

Self-Management

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1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
866-577-5787
www.intensiveintervention.org

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Implementing Behavioral Strategies

Purpose:

This set of behavioral strategies was developed for classroom teachers to use with students who may require academic and/or behavioral support. The strategies are intended to assist teachers working with students with primary academic deficits and challenging behaviors. For students with more intensive behaviors, potential intensification strategies also are included.

Structure:

Each strategy includes a description of the (a) purpose and overview; (b) behavior(s) addressed; (c) implementation procedures and considerations; (d) sample scripts or formats; (e) potential intensification strategies; and (f) additional resources (where available).

Terminology and Definitions:

- 1. Reinforcement:** Actions to make a target behavior more likely to occur in the future.
 - **Positive Reinforcement:** Adding something pleasant or desirable (e.g., toy, food, attention) to make a target behavior more likely to occur.
 - **Negative Reinforcement:** Taking something unpleasant or undesired away (e.g., aspirin to relieve a migraine) to make a target behavior more likely to occur.
- 2. Reinforcers:** Incentives (either a reward or the removal of something undesired) that are given to students after they display an appropriate/expected behavior. Use of reinforcers should increase students' continued demonstration of the appropriate/expected behavior.
- 3. Punishment:** Strategies used to decrease or terminate students' demonstration of a challenging behavior, including time-out or loss of privileges.
- 4. Consequences:** Events that occur after the demonstration of any behavior. Consequences can be positive or negative.
- 5. Consequence Clause:** A clause that identifies specific consequences that will be delivered if students do not meet goals/success criteria.
- 6. Replacement Behavior:** An appropriate behavior that a student is taught to use to replace a challenging behavior. The replacement behavior should serve the same function as the challenging behavior.
- 7. Consequence Modification:** Strategies to encourage students' demonstration of an appropriate/expected behavior.
- 8. Antecedent Modification:** Strategies to prevent students' demonstration of challenging behavior by clearly defining appropriate/expected behaviors.
- 9. Schedule of Reinforcement:** Established rules or procedures that a teacher follows to deliver reinforcers.
- 10. Intermittent Reinforcement:** Delivering reinforcers at random time intervals that do not follow a pattern.

Considerations for Successful Implementation:

- These strategies may be used along with other interventions/strategies (e.g., Check In Check Out).
- The strategies should be aligned with school- and class-wide expectations.
- The reinforcers should be aligned with the hypothesized function of student behavior (e.g., attention, escape, avoidance, sensory).
- When using behavior management systems that award students points for demonstration of appropriate/expected behavior, it is important not to take away points after students earn them. Taking away earned points diminishes their value and may cause students not to care about earning future points.
- When using consequence clauses that include a form of punishment (e.g., time-out, loss of privileges), it is important to accompany them with strategies to teach replacement behaviors and/or strategies that encourage student demonstration of appropriate/expected behavior.
- For students with more intensive behavioral issues, individualize class-wide strategies (using the potential intensification strategies) and consult with a behavior specialist/team in the event that strategies are not resulting in progress.

Examples of Reinforcers

| Tangible | Activity-Based | Social | Intangible |
|---|---|---|---|
| Tokens, stickers, posters, prize from a prize box, snack or favorite food item (if appropriate), coloring page, books | Extra time on computer, silent reading time, partner reading, allowed to be a leader, given a classroom job, assisting secretary or teacher | Tell a joke, lunch with teacher, positive phone call home, game with a friend, being a peer model for a younger student | Verbal praise, smiles, thumbs-up, giving eye contact, positive comments written on work |

Self-Management

Terminology and Definitions

Self-Management: Students are taught self-management strategies as way to help them take responsibility for their behavior. Self-management should be used in conjunction with reinforcement strategies, and it is important to have a student focus on appropriate behaviors when using self-management strategies.

Self-Monitoring: Students record their demonstration of a specified, observable behavior.

Self-Evaluation: Students evaluate their performance demonstrating a specified, observable behavior to be compared against preidentified performance expectations or a teacher's rating.

