

# Evidence Based Practice Training:

## Self Management (SM)

Adapted from Sam, A., & AFIRM Team. (2015). *Self Management*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/self-management>

# What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California.



[www.captain.ca.gov](http://www.captain.ca.gov)



# What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the SELPA Content Lead for ASD.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



[www.captain.ca.gov](http://www.captain.ca.gov)



# Levels of Professional Development to Reach Implementation



This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

# Before We Begin...

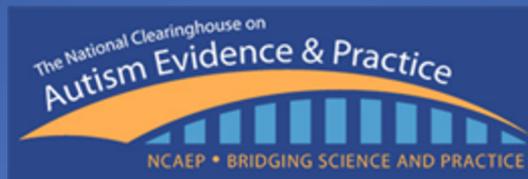
- Please complete the Pre Training Assessment:

*\*Trainer must enter their Regional specific link to Pre-Training Assessment\**

# Learning Objectives:

- Describe what EBPs are
- Define Self Management
- Describe the steps of setting up a self management program

# What are Evidence Based Practices?



NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Name of EBP		<b>Self-Management (SM)</b>					
Definition of EBP		Self-management (SM) is an intervention package that teaches learners to independently regulate their own behavior. Self-management involves teaching learners to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reinforce themselves for behaving appropriately. Although learners may initially require adult support to accurately record behaviors and provide self-reinforcement, this support is faded over time. Self-management is often used in conjunction with other evidence-based practices including technology-mediated interventions, modeling, video modeling, and visual supports.					
		Age Ranges					
Outcome Areas		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
	Communication			✓			
	Social		✓	✓	✓		
	Joint attention						
	Play			✓	✓		
	Cognitive						
	School readiness		✓	✓	✓	✓	✓
	Academic/ Pre-academic		✓	✓			
	Adaptive/ self-help				✓	✓	
	Challenging/ Interfering behavior		✓	✓	✓	✓	
	Vocational				✓		✓
	Motor						
	Mental health						
	Self-determination			✓	✓		

(Steinbrenner, 2020)

# What is Self Management

Process of teaching a learner to:

- Discriminate between appropriate and inappropriate behavior
- Accurately monitor and record their own behaviors
- Reward themselves for appropriate behavior or use of skill.

# Self Management: Age and Domains

Early Intervention	Preschool	Elementary	Middle	High
(0-2 years)	(3-5 years)	(6-11 years)	(12-14 years)	(15-22 years)
No studies		Social		
		Communication		
		Behavior	Behavior	Behavior
	School-Readiness		School-Readiness	School-Readiness
		Play	Play	
				Vocational
	Academic			

