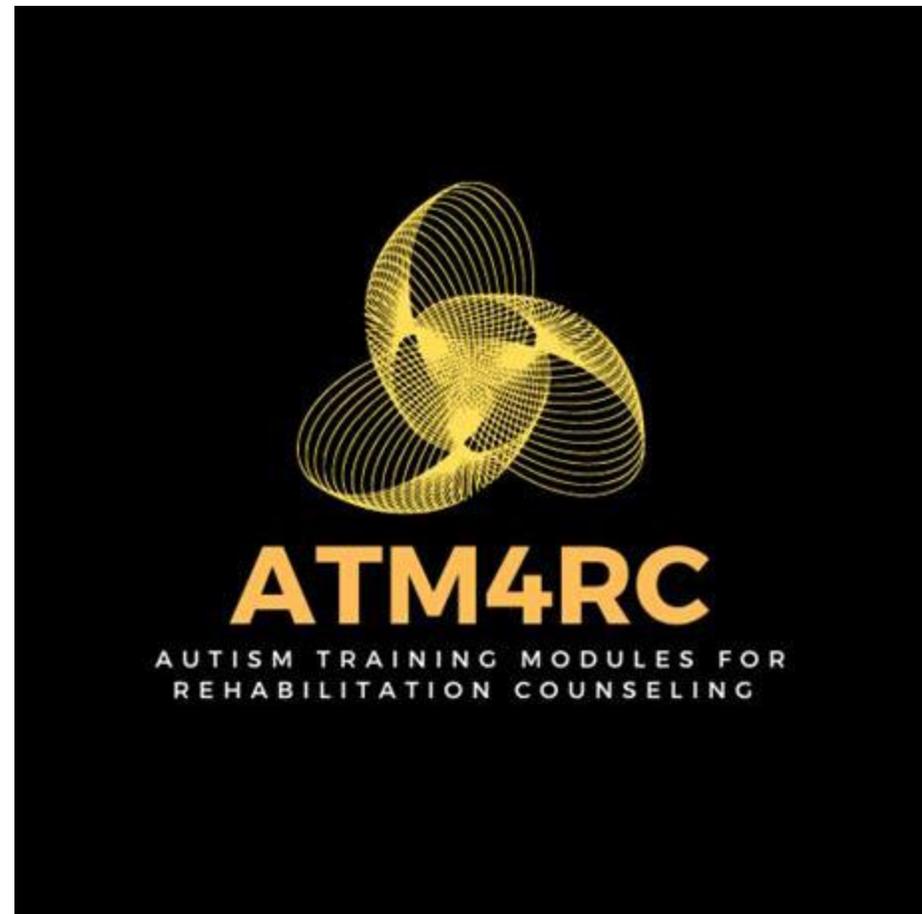


# Self-management

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Module developed Dr. Jessica Stallings,  
ATR-BC, LIMHP, LMHC



# Module Objectives



By the end of this module, participants will be able to:

1. Define Self Management and how it is applicable in your work
2. Identify which other Evidence Based Practices may be used with Self Management
3. Practice developing a self-management plan



# Self-management Introduction

- Encourages independence and self regulation skills through engaging individuals with autism in goal setting, self-monitoring, self-evaluation, self-reinforcement, and self-instruction (Marshall & Rohrer, 2023; Sam & AFIRM, 2016)
- “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” (Sam & AFIRM, 2016, p. 2)
- Often follows a Functional Behavior Assessment or Analysis.
- Used in conjunction with other Evidence Based Practices (EBPs) such as prompting and reinforcement.

# Self-management: An Evidence Based Practice for Persons with Autism



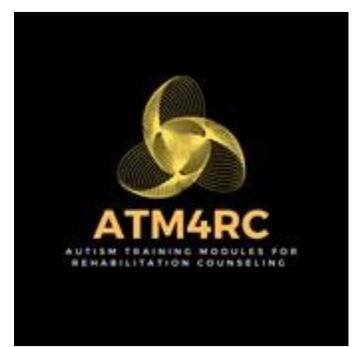
- Per Wong et al's 2014 review of EBPs for use with persons with autism, self management is effective for behavior change with 15-22 year olds with Autism in vocational and school readiness skills.
- Watch <https://m.youtube.com/watch?v=vLZIM3hs89w> for an overview of self-management

# Benefits of Self Management



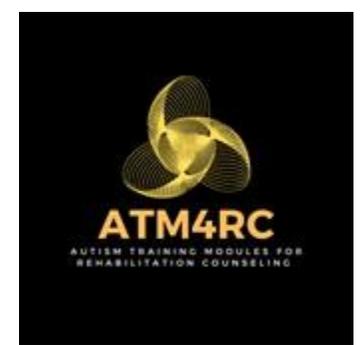
- Promotes self-awareness, independence and self-regulation
- Engages the person with autism in the process of identifying goals, treatment planning and implementation
- It is less expensive than other behavioral plans as much of the behavior management is done by the person with autism, not a provider (Wilkinson, 2024)

