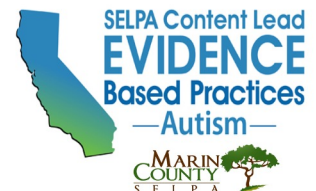# Evidence Based Practice Training:

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
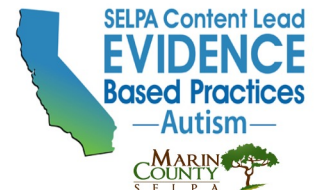
What is CAPTAIN

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 with Autism across the state of California.
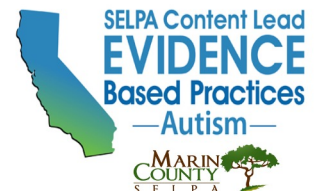
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What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism

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

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Levels of Professional Development to Reach Implementation

Systems Support

Information Session

Workshop/ Training

Implementation Coaching

Systems Support

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

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Before We Begin…

Please complete the **Pre-Training Survey** sent to your email

Learning Objectives:

- Describe what EBPs are

- Define Self Management

- Describe the steps of setting up a self management program
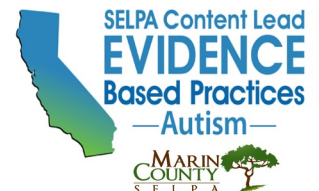
What are Evidence Based Practices?
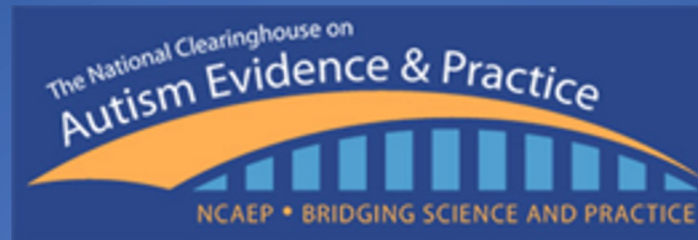
NCAEP definition of an EBP:

"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.

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Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior

2. Collect baseline data on the behavior

3. Establish an observable and measurable goal

4. Choose an EBP

    –   Consider the child and family characteristics

    –   Consider the teacher and team characteristics

    –   Consider other available resources

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Selecting an EBP Checklist

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High Quality Training:
Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age

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Evidence Base for SM Across Ages and Domains

Name of EBP	Self-Management (SM)					
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			✓	✓		

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

A Case for Self Management

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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
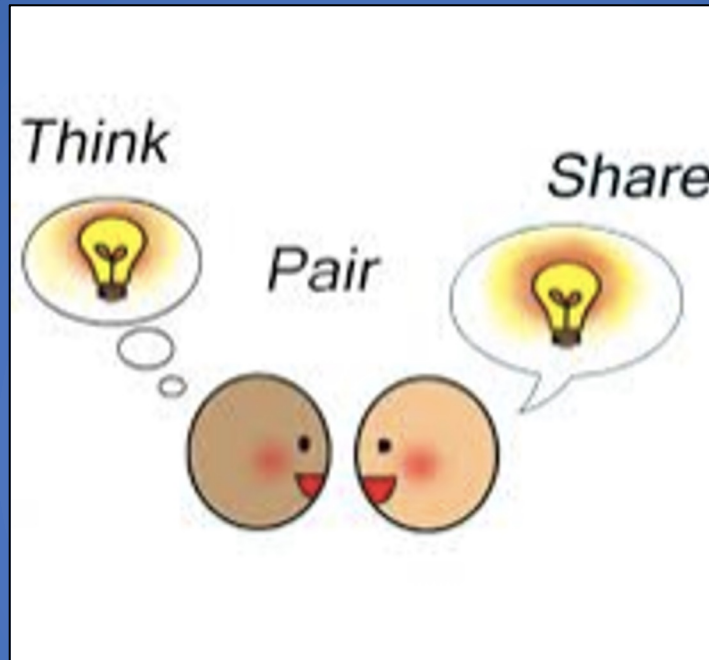
Describe a student you think could benefit from SM and the skill or behavior you would work on

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?

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Practice with Feedback

Let's Practice!

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?

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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

Self-monitoring is an amazingly effective tool for behavior change.

