Self-Monitoring, Self-Management, Self-Assessment and Beyond:
The Who, What, When, Where, and Why of effective self-management interventions for individuals with ASD.

Jamie S. Salter, Ed.S., BCBA
Katharine M. Croce, Ed.D., BCBA-D
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Our Passion
- Passionate about self-monitoring interventions for over 15 years.
  - Developed Self & Match in 2005.
- Goal: Design intervention to help teach individuals to
  - Monitor their own behavior

Agenda
  - Benefits of Self-Monitoring
  - Review of Empirically-Supported Literature
- Q&A

Our Passion
- By systematically teaching children how engage in more pro-social behaviors they are able to better access their learning and develop stronger relationships with others.

Self-Monitoring: WHAT
- Self-management procedures consist of a series of steps where a person
  - Determines if a specific behavior has occurred
  - Records the occurrence of behavior
  - Obtains reinforcement
- Strengths of self-management
  - Flexible procedure that is easily adapted to individual students, behaviors, and settings.
Self-Monitoring: WHAT

● Self-management is an umbrella phrase that encompasses many different terms
  ○ Self-monitoring
  ○ Self-assessment
  ○ Self-observation
  ○ Self-recording
  ○ Self-charting
  ○ Self-graphing

(Salter & Croce, 2016)

Self-Monitoring: WHAT

● Self-monitoring is often described as a combination of two self-management techniques:
  1. **Self-Assessment**
     ○ An individual observing his/her own behavior and determining whether or not they have performed a targeted response
  2. **Self-Recording**
     ○ Once an individual has assessed his/her behavior, he/she may record whether the targeted behavior has occurred

(Hughes et. al, 2002)

Self-Monitoring: WHERE

● Schools
  ○ Public
  ○ Private/Nonpublic
  ○ Parochial
  ○ Charter
  ○ Fieldtrips

● Home
● Community
● Clinic
● Camps
● College Campus

Self-Monitoring: WHEN

Anytime
- Night
- Toiletting
- Reading
- Lunch
- Day Camp
- Morning
- Math
- Meals
- School
- Speech
- Home Work
- Home
- Homework
- Routine
- Sports

Self-Monitoring: WHY

● The National Autism Centers’ National Standards Project Phase 2 identified:
  ○ 14 "established" treatments
  ○ 8 "emerging" treatments
  ○ 13 "unestablished" treatments (National Autism Center, 2015)

Self-management was one of the 14 established treatments identified.

Self-Monitoring: WHY

● Research Synthesis on Effective Intervention Procedures from the University of South Florida Center for Evidence-Based Practice; Young Children with Challenging Behavior lists the categories of Positive Behavior Supports as (2003):
  ○ Functional Behavioral Assessment and assessment-based interventions
  ○ Functional Communication Training
  ○ Self-monitoring/management, and
  ○ Choice Making

Self-Monitoring: WHY

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Self-management was one of the 14 established treatments identified.
Self-Monitoring: WHY

Benefits of Self-Monitoring Interventions

1. Promotes Independence & Self-Determination
2. Places Responsibility on the Individual Instead of an External Source
3. Can Be Used with Individuals with Various Levels of Intellectual Functioning
4. Can Successfully Increase Behavioral and Classroom Performance
5. High Teacher Acceptability
6. Individualized

-Supporting research included in Self & Match manual

Self-Monitoring: WHY
Benefits of Self-Monitoring:
1) Promotes Independence & Self-Determination

- Increased level of self-determination (Wilson, 1999)

The ideal aim of education is to give children a sense of control over their own behavior.
- John Dewey

Self-Monitoring: WHY
Benefits of Self-Monitoring:
2) Places Responsibility on the Individual Instead of an External Source

- Students with disabilities are not as likely to generalize behaviors that are taught by adult-managed interventions
- Self-management itself is considered a generalization procedure (King-Sears, 1999)