# Self-management Steps (1 of 9)



- Identify what behavior the person will self-monitor.
  - This can be done through completing a traditional Functional Behavior Analysis / Assessment.
  - The person may identify the behavior they wish to change.
  - An employer or parent may identify the behavior— it is important in this case and that of an FBA to only address behaviors that the person with autism wants to change or that interfere with the person meeting personally identified goals
  - Phrase the behavior in terms of desired outcome rather than what not to do – this builds positive momentum

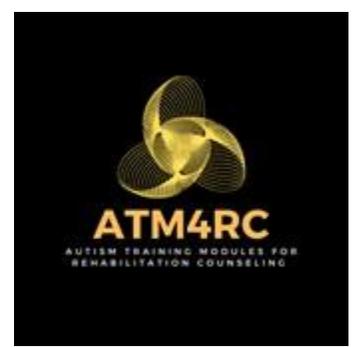
(Marshall & Rohrer, 2023; Sam and AFIRM, 2016; Wilkinson, 2024)



# Functional Behavior Assessment Review

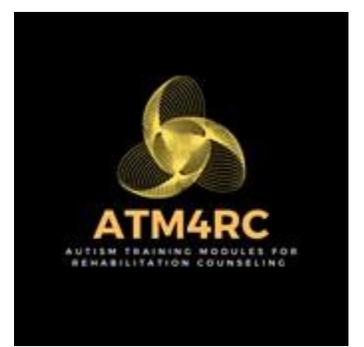
- Generally refers to seeking information to understand a person's behavior.
  - This may include interviewing relevant persons, reviewing records, and observation of the person in question.
  - More specifically Functional Analysis is a highly structured process of observation that examines the function of a target behavior by observing the ABCs,
    - Antecedent
    - Behavior
    - & Consequence of said behavior (Kearney, 2015)
- Both the more general FBA and the Functional Analysis intend to understand the why of a behavior and recognize behavior as communication

# Self-management Steps (2 of 9)



- “Determine how often the student will self-monitor the [identified] behavior. The schedule of self-monitoring will depend on the student’s age, cognitive level, and the severity of the [challenging] 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” (Wilkinson, 2024, p. 2-3).

# Self-management Steps (4 of 9)



- Work with the individual with autism on the self management plan
  - Identify goals
  - Decide on frequency of self-monitoring
  - Identify reinforcer for completing desired behavior

(Marshall & Rohrer, 2023; Sam and AFIRM, 2016; Wilkinson, 2024)

# Reinforcer Brief Review

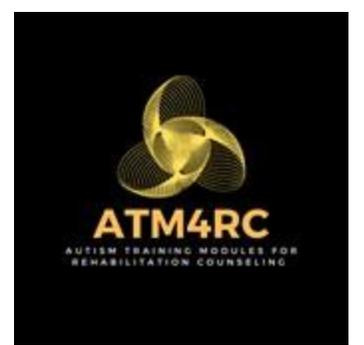


- Be consistent
- Engage individual in development of reinforcement plans (survey, menu, schedule)
- Revisit plan with individual as needed for revision
- Vary rewards to avoid boredom or satiation
- As with prompts, fade when able
- Limit access to rewards outside of learning environment
- Avoid exclusive use of primary reinforcers (Kearney, 2015)



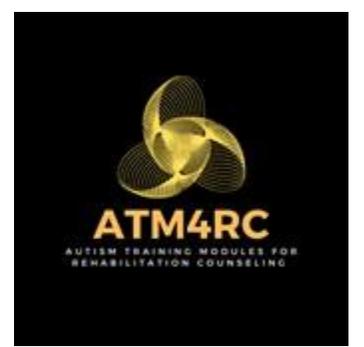
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# Self-management Steps (5 of 9)



- Work with autistic person to develop a self-monitoring form.
  - The form will depend on whether monitoring is done with frequency counts (event sampling) or interval recording (time sampling; Wilkinson, 2024).
    - Staff may cue/prompt individual to begin self-monitoring.
    - Event sampling- “a count of the frequency or the number of occurrences of the target behavior within a set period of time” (Kearney, 2015, p 86) – i.e. how often does the behavior occur in 5 minutes, 10 minutes, etc- good for behaviors with a clear beginning and end.
    - Time sampling- “has to do with whether or not a behavior is present or absent at certain points in time” – good for behaviors without a clear beginning and end (Kearney, 2015, p. 86).

# Event Sampling Example



- Goal: Asking before taking a break at work (place an X every time you ask, when you've asked 4 times you receive a reward)

1. X

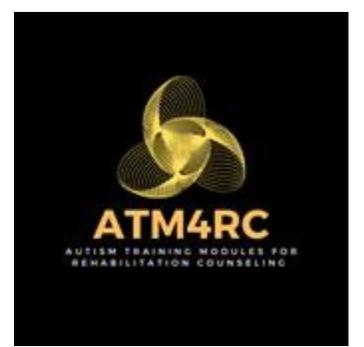
2. X

3. X

4. X

Receive reward

# Time Sampling



- Goal: Staying on task at the folding station.
- Observe your behavior every 10 minutes for one hour. Did you stay on task at the folding station?

