradually increase the interval length.

**2. Determine next steps based on learner progress**

Collecting data will help team members decide about the effectiveness of using Self-Management and whether the learner on the spectrum is making progress. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If team members determine that the learner is not making progress, consider the following:

- Is the target skill or behavior well defined?
- Is the target skill or behavior measurable and observable?
- If needed, was a functional behavior assessment conducted?
- Can the learner demonstrate the behavior?
- Is the learner using the self-recording system accurately?
- Does the learner understand how to record behaviors in the target setting?
- Is the criterion, session length, and interval length appropriate for the learner?
- Is SM used with fidelity? (Use the SM Implementation Checklist to determine fidelity.)

If these issues have been addressed and the learner on the spectrum continues not to show progress, consider selecting a different evidence-based practice to use with the learner on the spectrum.

# IMPLEMENTATION CHECKLIST

## BEFORE YOU START, HAVE YOU…?

- ❑ Identifying the target goal/behavior/skill…?
- ❑ Collecting baseline data through direct observation…?
- ❑ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered…?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (https://afirm.fpg.unc.edu/selecting-EBP).

| | **Observation:** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|---|
| | **Date:** | | | | | |
| | **Observer's Initials:** | | | | | |
| | **STEP 1: PLANNING** | | | | | |
| **1.1** | Conduct a functional behavior assessment, if needed | | | | | |
| **1.2** | Determine reinforcers | | | | | |
| **1.3** | Develop a data collection system | | | | | |
| **1.4** | Determine initial criterion | | | | | |
| **1.5** | Select self-monitoring recording and cueing devices | | | | | |
| **1.6** | Teach learner to demonstrate correct behavior | | | | | |
| **1.7** | Teach learner to use self-recording system | | | | | |
| | **STEP 2: USING** | | | | | |
| **2.1** | Provide learner with cue to begin using self-management system | | | | | |
| **2.2** | Teach learner how to self-record target behavior in the target setting | | | | | |
| **2.3** | Teach learner to gain access to reinforcement when criterion is reached. | | | | | |
| | **STEP 3: MONITORING** | | | | | |
| **3.1** | Conduct intermittent checks to determine if learner accurately self-records | | | | | |
| **3.2** | Increase criterion, session length, and interval length | | | | | |
| **3.3** | Determine next steps based on learner progress | | | | | |

# Tip Sheet for Professionals

## SELF-MANAGEMENT …

- Is a focused evidence-based practice for children and youth on the spectrum from 3-22 years old that can be implemented in multiple settings.
- Systematizes self-regulation strategies for learners on the spectrum in order for leaners to learn the rules and norms needed to act appropriately in a given situation.

## WHY USE WITH LEARNERS ON THE SPECTRUM?

- Learners on the spectrum often struggle with understanding unspoken rules and social norms
- Self-management is highly generalizable, easily adaptable to many natural settings, and can be used for long periods of time without assistance from a teacher or practitioner.
- Once learned, self-management can be used to address a variety of skills or behaviors.

## INSTRUCTIONAL OUTCOMES:

The evidence-base for Self-Management supports its use to address the following outcomes, according to age range, in the table below:

### TIPS:

- If needed, conduct a functional behavior assessment to identify a behavior that interfered with learning and the function of that behavior.
- Develop a data collection system that is easy for learners to use.
- Remember to teach the learner to demonstrate the correct behavior by providing a description of the behavior, prompting, and reinforcing the behavior.

| Age | Academic | Adaptive | Behavior | Communication | Play | Self-determination | School Readiness | Social | Vocational |
|---|---|---|---|---|---|---|---|---|---|
| **3-5** | Yes | | Yes | | | | Yes | Yes | |
| **6-11** | Yes | | Yes | Yes | Yes | Yes | Yes | Yes | |
| **12-14** | | Yes | Yes | | Yes | Yes | Yes | Yes | Yes |
| **15-18** | | Yes | Yes | | | | Yes | | |
| **19-22** | | | | | | | Yes | | Yes |

## STEPS FOR IMPLEMENTING:

1. **PLAN**
   - Conduct a functional behavior assessment (if applicable)
   - Identify reinforcers
   - Develop a data collection system
   - Determine initial criterion
   - Select self-monitoring recording and cueing devices
   - Teach learner to demonstrate correct behavior
   - Teach learner to use self-recording system

2. **USE**
   - Provide learner with cue to begin using self-management system
   - Teach learner how to self-record target behavior in the target setting
   - Teach learner to gain access to reinforcement when criterion is reached.

