Components of the EBP Brief Packet...

This evidence-based practice overview on Self-management (SM) includes the following components:

1. **Overview**: A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base**: The SM Evidence-base details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide**: Use the SM Step-by-Step Practice Guide as an outline for how to plan for, use, and monitor SM. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist**: Use the SM Implementation Checklist to determine if the practice is being implemented as intended.
5. **Data Collection Sheets**: Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals**: Use the SM Tip Sheet for Professionals as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide**: Use the SM Parent Guide to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources**: Use the Additional Resources to learn more about the practice.
9. **CEC Standards**: A list of CEC Standards that apply specifically to SM.
10. **Module References**: A list of numerical References utilized for the SM module.

**Suggested citation:**
What Is Self-management?

Self-management systematizes self-regulation strategies for learners with ASD in order for learners with ASD 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

Self-management meets the evidence-based practice criteria set by NPDC with 10 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how Self-management can be used effectively to address: social, communication, behavior, school-readiness, play, vocational, and academic outcomes.

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.

For more information visit: www.afirm.fpg.unc.edu
---Evidence-base for Self-Management---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

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

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

---OVERVIEW---

Self-management systematizes self-regulation strategies for learners with ASD. Self-management meets the evidence-based practice criteria with 10 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how self-management can be used effectively to address: social, communication, behavior, school readiness, play, vocational, and academic outcomes.

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

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies</td>
<td>Social</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Communication</td>
<td></td>
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<tr>
<td></td>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
<td></td>
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<tr>
<td>School Readiness</td>
<td>School Readiness</td>
<td>School Readiness</td>
<td></td>
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<tr>
<td></td>
<td>Play</td>
<td>Play</td>
<td></td>
<td>Vocational</td>
</tr>
<tr>
<td>Academic</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Early intervention (0-2 years)

No studies

Preschool (3-5 years)


Elementary (6-11 years)


Middle (12-14 years)


Middle (12-14 years continued)


High (15-22 years)


* Research which included participants in multiple age ranges.
This practice guide outlines how to plan for, use, and monitor the practice of self-management.

Keep in mind that SM can be used to help learners with ASD independently regulate their behaviors.

---

**BEFORE YOU START...**

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- Identified the behavior...
- Collected baseline data through direct observation...
- Established 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...

If the answer to any of these is “no,” review the process of how to select an EBP.

For more information visit:
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)
Now you are ready to start...

**Step 1: SM Planning**

The planning step explains important elements involved in preparing to use SM with a learner. Be sure to identify reinforcers and develop a data collection system for the learner to self-monitor behaviors.

1.1 **Conduct a functional behavior assessment (if appropriate)**

If the identified behavior involves an interfering behavior, which the team would like to decrease, then a functional behavioral assessment (FBA) is needed.

1.2 **Identify reinforcers**

To increase the likelihood that the learner with ASD will use self-management strategies, select reinforcers that are appropriate for the individual learner with ASD. If possible, reinforcers should be natural and related to the activity.

- Use the **Reinforcer Selection Checklist** to identify potential reinforcers.

1.3 **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 **SM Recording Sheet** to collect data.
- Use the **SM Interval Recording Sheet** to collect data.

1.4 **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.

1.5 **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.

1.6 **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.
Step 1: SM Planning (continued)

1.6 Teach learner to demonstrate correct behavior (continued)

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

1.7 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

The using step explains how to cue and teach learners how to use the self-management system in the target setting.

2.1 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.

2.2 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 learners self-record (without prompts) with accuracy 80% of time.

2.3 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 process describes how the use of self-management can be monitored and how to adjust your plan based on the data.

3.1 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 all sessions.

Use the SM Recording Sheet to record target behaviors.

3.2 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.

3.3 Determine next steps based on learner progress

Collecting data will help team members determine if a learner is making progress. If a learner is making progress based upon data collected, team members should continue to use self-management. If the learner with ASD is not showing progress with self-management strategies, ask yourself the following questions:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- If needed, was a functional behavior assessment conducted?
- Are the reinforcers appropriate for learner?
- 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 self-management used with fidelity (based on the implementation checklist)?