Purpose and Overview

Teaching students to use techniques to monitor and manage their own behaviors can support them with independent regulation of emotions or behaviors. Self-management systems include self-monitoring (e.g., recording), self-evaluating (e.g., rating) behaviors, or both in conjunction with reinforcement strategies. Students need to be taught how to use self-management systems, as well as the purpose of monitoring or evaluating one's own behavior.

Prior to implementing a self-management system, it is important to use data to determine

1. Patterns about when the problem behavior occurs (e.g., time of day, specific activities, with a specific person)
2. Frequency, duration, and intensity of behavior
3. The hypothesized function the behavior serves (e.g., attention seeking, escape/avoidance)

Behavior(s) Addressed

Can be used to address many challenging behaviors, including regulation of emotions. To be successful with self-management, students must be able to control the behavior and have the necessary skills to perform the desired behavior.

Implementation Procedure

Self-Monitoring

1. Identify the problem behavior and an appropriate replacement behavior that can be monitored.
2. Define the appropriate behavior that will be targeted for monitoring. The behavior should be specific and observable.
3. Identify a predetermined success criterion (e.g., student will demonstrate the appropriate behavior six times to earn a reinforcer). For older students, this may include a goal-setting component.

4. Collect baseline data and consider where and when the student should use self-monitoring.
5. Obtain the student's cooperation for self-monitoring and teach the student how to record and graph his or her performance.
6. Have the student record his or her performance on a self-monitoring recording form. Inform the student that you also will be recording his or her performance to compare results.
7. At the end of the time period or day, have the student graph his or her performance and identify whether he or she met the predetermined success criterion.
8. If the student met the success criterion, allow him or her to select a reward or reinforcer.

Self-Evaluation

After self-monitoring, self-evaluation may be used to help students make judgments about their behavior.

1. Follow all steps from the self-monitoring steps 1–8. Self-evaluation also may be used by a student to identify how well he or she was able to use a learned strategy.
2. At the end of the time period or day, compare the student's self-evaluation with a teacher's evaluation.
3. If the student's evaluation closely matches that of the teacher, allow the student to select a reward or reinforcer.

Implementation Considerations

- Self-management systems should be used in conjunction with reinforcement (see the Implementing Behavioral Strategies overview for more information about reinforcement).
- Self-management systems should be used with students who have the ability to demonstrate self-awareness or self-reflection (e.g., the student can articulate his or her behavior or emotion).
- Self-management systems can be used for broad behaviors identified through classwide or schoolwide expectations, such as “Eddie will be respectful to his peers during reading,” or specific ones, such as “Harper will stay in his seat with no more than two reminders to earn his point.”
- Teachers may use recording forms to collect data and track patterns, allowing students to make a change at times when behaviors are likely to occur by providing precorrection, restating expectations, reminding students of their goals, or any combination.
- Self-monitoring or self-evaluation forms also may be developed with families to support home–school partnerships and to facilitate consistency across settings.
- Initially, self-management systems should be used with teacher support. As students demonstrate an increase in accuracy in self-recording or self-evaluating, teacher support can be reduced so students gain independence.

Sample Forms for Self-Management Systems

Self-Monitoring Recording Form

The student records his or her performance at regular intervals or when prompted by the teacher. If the student meets the success criterion (see step 3 under Self-Monitoring), deliver a reinforcer. The student also can rate his or her performance in demonstrating the skill.

| When the timer goes off, I will color in the happy face if I was listening. I will color in the frowny face if I was not listening. | | | | |
|--|---|---|---|---|
| I listened to my teacher. <ul style="list-style-type: none"> I followed directions the first time. I looked at my teacher while she was speaking. |   |   |   |   |
| |   |   |   |   |
| | How did I do? | Great  | I did ok  | Try again  |