Self-Monitoring: WHY
Benefits of Self-Monitoring:
3) Can Be Used with Individuals with Various Levels of Intellectual Functioning

- Students with disabilities are not as likely to generalize behaviors that are taught by adult-managed interventions
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Self-Monitoring: WHY
Benefits of Self-Monitoring:
4) Can Successfully Increase Behavioral and Classroom Performance

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Self-Monitoring: WHY
Benefits of Self-Monitoring:
5) High Teacher Acceptability

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Self-Monitoring: WHY
Benefits of Self-Monitoring:
6) Individualized

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T-Chart Activity

What are 4 expectations you have in your class, clinic, home setting?

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Self-Monitoring: WHY (and WHERE)

Benefits of Self-Monitoring:
1. Places Responsibility on the Individual Instead of an External Source

- Self-monitoring (with no external reinforcement) can produce changes in targeted behavior
  - McCarl, Stoiberly, & Baca (1996)
- Ideally suited to natural settings such as school programs and other community environments.
  - Self-management procedures transfer control of the behavior from the treatment provider to the student

2. Virtually every individual has the ability to self-monitor (including, but not limited to):
   - Learning Disabilities
   - Down’s Syndrome
   - Autism
   - Intellectual Disabilities

3. Development of self-regulation and self-management is crucial from a very young age
   - Robin, Arndt, & O’Leary (1975)

Self-Monitoring: WHY (and WHO)

Benefits of Self-Monitoring:
3. Can Be Used with Individuals with Various Levels of Intellectual Functioning

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4. Successfully Increases Behavioral & Classroom Performance

- Improving target behaviors
  - Hughes et al., 2002
- Can improve a student’s classroom performance
  - Wehmeyer et al., 2000
- Self-monitoring combined with teacher-delivered reinforcement resulted in skill acquisition and maintenance of all targeted behaviors
  - Argan et al., 2001
- Utilizes structure & visuals to help students in the classroom
  - Matsun, Taskerly, Kramps, Krantz, & Parente (2001)
- Inclusion
  - Argan et al., 2001; Delventhal et al., 2000; Todd, Horner, & Sargent, 2000

5. High Teacher Acceptability

- Cost effective
- Provides an opportunity to collaborate with parents and other IEP team members
Self-Monitoring: WHY

Benefits of Self-Monitoring:

5) High Teacher Acceptability

- Can be easily implemented class-wide
  - Mitchem, Young, West, & Benyo (2001)
- Does not require a change in teaching methods & does not require constant supervision
  - Koegel, Koegel, & Parks (1992)

6) Individualized

- Individualized to the specific needs and target behavior(s) of each student
- Research supports using self-monitoring as a tool within a multi-dimensional intervention
  - Copeland et al. (2002); Kern et al. (2001)
- A decrease in challenging behaviors and an increase in alternative behaviors has been demonstrated by linking FBA and the use of a self-monitoring system
  - Kern et al. (2001)
- Can take many forms
  - Kern et al. (2001)

Using a “Match” component is successful & effective in teaching children how to self-monitor.

- Turkewitz, O’Leary, Ironsmith (1975), Drabman, Spitalnik, & O’Leary (1973)

More Recent Research...


Systematic Planning Before Beginning an Intervention makes a World of Difference.

- Staff must be invested in the system
- Staff must implement the intervention with integrity
- Staff must be consistently implementing the intervention
- Reinforcers should be provided consistently
  - Reinforcers should be motivating or match the function of target behavior which leads to higher rate of success
  - Be individualized

Aim for Progress, not Perfection.

- No one is perfect
- Time and planning prior to implementation of behavior interventions leads to more effective interventions
- Consistent and accurate implementation by the team, leads to increased success for the student
- When individuals are provided with a tool to help monitor and reflect on own behavior...
  - They become more independent and self-determined
  - Often resulting in an improved quality of life

Adequate planning before beginning an intervention makes a world of difference.