



Using Technology for Self-Management

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Setting the Stage:

What is self-management?

Self-management, defined

“The personal application of behavior change tactics that produces a desired change in behavior”

(Cooper, Heron, Heward, 2007)

Self-management, defined

May include elements of

- self-monitoring
- self-reinforcement
- self-control

NAME: _____ DATE: _____

At **2:25pm** each day, if **8 YES's** (80%) have been earned, I will get: _____

1st Hr. 7:45 – 8:40

BREAK: 8:40 – 8:55

CIRCLE ONE:

I did my work the for entire class time...

Y / N

I stayed in the classroom (unless I used a break card)...

Y / N

2nd Hr. 9:01 – 9:56

BREAK: 9:56 – 10:11

I did my work for the entire class time...

Y / N

I stayed in the classroom (unless I used a break card)...

Y / N

3rd Hr. 10:17 – 11:14

BREAK: 11:14 – 11:29

I did my work for the entire class time...

Y / N

I stayed in the classroom (unless I used a break card)...

Y / N

4th Hr. 11:35 – 12:05 [LUNCH] 12:45 – 1:05

BREAK: 1:05 – 1:20

I did my work for the entire class time...

Y / N

Name: _____

Date: _____

If I get _____ out of 7 white boxes every day for the whole week, I get to help out in Ms. W's class on Fridays.

					Teacher Initials
History/ Science	<input type="checkbox"/> I did my work in the classroom	<input type="checkbox"/> I asked to do my work upstairs	<input type="checkbox"/> I did not start working in the first 5 minutes and was asked to work upstairs	<input type="checkbox"/> I did not do my work	
Writing	<input type="checkbox"/> I did my work in the classroom	<input type="checkbox"/> I asked to do my work upstairs	<input type="checkbox"/> I did not start working in the first 5 minutes and was asked to work upstairs	<input type="checkbox"/> I did not do my work	
Math	<input type="checkbox"/> I did my work in the classroom	<input type="checkbox"/> I asked to do my work upstairs	<input type="checkbox"/> I did not start working in the first 5 minutes and was asked to work upstairs	<input type="checkbox"/> I did not do my work	
Reading	<input type="checkbox"/> I did my work in the classroom	<input type="checkbox"/> I asked to do my work upstairs	<input type="checkbox"/> I did not start working in the first 5 minutes and was asked to work upstairs	<input type="checkbox"/> I did not do my work	
Read-to-self	<input type="checkbox"/> I did my work in the classroom	<input type="checkbox"/> I asked to do my work upstairs	<input type="checkbox"/> I did not start working in the first 5 minutes and was asked to work upstairs	<input type="checkbox"/> I did not do my work	
Reading	<input type="checkbox"/> I did my work in	<input type="checkbox"/> I asked to do my	<input type="checkbox"/> I did not start working in	<input type="checkbox"/> I did not	

Benefits:

Why use self-management?

Benefits

1. Promotes generalization & maintenance

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7. Can “wrap” packaged interventions

Examples

Self-monitoring and data
collection —

Considerations

1. Include only observable, specific behaviors
2. Consider monitoring replacement behaviors rather than omission of problem behavior
3. Keep sights on function of the behavior and FBA data

Considerations

4. Training

- a. Teach the student how to use the system
- b. Each staff member working with the student should be familiar with the system

5. Implementation

- a. Accountability
- b. Data collection & Data collection type
- c. Cueing system

Considerations

6. Reinforcement

- a. Vary reinforcers, reinforce as immediately as possible, pair tangible reinforcers with verbal praise or other natural sources of reinforcement
- b. Reinforce accuracy of self-monitoring

Resources

AFIRM Self-management module: <http://afirm.fpg.unc.edu/self-management>

AIM Modules: <http://www.autisminternetmodules.org/>

Steve Buckmann: [Self-Management Article](#)

Intervention Central / Behavior Intervention:
<http://www.interventioncentral.org/behavioral-intervention-modification>

Questions? —