Self-Evaluation Recording Form

The student evaluates his or her performance at regular intervals or when prompted by the teacher. For some students, a teacher or staff person may engage in a discussion with the student to support him or her with completing the form. Here is an example of a self-evaluation form used by an older child with challenges regulating his or her anger:

| | | |
|---|---|---|
| Describe the situation that happened. | | |
| What caused you to get angry? | | |
| I made a choice: Was it positive or negative? Circle the choice that you made. | Positive choices: <ul style="list-style-type: none"> ▪ My choice was to tell the teacher. ▪ My choice was to take deep breaths to calm down. ▪ My choice was to ignore the other person and walk away. ▪ My choice was to count to one hundred. Negative choices: <ul style="list-style-type: none"> ▪ My choice was to call the other person a name. ▪ My choice was to use inappropriate language. ▪ My choice was to harm another student. ▪ My choice was to refuse to follow the expectations. | Describe why your choice was positive or negative. |
| The choice that I made had a consequence. Circle the consequence. | Positive consequences: <ul style="list-style-type: none"> ▪ I got to spend time with my teacher doing a fun activity. ▪ I got to spend time with a classmate working on a fun activity. ▪ I got to eat lunch with an adult. ▪ My parents were notified. Negative consequences: <ul style="list-style-type: none"> ▪ I got a referral to the office for my behavioral choice. ▪ My parents were notified. ▪ I had to sit out of recess. ▪ I was not allowed to participate in a fun activity. | Describe why the consequence was positive or negative. |
| I stayed in control | YES | NO |

Case Example: Incredible Five-Point Scale

Context and Data Use: The Incredible Five-Point Scale (see additional resources for more information) was used by a classroom teacher with a student who was participating in an academic intervention. The teacher was collecting progress-monitoring data and noted that the student's performance was plateauing. The teacher explained to the student that for the last few weeks, he had been stuck and that she was concerned. She thought the student's lack of progress was possibly due to issues outside class and confirmed her intuition with the student. She then explained that the Incredible Five-Point Scale was going to be used as a way to help him continue to be successful in his academic intervention. The teacher also used the scale as a way to ensure the student's readiness to participate in the academic intervention.

Implementation Procedures in Practice

1. The behavior for self-evaluation was identified and defined with the student: *Student will identify emotional state proactively and develop strategies to express what he needs.*
2. The student was taught how to use the scale: The student received a word bank to help him identify what each number on the scale felt like to him. (e.g., 5 = I'm gonna explode, lose it!; 4 = I'm really upset; 3 = Eh, normal day; 2 = I feel pretty good; 1 = I'm happy and ready to learn!)
3. Initially, the student was assisted with identifying what he needed when he felt the way he did. This also was done as a way to inform the teacher about what she could do to support the student when he entered the classroom.
 - a. For example, when the student arrived at the intervention period and said he was at a 5, the teacher allowed him to take a break or directed him to breathe and refocus.

Sample Incredible Five-Point Scale

| Rating | How I Feel | What I Need |
|--------|------------|-------------|
| 5 | | |
| 4 | | |
| 3 | | |
| 2 | | |
| 1 | | |

Additional Strategies to Support Self-Management

<http://www.intensiveintervention.org/behavior-strategies-and-sample-resources>

- Behavior contracts
- Point sheets/behavior report card

Potential Intensification Strategies

- For students with more challenging behavior, include a consequence clause in the event that the student does not meet his or her established criteria for success and identify consequences from the outset.
- Increase a student's schedule of reinforcement to include more frequent reinforcers throughout the day (as identified by student need) or include a bonus reinforcer when a student exceeds his or her established criteria for success.
- Determine whether the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate or expected behavior and teach the required prerequisite skills for successful performance.
- Use self-management systems as an intensification strategy for students who are struggling with academics to address motivational issues or readiness to learn.
- For older students or students who have difficulty with completing a self-monitoring form, use oral prompts (i.e., correspondence training). Ask the student before the start of an activity or class period what behavior he or she will appropriately demonstrate. During the specified time period, if the student demonstrates the appropriate behavior and then reports orally how he or she performed, a reinforcer is delivered if the student accurately reports his or her demonstration of the appropriate behavior.

Additional Resources

- Intervention Brief on Self-Management: <http://ebi.missouri.edu/wp-content/uploads/2013/04/Self-Management-Brief1.pdf>
- The National Professional Development Center on Autism Spectrum Disorders *Evidence-Based Practice Brief* on self-management: <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Self-management-Complete-10-2010.pdf>
- Information on the Incredible Five-Point Scale (Buron & Curtis, 2003): http://www.5pointscale.com/other_projects_article_5-point_scale.htm