1. Yes      No

2. Yes      No

3. Yes      No

4. Yes      No

5. Yes      No

Did I say yes 3 times? If yes, I get a reward.

# Self-management Steps (6 of 9)



- Provide instruction on how to use self-management plan if needed
  - Begin use of self-management plan
  - Ensure everyone understands the operational definition of the behavior and when rewards are to occur
  - Provide cues/prompts as needed to initiate self-monitoring
- (Marshall & Rohrer, 2023; Sam and AFIRM, 2016; Wilkinson, 2024)

# Self-management Steps (7 of 9)



- Meet with the individual as soon as possible after they engage self-monitoring to assess completion of task and provide reward
- After engaging in self-monitoring for awhile it may be possible to give the person autonomy over the reward process as well
- Always provide rewards when earned

(Marshall & Rohrer, 2023; Sam and AFIRM, 2016; Wilkinson, 2024)

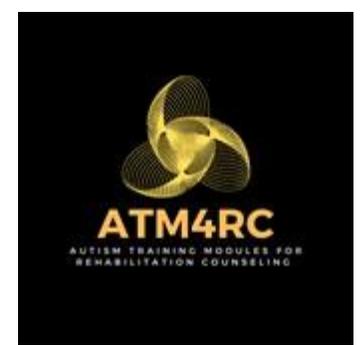
# Self-management Steps (8 of 9)



- If the person has a parent, guardian or other significant other they would like to involve in the process, you may send home the self-monitoring forms once complete so that person can also reinforce success

(Wilkinson, 2024)

# Self-management Steps (9 of 9)



- Fade the self-monitoring/self-management plan and associated prompts when desired goal is met consistently over several self-monitoring sessions.
- Ultimately we hope the goal behavior will become a part of everyday routine without need for explicit reward

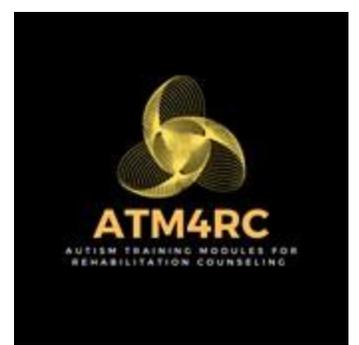
(Marshall & Rohrer, 2023; Sam and AFIRM, 2016; Wilkinson, 2024)

# Self-management Explained



- Review Wilkinson (2024) for a step by step guide and rationale for Self Management  
<https://livingautism.com/self-management-evidenced-based-intervention-autism-spectrum-disorders-asd/>

Visit the following links for examples and implementation tools for Self-management



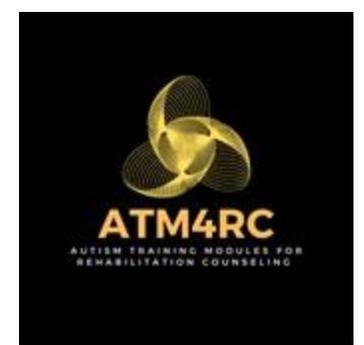
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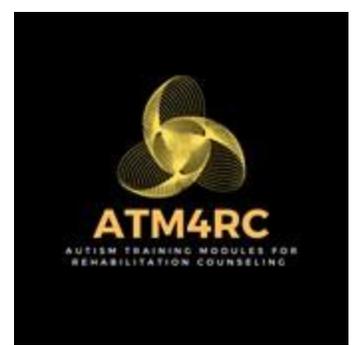
<https://files.eric.ed.gov/fulltext/ED595396.pdf>

# Self-management practice



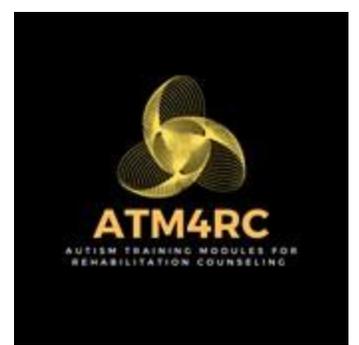
- Identify one of your behaviors you would like to change, for example nail-biting.
- Create a goal that is framed by your desired outcome, for instance “When I feel the impulse to bite my nails, I will instead chew gum.”
- Identify a reward for yourself, such as “I can spend an extra 30 minutes watching television each day if I am successful.”
- Select either Event Sampling or Time Sampling and create your self-monitoring form.
- Engage in self-monitoring, reward self as earned.
- Reflect on how easy/hard it was for you to engage in self-management practice. What takeaways might assist in working with your clients?

# References (1 of 3)



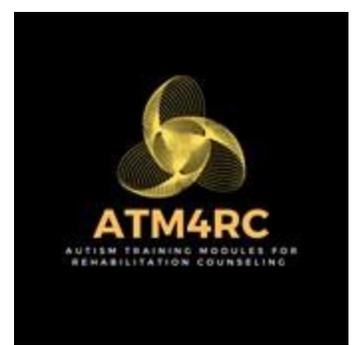
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# Additional Resources



Autism Focused Intervention Resources & Modules (AFIRM). Response Interruption/Redirection.

<http://afirm.fpg.unc.edu/response-interruption-and-redirection>