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

The **How** of effective self-management interventions for individuals with ASD.

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Some “Take Home Messages” for Today...

1. Systematic planning BEFORE beginning an intervention makes a world of a difference
2. When creating interventions and determining rewards, consider function of behavior*
3. Take your time when planning – proactive start makes a world of a difference
4. No one is perfect (not even you!)
   - Aim for **PROGRESS** not **PERFECTION**
5. Interventions should always be evolving
6. Make data-based decisions

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Our goal...

2. Goal: Design intervention to help teach children how to **monitor their own behavior**
   - Instead of exclusively adult feedback.
3. 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.
4. Ultimately, **leading to a better quality of life**... and that’s what it’s all about!

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Self-monitoring in action...

In order to gain a true understanding of how self-monitoring works...

3 times throughout our session, we are going to self-monitor ourselves on our three Workshop Expectations. Please take out your *Self & Match form* (pg.1 of packet).

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Procedure

1. Student/Client answers all questions independently
2. Teacher/Staff answers all questions independently
3. Teacher/Staff and student/client compare answers and identify all matches
4. Student/Client receives 2 points or more for each “Yes match”
5. Student/Client receives 1 point for each “No match”
6. Student/Client receives reinforcement
A recap of Session 1 in 2 slides


- 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 a reward

- Self-Monitoring Interventions are evidence-based and the success of their intervention has been widely documented including (but not limited to):
  - The National Autism Centers’ National Standards Project Phase 2 identified: Research Syntheses on Effective Intervention Procedures

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

So, now onto the “How”…

Prior to developing a Self-Monitoring System...

**Systematically plan the intervention.**

This is critical in order to create an individualized program to meet the needs of each child.
This process will typically take 30-60 minutes to complete.

Activity

- Think about a student/client
- Share with your partners

Considerations Prior to Implementation: Getting to Know Your Class...

- What current behavior management procedures are in place?
- What are the class rules/expectations?
- Do students/classroom currently have a motivational system?
- What past efforts have been tried (Classwide or Individual)?
- Do you anticipate any barriers in the development/implementation of self & classwide

Considerations:

Planning Questions

- Getting to Know Your Class/Home
- Target Behaviors/Questions
- Logistics
- School Rewards
- Beginning the Self-Monitoring System
- Data! Data! Data!
- IEP Considerations
- Troubleshooting Considerations
- Thinking Long Term…Fading Procedures
- OPTIONAL: Class-Wide Systems & Home Rewards

Considerations:

Planning Questions

- While the list below is school-based, this can easily be adjusted for clinic or home settings too.

- Getting to Know Your Class/Home
- Target Behaviors/Questions
- Logistics
- School Rewards
- Beginning the Self-Monitoring System
- Data! Data! Data!
- IEP Considerations
- Troubleshooting Considerations
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Activity

- Think about a student/client
- Share with your partners
Considerations Prior to Implementation: Target Behaviors

<table>
<thead>
<tr>
<th>Target Behaviors</th>
<th>Hypothesized Function(s)</th>
<th>Replacement Behavior(s)</th>
<th>Self &amp; Match Questions</th>
</tr>
</thead>
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Considerations for developing the Self & Match Questions:
- Include 1 reoccurring question (at least 1 question that must be typically answered with achieving)
- Power questions as groupings
- Inserting the missing questions are content exclusive
- Consider linking questions to class/school rules or expectations

Work Smarter, Not Harder

Have a Plan: ACTIVITY

We can not stress the importance of being proactive, having a plan, being consistent, and implementing with integrity.

- “recorder”
- “speaker”

Every time you are prompted, you will rotate clockwise

- apr. every 4 mins.

Insight: What We’ve Learned...

- 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?

Thanks!

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