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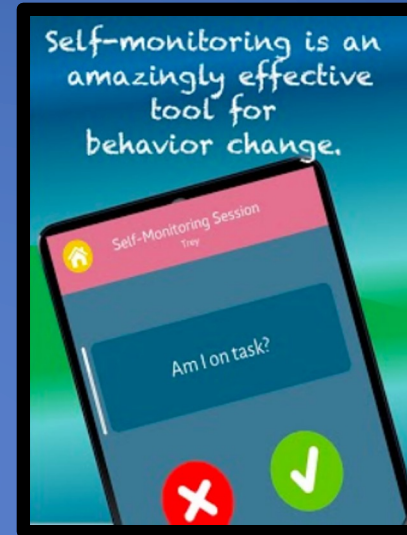
Directions:

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

My rules:
- Feet near my own chair.
- Squeeze the ball if I need to squeeze.

Self-Monitoring Checks

✓ ✓

1	2	3	4	5

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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

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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 and role playing of example and 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

Video Example: Learning to Self Record in "Practice Context"

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 / UNEXPECTED

☺ 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

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.

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?

name: Cassandra

Calm
How does it feel?
What do I do?
How do I look?
What can other people do?

the little black duck
www.thelittleblackduck.com.au

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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

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Video Example of Practice in Authentic Context

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S E L P A

Check for Accuracy

Self-management

---Recording Sheet for Observer---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior/Skill: _____

_____

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Directions:

Place an 'X' in the appropriate time interval if the learner is engaging in the target skill at any time. Following the observation, record the total number of intervals that the learner was engaging the behavior.

Date	Time						Total # of intervals	Setting

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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

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Practice with Feedback

Let's Practice!

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?

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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 for earning reinforcement

Think - Pair - Share
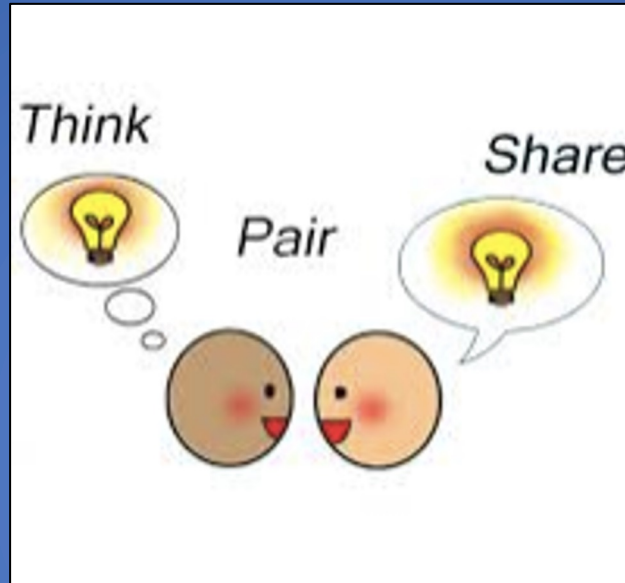
What are some good methods for student to indicate when they have earned their reinforcer?
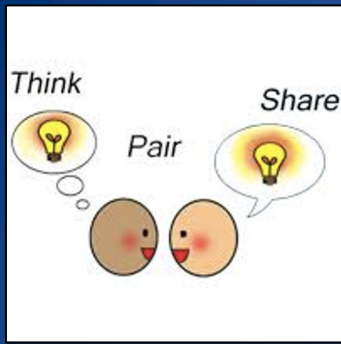
My Takeaways

1. What are 4 things you remember from today's training?

1. What are 2 things you see yourself doing?

1. What is the 1 thing you can implement tomorrow?

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

	Observation	1	2	3	4
	Date				
	Observer's Initials				
Step 1: Planning					
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					
Step 2: Using					
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					
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.					

AFIRM — Autism Focused Intervention Resources and Modules

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After the Training…

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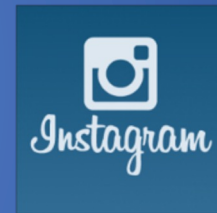
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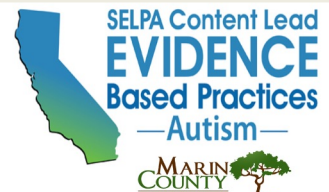
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