


# The importance of supporting self-management across the age span

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Sylvia F. Diehl, Ph.D., CCC-SLP



# **What is self-management?**

**(Cooper, Heron, & Heward, 2007; Neitzel, J. & Busick, M., 2009)**

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**An individual's application of techniques that achieve a change in behavior**

**Self-management helps learners with autistic disorder to learn to independently regulate their own behaviors and act appropriately in a variety of home, school, and community-based situations.**

**Often puzzle pieces are such  
an apt analogy!**







# Where is it effective?

(Asaro-Saddler, K.,2016; Carr, Moore, Anderson, 2014; Delano, 2017a; Delano, 2017b; Lee, Simpson, & Shogrun, 2007; Machalicek, O'Reilly, Beretvas, Sigafos, & Lancioni,2007; Southall & Gast, 2011)

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- What content areas have been studied?
  - Social Skills
  - Communication
  - Academic Behavior including Writing
    - *Self-Regulated Strategy Development (SRSD) writing instruction (Graham, Harris, MacArthur, & Schwartz, 1991)*
  - Daily Living Skills
  - Behavior



# **What do we know about effectiveness?**

**(Carr, Moore, Anderson, 2014; Delano, 2017a; Delano, 2017b; Lee, Simpson, & Shogrun, 2007; Machalicek, O'Reilly, Beretvas, Sigafoos, & Lancioni, 2007; Southall & Gast, 2011)**

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- Very effective across all ages although studied less in preschool children**
- Very effective across contexts (education, special education, homes, community and clinic)**
- Very effective regardless of level of functioning**
- Both verbal and visual cues are effective but visual cues with more effective than verbal.**
- Self-reinforcement stronger than outside reinforcement**

	Academics & Cognition			Behavior			Communication			Play			Social			Transition		
<i>Evidence-Based Practices</i>	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H
Antecedent-based Interventions																		
Computer Assisted Instruction																		
Differential Reinforcement																		
Discrete Trial Training																		
Extinction																		
Functional Behavioral Assessment																		
Functional Communication Training																		
Naturalistic Interventions																		
Parent Implemented Interventions																		
Peer Mediated Instruction/Intervention																		
Picture Exchange Com. System																		
Pivotal Response Training																		
Prompting																		
Reinforcement																		
Response Interruption & Redirection																		
Self-Management																		
Social Narratives																		
Social Skills Groups																		
Speech Generating Devices (VOCA)																		
Structured Work Systems																		
Task analysis																		
Time delay																		
Video Modeling																		
Visual Supports																		

Adapted from: <http://www.autismpinoy.com/surviving-autism/evidence-based-practices/> based on the National Professional Development Center on Autism Spectrum Disorder (NPDC)'s list of evidence based practice



**Nothing is finished unless it  
is generalized across people,  
materials, and settings!**



**Some abilities that  
encourage self-  
management**





# What behaviors support self management?

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- **Making choices** (Tiger, Hanley, & Hernandez; Toussaint & Vladescu, J., 2016; Ulke-Kurkcuoglu, B., & Kircaali-Iftar, G., 2010).
- Let's students know you expect them to make decisions
- Helps give them a feeling of control within limits
- Increases motivation and behavioral issues
- Decreases time for mastery
- Reduces instructional time

**Independent  
Choices**

**Choices with  
partner or  
mild support**

**Choices that  
need  
focused  
supervision**

# Choices Suggestions

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- Try and give simple choices throughout the day (Go through your schedule and think of easy choices; paper types, writing utensils, sitting choices, odd/even)
- Make sure not to make them too open-ended (i.e., *What would you like to do?* Versus *Would you like to do \_\_\_ or \_\_\_?*)
- Support choice making by visually showing the choices to the individual using written words, the item or pictures of the option.
- Keep a list of approved choices that students may choose during down times or when they are done with their work.



“Through others  
we become  
ourselves.”  
(Lev S.  
Vygotsky)

# What behaviors support self management?

- **Self Regulation** (Siegal, 2012)
  - Begins in infancy
  - Self-regulation is an “executive function” of the human brain ( EF=response inhibition, selective attention, working memory, flexibility, emotional control, planning, and monitoring)
  - Self-regulation is intertwined with emotional development.
  - When it is appropriate to express or suppress different types of emotion.
  - Self-regulation is intertwined with social development.

**RUN, RUN  
RUN!**



**Breathe 1,  
Breathe 2,  
Breathe 3**



**Spell  
catalyst**



# Suggestions for Self Regulation

- 1. Play games that easily changes speeds (i.e., Freeze, Ring-A-Round the Rosy, Motor Boat Motor Boat, Itsy-Bitsy Spider; I like to play freeze and teach breathing after each freeze; jumping and breathing)
- 2. Make a game that the students have to match your speed. Walk slow, walk quickly and then walk slowly again.
- 3. Play red light/green light.
- 4. Board games teaches waiting and turn-taking and observation of others.
- 5. When students come back from exciting time, have a class breathing or yoga break.