# A Case for Self Management



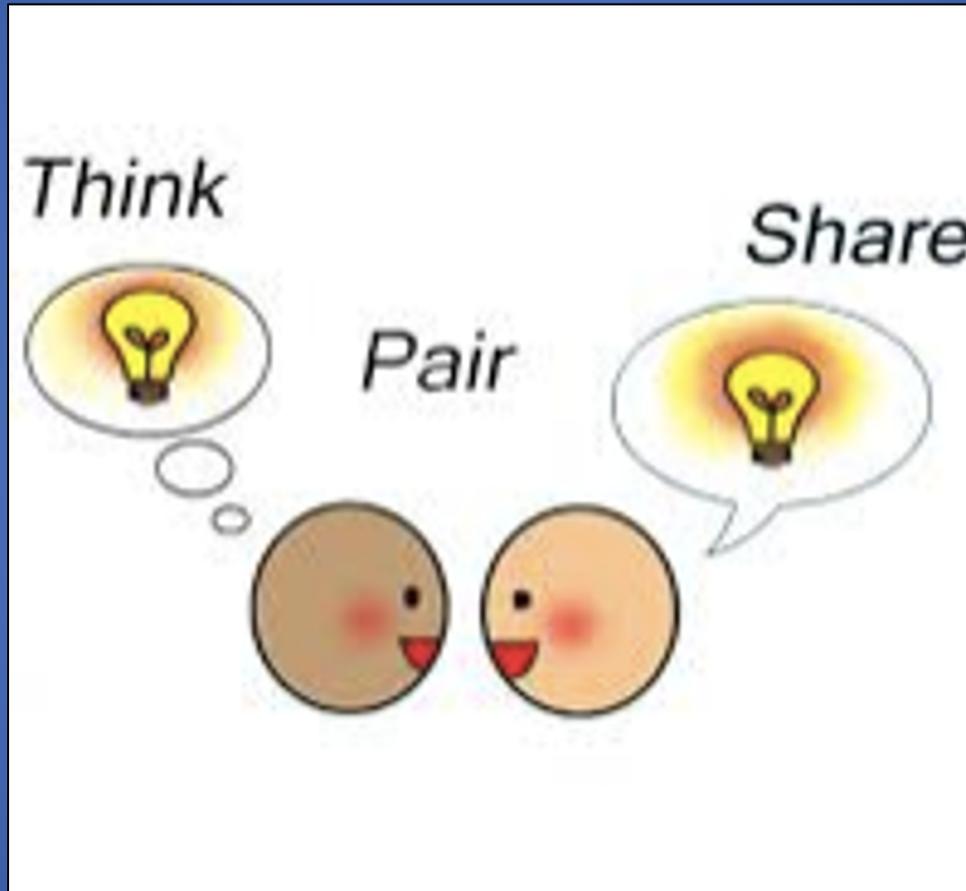
**AFIRM**

Autism Focused Intervention  
Resources and Modules

# Specific Skills That Can Be Addressed Using Self Management

- Increasing Task Completion
- Requesting Help
- Responding to Verbal Initiations
- Decreasing Inappropriate Verbalizations
- Decreasing Stereotypic Behaviors
- Increasing Classroom Rule Following
- Increasing transitions and schedule following
- Increasing Play Skills

# Think - Pair - Share



# How Self Management Is Being Used



**AFIRM**

Autism Focused Intervention  
Resources and Modules

# Steps to Assess the Learner

1. Identify the target skills or behavior
2. Collect baseline data through direct observation
3. Establish a goal or outcome that clearly states:
  - when the behavior will occur
  - what the target skill is
  - how the team will know when the skill is mastered

# Are Frequency or Interval Methods More Appropriate?

## Interval

- Do you want to increase amount of time spent doing something?
- Do you want to use a time sampling method to increase or decrease a behavior?

## Frequency

- Do you want to increase or decrease the number of times a behavior occurs?
- Is it feasible to record EACH occurrence?

# Practice with Feedback



If you are working with Alex to increase the amount of time he will spend in the group before wandering off and his baseline indicates he will stay with the group an average of 2 minutes at a time during a 10 minute group activity, what might the initial interval for self monitoring be?

# Identify a Cueing Device

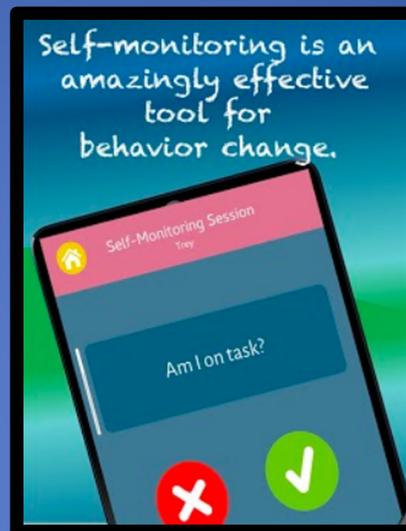
## Examples of cuing devices include:



- Alarm clocks,
- Kitchen timers,
- Stop watches,
- Timers on iPhones, iPods, or tablets,
- Teacher tapping the learner's shoulder or desk,
- Watches with beeping or vibrating alarms

## Selecting Recording Devices/Methods:

- Paper/Pencil
- Clickers
- Token Boards
- Moving Objects or Giving Tickets
- Using Technology



# Example: Paper Pencil

**Directions:**  
 Each time you do the target behavior/skill, circle a number. Start at '4!' and countdown to '1!' or 'Blastoff'.  
 When you reach 'Blastoff!' you get a reward.



4! 3! 2!