If these issues have been addressed and the learner with ASD continues to now show progress, consider selecting a different evidence-based practice to use with the learner.
### Implementation Checklist

<table>
<thead>
<tr>
<th>Observation Date</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer’s Initials</td>
<td></td>
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</tbody>
</table>

#### 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.

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**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

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**AFIRM** Autism Focused Intervention Resources and Modules

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Self-management National Professional Development Center on ASD 2016
---Positive Reinforcer Selection---

Learner’s Name: ________________ Date/Time: ____________
Observer(s): ________________________________________
Target Skill/Behavior: __________________________________

Positive Reinforcer Selection Checklist

<table>
<thead>
<tr>
<th>Questions to Consider</th>
<th>List Potential Reinforcers</th>
<th>Age Appropriate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What natural reinforcers could be used?</td>
<td></td>
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<tr>
<td>What activities, objects and foods does the learner select independently?</td>
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<tr>
<td>What phrases or gestures seem to produce a pleasant response from learner with ASD?</td>
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<tr>
<td>What does the learner say s/he would like to work for? (if appropriate)</td>
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<tr>
<td>What reinforcers were identified by parents or team members as being successful in the past?</td>
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<tr>
<td>What items did the learner select as part of the reinforcer sampling?</td>
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</tr>
</tbody>
</table>

For more information visit:
www.afirm.fpg.unc.edu
---Recording Sheet for Learner---

Learner’s Name: ________________  Date/Time: ____________
Classroom/Setting: __________________________________________
Target Behavior/Skill: __________________________________________

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!

For more information visit:
www.afirm.fpg.unc.edu
---Interval Recording Sheet for Learner---

Learner’s Name: _______________  Date/Time: _______________

Classroom/Setting: ____________________________________________

Target Behavior/Skill: _________________________________________

Directions:

At the end of each of the 5 time intervals, circle whether you practiced the target behavior/skill. After the fifth or last time interval, determine if you get a reward.

How many smiles do I have: __________

Do I have 5 smiles?

Yes

Get a reward!

No

Try again.

Do I get a reward: __________

For more information visit:

www.afirm.fpg.unc.edu
---Recording Sheet for Observer---

Learner’s Name: ____________  Date/Time: ____________

Observer(s): ________________________________

Target Behavior/Skill: ________________________________

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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Total # of intervals</th>
<th>Setting</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
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</tbody>
</table>

For more information visit: www.afirm.fpg.unc.edu
Self-management (SM)---Tip Sheet for Professionals---

Self-management...
- Is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3-22 years old that can be implemented in multiple settings.
- Systematizes self-regulation strategies for learners with ASD in order for learners to learn the rules and norms needed to act appropriately in a given situation.

Why Use?
- 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 or practitioner.
- Once learned, self-management can be used to address a variety of skills or behaviors.

Outcomes
- The evidence-base for SM supports the use of this practice to address the outcomes below:

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
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<tr>
<td>No studies</td>
<td>Social</td>
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<td>Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School-Readiness</td>
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<td></td>
<td>Play</td>
<td>Vocational</td>
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</tbody>
</table>

TIPS:
- If needed, conduct a functional behavior assessment to identify a behavior that interferes with learning and the function of the 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.
Self-management (SM) ---Tip Sheet for Professionals---

Self-management SM

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information visit: www.afirm.fpg.unc.edu

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 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.
This parent introduction to SM was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how SM is used with your child, speak with:

For more information visit: www.afirm.fpg.unc.edu

What is SM?
- SM is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old.
- Self-management provides self-regulation strategies for learners with ASD to learn the rules and norms to act appropriately in a situation.

Why use SM with my child?
- Children with ASD often struggle with understanding unspoken rules and social norms.
- SM strategies can be used to help children with ASD 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.
---Additional Resources---

**Articles:**


**Apps:**

*Choiceworks* by Bee Visual, LLC ($6.99)
Apps (continued):

- **Chore Pad** by Nannek ($4.99)
- **iPrompts®** by Handhold Adaptive, LLC ($49.99/ Pro-$99.99)
- **Time Timer** by Time Timer LLC ($2.99)
- **Turn Taker – Social Story & Sharing Tool** by Touch Autism ($2.99)
- **Video Scheduler** by MDR ($12.99)
- **Wait Timer – Social Story & Visual Timer Tool** by Touch Autism ($2.99)

Websites:


Self-management CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: http://afirm.fpg.unc.edu/learn.afirm

Below are CEC Standards that apply specifically to Self-management (SM) module.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</strong></td>
<td></td>
</tr>
<tr>
<td>DDA1 K9</td>
<td>Impact of self-regulation on learning and behavior</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 4: Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>DDA8 S3</td>
<td>Conduct functional behavior assessments that lead to development of behavior support plans</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 5: Instructional Planning &amp; Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>DDAS S11</td>
<td>Provide instruction in self-regulation</td>
</tr>
<tr>
<td>ISCI 5 S17</td>
<td>Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Preparation Standard 3: Programs, Services, and Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>SEDAS3.S5</td>
<td>Implement instructional strategies that promote the generalization of skills across domains and settings</td>
</tr>
<tr>
<td>SEDAS3.S9</td>
<td>Create opportunities and provide supports for individuals to organize and maintain personal materials across environments</td>
</tr>
<tr>
<td>SEDAS3.S11</td>
<td>Identify evidence based strategies to increase self-awareness, and ability to self-regulate</td>
</tr>
</tbody>
</table>

For more information visit: www.afirm.fpg.unc.edu
---Module References---