# What behaviors support self management

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- **Learning to Wait**
  - Pivotal skill that impacts more complex skills.
  - Requires self-regulation to be able to delay gratification
  - Reduces problem behavior
  - Helps turn-taking



# Learning to Wait Suggestions

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- Be a little slower getting things but make time go faster by:
  - *Describing what you are doing*
  - *Singing a wait song*
- Interrupt or extend in a playful manner
  - *Interrupt playfully*
  - *Just one more*
- Use visuals or gesture to indicate waiting
- Use language that goes with waiting

# Self-Management

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How to do it?

# Getting Ready!!!

Teacher's Decisions
3. Decide how to take data. Remember student's ability.
4. Take a baseline.
5. Set a goal (Can be done in conjunction with student.)
7. Decide how to give feedback.
8. Decide on reinforcement (Should be done in conjunction with student.)
9. Decide how to fade.

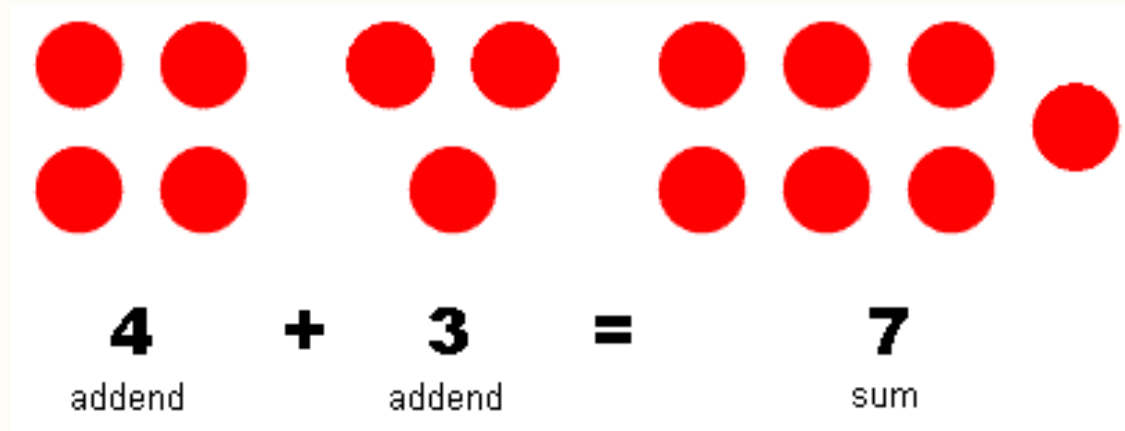
Student Questions	No	Yes
1. Can they do the skill?	Teach the skill	Go on.
2. Can they identify the skill?	Teach the language. Can use visual also.	Go on.
4. Can the student evaluate their own behavior?	Give checklist. Help them have opinions.	Go on.
6. Can the student adequately record his own behavior? (Frequency or Time sampling)	Find a simpler way. Help child's awareness of finishing. Use a cue to help. Model Role-play	Go on.



# The Process: Can they do the skill?

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- If the skill is not able to be independently accomplished, then it is not ready for self management.
- Time to teach!



Name : \_\_\_\_\_ Score : \_\_\_\_\_  
Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

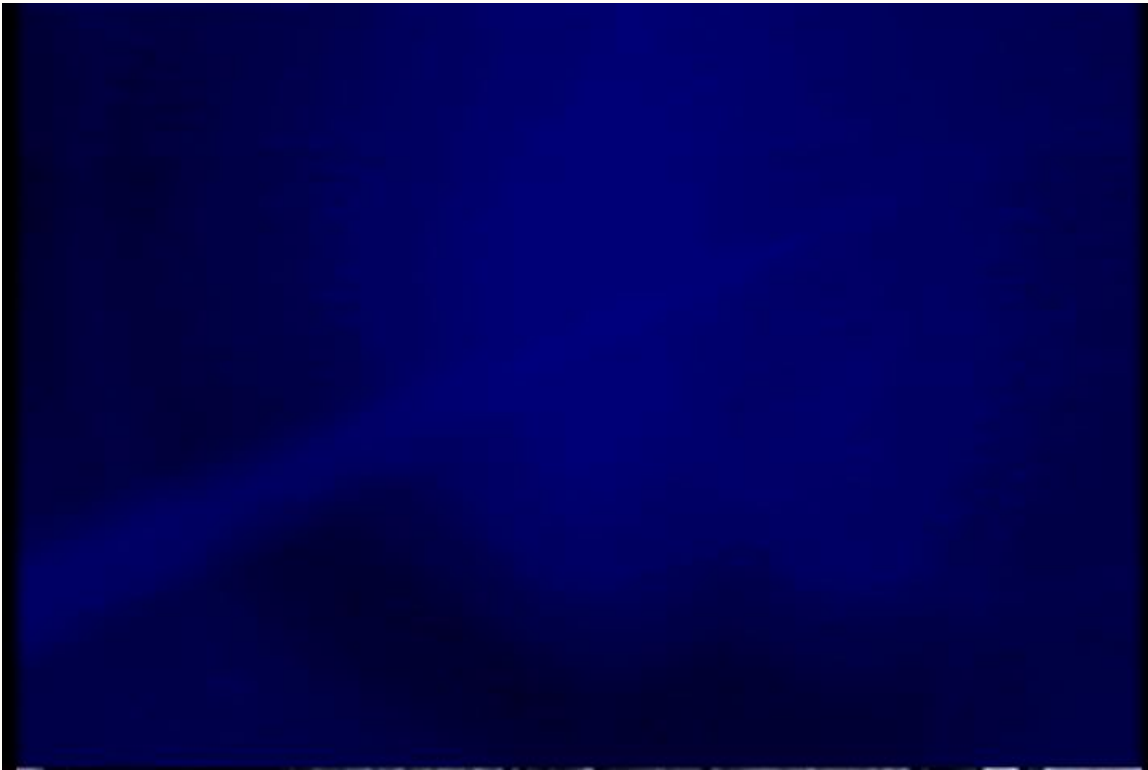
# Can they identify the skill?