**1!**  
**Blastoff!**  
**You get a reward!**

Creative Commons

On Task	Off Task
IIII	II



1	2	3	4	5
 	 	 	 	 

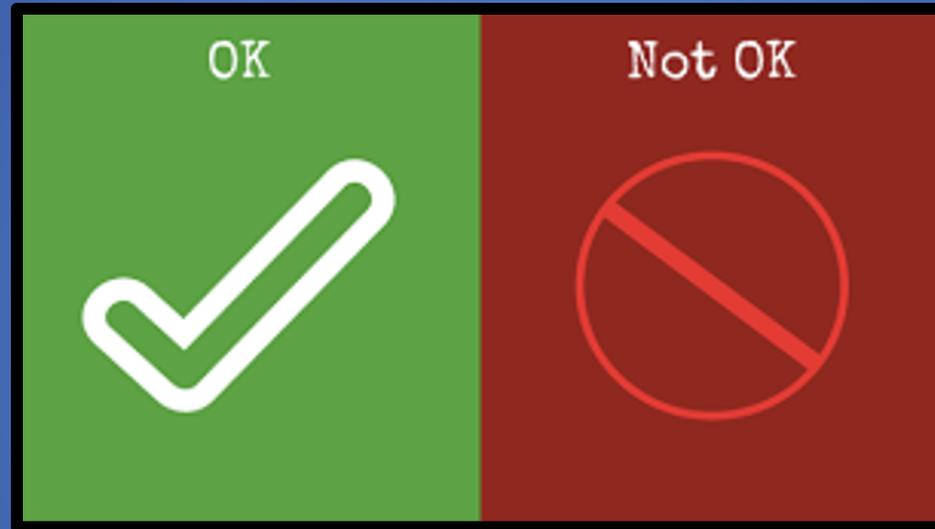
# Steps for Implementing Self Monitoring

1. Teach learner to demonstrate/discriminate between occurrence vs non-occurrence
2. Teach learner to use the recording system
3. Teach and reinforce accuracy of self monitoring in “practice context”
4. Practice self monitoring with accuracy in “authentic context”
5. Set a criterion for reinforcement for behavior change
6. Teach learner to initiate reinforcement when criterion is reached

# Teach Learner To Demonstrate the Behavior/Skill

- Demonstrate the target behaviors or demonstrate the absence of the behaviors if reduction is the goal
- Accurately record when the learner has or has not demonstrated the target behavior
- May require intentional discrimination training

# Explicit Instruction On Example/ Non-Example



# Teach Learner to Use the Self Recording System in Practice Context

- Use modeling and prompting to assist the student with learner to use the recording system
- Set up role plays to practice
- Reinforce student for using it more independently and with accuracy

# Example: Discrimination Training While Self Monitoring



# Set Up Cues and Remind the Student To Use SM System

- Use priming/pre warning to set up for success
- Visual cues can be very helpful as reminders



**EXPECTED**

- Using kind words
- Calm body
- Calm voice
- Respecting other's personal space(bubble)
- Doing homework
- Follow directions
  - Put up clothes
  - Go to bed
  - Clean room



**UNEXPECTED**

- Using mean words
- Not nice body
- Arguing
- Getting in people's personal space(bubble)
- Being unsafe
  - Standing on furniture
- Not following directions
  - Sneaking out of bed

# Emotion Thermometer

How do I feel?



**Angry/Explosive**  
How does it feel?  
\_\_\_\_\_

What do I do?  
\_\_\_\_\_

How do I look?  
\_\_\_\_\_

What can other people do?  
\_\_\_\_\_

**Agitated**  
How does it feel?  
\_\_\_\_\_

What do I do?  
\_\_\_\_\_

How do I look?  
\_\_\_\_\_

What can other people do?  
\_\_\_\_\_

**Aroused**  
How does it feel?  
\_\_\_\_\_

What do I do?  
\_\_\_\_\_

How do I look?  
\_\_\_\_\_

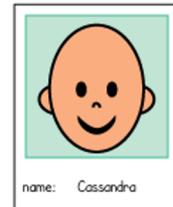
What can other people do?  
\_\_\_\_\_

**Calm**  
How does it feel?  
\_\_\_\_\_

What do I do?  
\_\_\_\_\_

How do I look?  
\_\_\_\_\_

What can other people do?  
\_\_\_\_\_



name: Cassandra

## When I Go Into Class.....

 I use a quiet voice.

 I have quiet hands

 I will follow directions.

 I will start and finish my work.



