Self-Monitoring, Self-Management, Self-Assessment and Beyond:

The *Who, What, When, Where, and Why* of effective self-management interventions for individuals with ASD.

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November 2018

Who are you?
- Where are you from?
- What is your role?
- What age group do you primarily support?
- What setting do you primarily work in?
- Have you used Self-Monitoring interventions?

Our Passion
- Goal: Design intervention to help teach individuals to *Monitor their own behavior*.
- 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.

Our Passion
- Ultimately, *leading to a better quality of life*... and that's what it's all about!

Agenda
  - Benefits of Self-Monitoring
  - Review of Empirically-Supported Literature
- Q&A
- Session 2 ... The "HOW" of Self-Monitoring Interventions...
Self-Monitoring: **WHAT**

1. 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
2. Strengths of self-management:
   - Flexible procedure that is easily adapted to individual students, behaviors, and settings.

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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

Think-Pair-Share:
Take a few minutes to discuss with a partner 1 or more “popular” self-monitoring system(s) that you see in your daily life

Think-Pair-Share:
Take a few minutes to discuss with a partner 1 or more settings where you have seen self-monitoring system(s) implemented

Self-Monitoring: **WHERE**

- School
  - Public
  - Private/Nonpublic
  - Parochial
  - Charter
  - Fieldtrips
- Home
  - Community
  - Clinic
  - Camps
  - College Campus

Salter & Croce, 2016
Self-Monitoring: WHEN

Anytime

Night
Toileting
Reading
Lunch
Day
Math
Meals
School
Speech
Routine

Self-Monitoring: WHY

The National Autism Centers’ National Standards Project Phase 2 identified:
14 “established” treatments
18 “emerging” treatments

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

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

Benefits of Self-Monitoring: WHY

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 Acceptability
6. Individualized

‘Supporting research included in Self & Match manual

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

Evaluate own behavior

Discriminate between appropriate and inappropriate behavior

Dunthorpe, Dunst, and Macleod-Maher (2007)
T-Chart Activity

What are 3 expectations you have in your class, clinic, home setting?

Centennial School of Lehigh University: Expectations

- Be There, Be Ready
- Be Responsible
- Be Respectful
- Keep Hands and Feet to Yourself
- Follow Directions

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

- Self-monitoring (with no external reinforcement) can produce changes in targeted behavior
  - McCarl, Svobodny, & Beare (1990)
- 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

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

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

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

Self-Monitoring: WHY
Benefits of Self-Monitoring:
4) Successfully Increases Behavioral & Classroom Performance

- Improving target behaviors
  - Hughes et al. (2002)
- Can improve a students’ classroom performance
  - Wehmeyer, Argan, & Hughes (1999)
- Self-monitoring combined with teacher-delivered reinforcers resulted in skill acquisition and maintenance of all targeted behaviors
  - Argan et al. (2001)
Self-Monitoring: WHY
Benefits of Self-Monitoring:
4) Successfully Increases Behavioral & Classroom Performance

- Self-monitoring can be a key support called upon to assist students in improvement of:
  - A: Academic skills
  - B: Communication skills
  - C: Social skills
  - D: Motor skills
  - E: Behavior
  - F: General education and special education settings
  - G: Play skills
  - H: Academic engagement & work completion

- Leary (1968)
- Burron & Bucher (1978)
- Argan et al. (2001)
- Stahmer & Schreiban (1992)
- Salter & Croce, 2016

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

- Cost effective
- Provides an opportunity to collaborate with parents and other IEP team members

- More Recent Research...

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

Self-Monitoring: WHY
Benefits of Self-Monitoring:
MATCH

- Using a “Match” component is successful & effective in teaching children how to self-monitor.
- More Recent Research...
Insight: What We've Learned...

- 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

Questions?

Apps that work with Self & Match

- iEarned That
  Can take picture of any item and divide it into specified number of Puzzle Pieces. Earn puzzle pieces toward reward
- Time Timer
- Timeme.com
- MotivAider for Mobile
- Wheel of Friends
  Similar to "Popsicle Sticks" - Intermittent Selection
- Pick a number
- Notability
- Social Story Apps
- Pick A Number
- Poll Everyone
- Wunderlist
- Other things we love (selfandmatch.com)

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