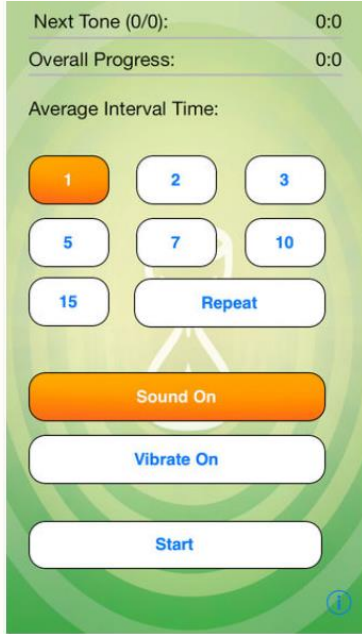
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- Needs to know the language involved with the request
- Need to know what skills are involved in the language
- Time to teach!

# Learning expected versus unexpected

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# How to take data? How will they record? What is baseline?

- What are they recording?
- How are they recording?
- How much is enough?
- When are they recording?
- Can be easy and then faded
  - Dot at end of a line and then record; then every two lines, etc
- Technology
  - R+Remindapp
  - Watchminder
  - Phones
  - FitBits

1	2	3	4	5
😊	😊	😊		
What am I working for? Shrek Time				







# Setting Goals

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Should reflect baseline.

Should include student whenever possible!

Learns predictions of own behavior

# Self Management Goals: Feeling like the victim

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# Can the student relate actions with results?

## Situation

- Distracted by thinking of Shrek during classwork
- Want to be more expected by:
  - Following directions
  - Quiet body and mouth
  - Finishing work



## Tasks/Strategies

- Use Superflex Power to get rid of Brain Eater
- Use thought bubble card to refocus
- Use desk rubber band to help me concentrate
- Reminder buzz from watch every once in a while



## Action

- Superflex
- Desk rubber band
- Reminder buzz from watch everyone once in a while



## Results

- Get work finished
- Teacher and parents are happy
- Friends like expected behavior.
- Get 5 minutes free time to look at Shrek book

# Process

1. Identify the target that is ready for self-management. (Student must be able to do the target).
2. Make sure student can identify target.
3. Take a baseline.
4. Identify the goal.
5. Model the recording behavior.
6. Collect data (Hopefully student is self-collecting data.)
7. Give feedback.
8. Self Reinforcement.
9. Fade.





# **Suggested Supports for Self-Management**

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- Social Stories (Gray, 1994)**
- Comic Strip Conversations (Gray, 1994)**
- Thought Bubbles/Speech Bubbles (Wellman, 1996)**
- Graphic Organizers (Gardill and Jitendra, 1999)**
- Video Modeling (Charlop-Christy, 2000)**
- Incredible 5 Point Scale (Buron & Curtis, 2012)**
- Social Thinking and Me (Winner & Murphy, 2016)**
- Superflex (Madrigal & Winner, 2008)**




# **Ticket out the door/ Follow up activities**

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- Go through your schedule and choose places that you can add choices for your students.
- Add self-regulation activities in your schedule. Think especially of transitions from exciting to calm activities.
- Choose ways to work on waiting in a positive way throughout the day.
- Set a goal with a student using STAR process.
- Ask for each student how can I help he/she self manage across people, materials, and settings?

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**Thanks**

**FOR ALL YOU DO FOR  
CHILDREN!**