

# SELF MANAGEMENT

Self-management involves students observing specific aspects of their own behavior and providing an objective recording to these observations.

The procedure involves providing a cue or prompt to the student and having he/she determine whether or not they engaged in a specific behavior at the moment the cue was supplied.

A method for training students to focus attention on their own behavior which ultimately can have a positive “reactive” effect on the behavior being monitored.

## WHAT IS SELF-MANAGEMENT?

# THE BENEFIT OF SELF-MANAGEMENT

Students become more independent and responsible for their own behavior and less dependent on continuous supervision or external controls

Complements (does not replace) positive reinforcement procedures already in place in the classroom

Can help minimize the potential for the power struggles and confrontations often experienced with the implementation of externally-directed techniques



What is the target behavior(s)?



In what setting(s) will the student self-monitor?



What type of prompt (cue) is most appropriate?



How often will the student self-monitor?



What external incentive or rewards will be used?

# THINGS TO CONSIDER

# STEP 1- IDENTIFY PREFERRED BEHAVIORAL TARGETS

- The initial step is to identify and define the target behavior(s). Describe the behavior so that the student can accurately discriminate its occurrence and nonoccurrence.
  - “being good” and “staying on task” are too broad and relatively vague terms
  - “raising hand to talk” and “eyes on paper” are more specific
- Describe the behavior in terms of what the student is supposed to do, rather than what he or she is not supposed to do. This establishes a positive and constructive “alternative” behavior.
  - “don’t hit my friends” and “no bad words” are negatively stated
  - “keep my hands to myself” and “use kind words” are positively stated

## STEP 2

# DETERMINE HOW OFTEN STUDENTS WILL SELF-MANAGE THEIR BEHAVIOR

- The schedule of self-monitoring will depend on the student's age, cognitive ability, and the severity of the problem behavior. Some students will need to self-monitor more frequently than others.
  - For example, if the goal is to decrease a challenging behavior that occurs repeatedly, then the student should self monitor a positive, replacement behavior at more frequent intervals.
- Determine what type of cue will be used to signal students to self-observe and record their behavior. Identify a prompt that is age appropriate, unobtrusive and as nonstigmatizing as possible.
  - Examples:

Verbal cue

Silent Cue such  
as a hand  
motion

Physical  
prompt

Timing device  
with a vibrating  
function

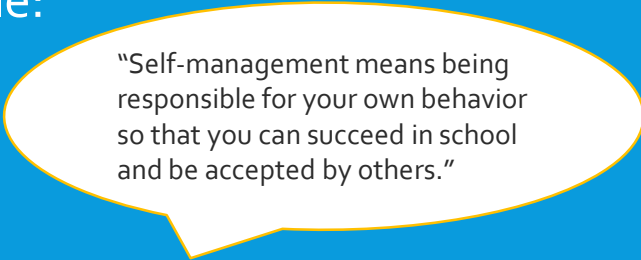
Kitchen timer

Watch with an  
alarm function

# STEP 3

## MEET WITH THE STUDENT TO EXPLAIN THE SELF-MANAGEMENT PROCEDURE

- Active student participation is a necessity as it increases proactive involvement and a perception of “ownership” in the plan.
- It is important to provide the student with a definition of self-management and the benefits of managing one’s own behavior.
  - For example:



“Self-management means being responsible for your own behavior so that you can succeed in school and be accepted by others.”



- Ask student to select from a menu of reinforcers or identify at least 3 preferred school-based activities to ensure the incentives are truly motivating and rewarding

# STEP 4 PREPARE A STUDENT SELF-RECORDING SHEET

- Develop a form for the student to monitor and record his or her behavior(s).
- The form should also include a method of recording responses (plus or minus; yes or no; happy face or sad face) to the questions and specify the student's daily behavioral goal (e.g., was I following the classroom rules?).

Date: \_\_\_\_\_

Keep the Ninja's in their green, safe zone by earning \_\_\_\_ thumbs-up.

Ninja's Celebrate when I try again! I am not giving up!!

Scheduled Tasks	Remained in my assigned area	Used Respectful Words & Voice Tone	Demonstrated Safe Actions with My Body	Worked on my assignment	Corrected behavior within 10 seconds	Four or above? Safe! A Ninja Warrior and Helper
	👍	👍	👍	👍	👍👍	🟢🔴
	👍	👍	👍	👍	👍👍	🟢🔴
	👍	👍	👍	👍	👍👍	🟢🔴
	👍	👍	👍	👍	👍👍	🟢🔴
	👍	👍	👍	👍	👍👍	🟢🔴
	👍	👍	👍	👍	👍👍	🟢🔴


Date: \_\_\_\_\_

Stay in the Green Safe Zone

Danger Zone

Will delay my special time

Unsafe



Scheduled Tasks or Time Periods	Remained in my assigned area	Used Respectful Words & Voice Tone	Used Safe Hands & Feet	Completed Task Assigned	Bonus: Teacher Agrees (checks box & initials)	Total Safe Choices + Bonus (Max. 5)
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	
	Yes No	Yes No	Yes No	Yes No	Yes	

Choice of Rewards

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



## STEP 5 TEACH THE STUDENT

- After the targeted behaviors, goals, and incentives are identified and defined, the student should be taught to use the self-monitoring procedure.
- Ask the student to observe while you simulate a classroom scenario and demonstrate the process of self assessment and recording with the self-monitoring form.
- The student should also be encouraged to role play both desired and undesired behaviors at various times during practice, and to accurately self-monitor these behaviors.
- Practice rating the target behavior along side the student and comparing data. Accuracy is determined by comparing student ratings with those the teacher made on the same self-recording form.

## STEP 6 IMPLEMENT THE SELF- MANAGEMENT PLAN

- The student should rate his or her behavior on the self-monitoring form at the specific time interval established.
  - For example, a student might be prompted (cued) to record his behavior at 5 or 10 minute intervals. When prompted, the student records his or her response to the self-monitoring question (e.g., was I paying attention to my seat work?) on the form.



As soon as possible, hold a "brief" conference with the student to determine whether the behavioral goal indicated on the self-monitoring form was met for that day.



Praise the student for completing the self-monitoring form and provide the agreed upon reward for achieving the behavioral goal.



It is not unusual for teacher and student to have disagreements about the accuracy of the ratings. If this occurs, initiate a conference to clarify the target behavior and attempt to resolve the discrepancy with the student.

## STEP 7 MEET WITH THE STUDENT TO DETERMINE WHETHER GOALS WERE ATTAINED

## STEP 8

# PROVIDE THE REWARDS WHEN EARNED

Although self-monitoring can sometimes be effective without incentives, positive reinforcement increases the impact of the intervention and makes self-monitoring more motivating, even for the most difficult child.