# Practice in Authentic Context

- Prompt the learner (as needed) to self-record accurately at the appropriate time
- Reinforce all accurate self-recordings at the appropriate time (prompted and unprompted)
- Fade prompts until the learner self-records (without prompts) with accuracy 80% of time

# Video Example of Practice in Authentic Context





# Once Accurate: Set Criteria for Reinforcement

- Using your baseline, set criteria for earning reinforcement
- Start with small change (e.g. 10% increase or decrease)
- Increase the expectations gradually over time by:
  - Changing the frequency expectations
  - Expanding the recording intervals



# Practice with Feedback

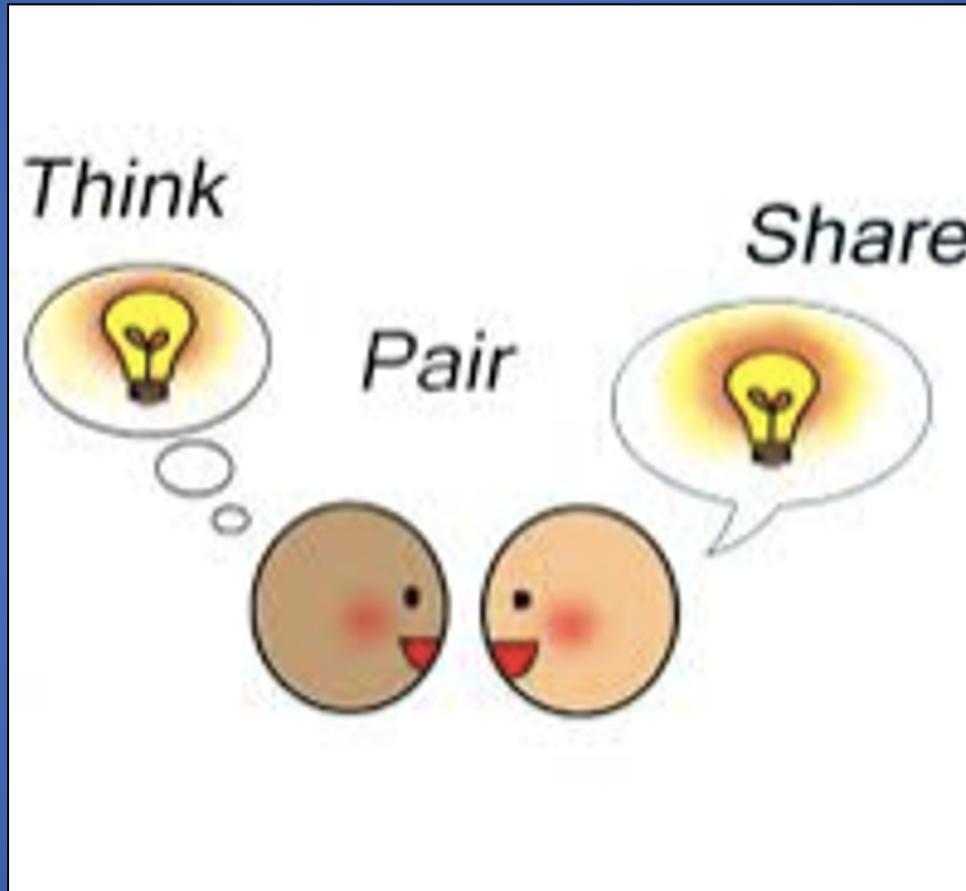


Back to Alex..... His baseline was that he would wander after an average of 2 minutes and you have taught him now how to Self Monitoring accurately when the timer goes off to indicate if he was "In the group" or "Out of the group". What would be a good criteria to set for him to earn reinforcement for a 10 minute group activity?

# Teach Student To Indicate When Reinforcement is Earned

- Set up the monitoring system to indicate when criteria is met
- Teach student to communicate to appropriate adult when they have met the criteria

# Think - Pair - Share



# Next Steps

## Self-management (SM) —Implementation Checklist—

*To find out more information about...*

- ❑ Establishing a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.
- ❑ Identifying evidence-based practices

*Refer to the "Selecting EBPs" section on the website:  
[afirm.fpg.unc.edu](http://afirm.fpg.unc.edu)*

	Observation			
	1	2	3	4
Observer's Initials				
<b>Step 1: Planning</b>				
1.1 Conduct a functional behavior assessment (if applicable)				
1.2 Identify 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				
<b>Step 2: Using</b>				
2.1 Provide learner with cue to begin using self-management system				
2.2 Teach learner how to self-record behavior in the target setting				
2.3 Teach learner to gain access to reinforcement when criterion is reached				
<b>Step 3: Monitoring</b>				
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.				

# Post Training

- Please complete the Post Training Assessment:

*\*Trainer must enter their Regional specific link to Post-Training Assessment\**



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