Self-Management/Self-Monitoring

Self-Management...

- ***Is an evidence-based practice for adolescents with ASD that can be implemented by gen ed teachers in gen ed settings.***
- Systematizes self-regulation strategies for students with ASD in order for them to learn the rules and norms needed to act appropriately in a given situation.

Why Use Self-Management?

- Learners with ASD 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.
- Self-management can be used to decrease challenging behavior and improve school-readiness, social, communication, and vocational skills.

Tips for Implementation

1. Identify the target behavior and describe it in terms of what the student is supposed to do (that is, what is the desired behavior or skill the student should demonstrate?).
2. Develop a data collection system and determine when and how often the student should use it.
3. Meet with the student to explain the self-management system, identify specific goals, and (if needed) rewards contingent upon the student meeting the goals.
4. Create the self-management form the student uses to monitor his or her behavior. The form should allow the student to respond to questions directly regarding his or her behavior ("Was I on-task and working on my assignment during independent work time?" "yes" or "no").
5. Teach the student to use the self-management form in the classroom. The teacher can demonstrate how to use the self-management form and then allow the student to practice with teacher feedback.
6. Implement the self-management plan. Teachers or aides can cue the student to self-monitor at certain intervals (for example, at 5 minute intervals during a 20-minute independent work period) or set a timer that cues the student at certain intervals.
7. Have a quick debrief session with the student to see if his/her goals were met for that day or class period. Praise the student if he/she achieved the goal and provide the identified reward/reinforcer (if an incentive is needed).
8. Teachers can send home the self-monitoring forms so parents are aware of the student's progress.
9. Gradually fade out the self-monitoring system when the student is regularly meeting

his/her goals. This can be done be increasing the amount of time the student self-monitors (for example, instead of monitoring every 5 minutes of independent work, the student monitors every 10 minutes, then 20 minutes, etc.). If rewards or incentives are being used, those can also be gradually faded.

10. The long term goal is for the student to successfully manage his/her own behavior without the need for a self-monitoring system!

Example Self-Monitoring Forms

Name: Alex Date:	My Self-Monitoring Form		
Today in class . . .	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N

Total number of Y (yes) = _____   My Goal = _____

Signed: _____ _____ _____
Student   Teacher   Parent

Writing/Reading Checklist

Give yourself a check when you have completed it.

Get out a pencil	
Write my name on the paper	
Read the directions	
Work for 5 minutes	
Take a 1 minute brain break	
Work for 5 more minutes	

	Monday Was I paying attention to my assigned assignment? Following classroom rules? Staying on task?		**Tuesday** Was I paying attention to my assigned assignment? Following classroom rules? Staying on task?	
	Yes	**No**	**Yes**	**No**
Period 1				
Period 2				
Period 3				

Learn more about self-management here:

- National Professional Development Center on Autism Spectrum Disorders. (2015). Evidence-Based Practices. http://autismpdc.fpg.unc.edu/evidence-based-practices
- Wilkinson, L. A. (2008). Self-management for high-functioning children with autism spectrum disorders. *Intervention in School and Clinic*, *43*, 150-157. Free download: http://isc.sagepub.com/content/43/3/150.full.pdf+html