3. **MONITOR**
   - Conduct intermittent checks to determine if learner accurately self-records
   - Increase criterion, session length, and interval length
   - Determine next steps based on learner progress

**Self-Management**
**SM**

This sheet was designed as a supplemental resource to provide basic information about Self-Management for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.

# Parent's Guide

## WHAT IS SM?

- Is a focused evidence-based practice for children and youth on the spectrum from 3-22 years old that can be implemented in multiple settings.
- Systematizes self-regulation strategies for learners on the spectrum in order for leaners to learn the rules and norms needed to act appropriately in a given situation.

## WHY USE THIS SM WITH MY CHILD?

- Learners on the spectrum often struggle with understanding unspoken rules and social norms.
- SM strategies can be used to help learners on the spectrum understand unspoken rules and social norms.
- SM can be easily adapted to be used in multiple settings. For example, a self-management system used at school can be adapted for home use.
- SM can be used for long periods of time without assistance from a teacher or parent.
- SM can be used to address many different skills or behaviors.

## WHAT ACTIVITIES CAN I DO AT HOME?

- Create a checklist with words, icons, or pictures for your child to complete independently. When your child completes the task, provide your child with praise, and reinforce your child with time with a favorite activity or toy.
- Talk with your child's teacher about ways the self-management system used at school can be adapted for use at home.

**Self-Management SM**

This parent introduction to SM was designed as a supplemental resource to help answer questions about Self-Management.

To find out more about how this SM is being used with your child, please talk with:

_____

For more information about this selected evidence-based practice, please visit https://afirm.fpg.unc.edu/.

# Additional Resources

## APPS:

| Icon | Developer | Name | Available | Pricing |
|---|---|---|---|---|
|  | Bee Visual, LLC | *Choiceworks* | App Store | 24.99 |
|  | Good Karma Applications, Inc | *First Then Visual Schedule* | App Store | 14.99 |
|  | The University of Kansas | *I-Connect Self-Monitoring* | App Store Google Play | Free |

## WEBSITES:

Buckman, S. (2008). *Don't forget about self-management.* https://www.iidc.indiana.edu/irca/articles/dont-forget-about-self-management.html

# CEC Standards

## INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

**Standard 4: Assessment Processes**

4.1 Understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program

4.2 Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

4.3 Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.

4.4 In collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

**Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction**

6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

6.4 Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.

6.6 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

## INITIAL PRACTICE-BASED STANDARDS FOR (GRADES K-12; CEC, 2020):

**Standard 6: Supporting Social, Emotional, and Behavioral Growth**

6.1 Use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

6.2 Use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

6.3 Systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

# GLOSSARY

**Baseline data -** data collected on current performance level prior to implementation of intervention

**Cueing device** - device using in self-management to prompt the learner to self-record his/her behavior

**Duration data** - Records how long a learner engages in a particular behavior or skill.

**Event recording** - collects frequency data at every instance the behavior occurs

**Frequency system** - data collection system, appropriate when the frequency of the behavior needs to be increased or decreased

**Functional Behavioral Assessment (FBA)** - A systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.

**Generalization -** when the target skill or behavior continues to occur when the intervention ends, in multiple settings, and with multiple individuals (e.g., peers, teachers, parents)

**Interval systems** - data collection system, appropriate when the duration of the behavior needs to be decreased or increased

**Modeling (MD) -** Demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.

**Natural reinforcer -** occur naturally as a result of using the target behavior or skill.

**Prompting (PP) -** Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.

**Reinforcement (R)** - The application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.

**Reinforcers -** increase the likelihood that the target skill/behavior will be used again in the future.

**Self-Management (SM) -** Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring, and recording their own behaviors, and rewarding themselves for behaving appropriately.

**Target behavior -** the behavior or skill that is the focus of the intervention. Behavior may need to be increased or decreased.

**Visual Supports (VS)** A visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts

# References

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