

## Research-Based Practice: Self-Management

### References:

- 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.
- Hughes, C. A., & Boyle, J. R. (1991). Effects of self-monitoring for on-task behavior and task productivity on elementary students with moderate mental retardation. *Education and Treatment of Children, 14*(2), 96–111.
- Hughes, C., Copeland, S., Agran, M., Wehmeyer, M., Rodi, M. S., & Presley, J. A. (2002). Using self-monitoring to improve performance in general education high school classes. *Education and Training in Mental Retardation and Developmental Disabilities, 37*, 262–272.
- 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*, 341–353.
- 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.

**Description:** Self-management strategies help students learn to independently regulate their own behaviors. Students participate in setting goals for themselves, learn how to use self-monitoring tools to record and evaluate their own behavior, and they learn how to self-reinforce. Keep in mind that explicit instruction and the scaffolding of teacher support is necessary until the students are able to independently monitor and evaluate their own performance. Below are the steps for using self-management:

1. Select a target behavior (involve the student whenever possible) including specific expectations and criteria for mastery.
2. Discuss the benefits of using self-monitoring with the student (allow the student to select reinforcers that will be earned contingent on meeting expectations)
3. Decide how to measure the target behavior (e.g. event recording, percentage, level of independence), and collect baseline data prior to beginning the self-management intervention.
4. Select a method for the student to monitor his or her performance that is age and ability appropriate.
5. Teach the student how to self-monitor using role play and modeling.
6. The teacher and student both record the student's performance to ensure accuracy.
7. When the student becomes proficient, the teacher fades out monitoring and only conducts checks periodically.
8. The student should evaluate his/her performance.
9. The student should receive positive reinforcement or self-reinforce when expectations are met.

10. The teacher and student should determine when the student mastered the target behavior and decide when to terminate the intervention and possibly set a new goal.