

## USING SELF-MANAGEMENT TECHNIQUES: RECOMMENDATIONS FOR TEACHERS

The objectives of self-management techniques are typically for students to *self-observe* their own behavior either periodically or continuously; *self-record* the occurrences of the target behavior; *self-evaluate* the behavior with respect to some standard for appropriate behavior; if the behavior is deemed to be inappropriate, then cease it and replace it with an appropriate alternative; if the behavior is deemed to be appropriate, then maintain it and administer self-feedback and/or, at the proper time, *self-reinforcement*. Self-observation and self-recording together are frequently referred to as *self-monitoring*. Self-monitoring permits students to become aware of the magnitude of their behavior problems and provides a basis for their objective evaluation of his progress. **The overall goal of self-management is for students to increasingly assume adult-like responsibility for their own proper demeanor by fluidly and seamlessly performing these steps as the situation warrants, thereby eliminating the need for external supervision of their behavior.**

### How to Implement Self-Management:

1. First, bring the target behavior under control using externally-managed (i.e., teacher-administered) intervention techniques, when necessary.
2. Select a system of data recording that is appropriate to the target behavior and to the abilities of the student. Acquire or construct the necessary materials (e.g., recording sheets, clipboards, timers, wrist counters).
3. Let the student determine, with your guidance, the performance criterion that must be achieved to earn a reinforcer. This criterion should be specific and challenging, but also achievable. In the early stages, it should be possible to attain it immediately rather than distantly. Let the student determine, with your guidance, the amount and type of reinforcer to be administered.
4. Instruct the student how to use the data recording system. Consider modeling its use, simulations, and role playing. Conduct and supervise some practice data-recording sessions in the environment in which the student's actual recordings will occur. Reinforce the student when the student's recordings match yours. Re-train the student if the student's recordings are too inaccurate.
5. Begin the actual student self-management sessions and unobtrusively monitor the student's performance. Reinforce the student (with a bonus) when the student's self-evaluation of performance (against the criterion) matches your evaluation. Permit the student to self-reinforce for achieving the performance criterion.
6. Be progressive. Gradually fade the matching requirement and permit the student to self-record and self-evaluate independently. Gradually increase the performance criterion

for reinforcement. Conduct periodic unannounced checks of the student's accuracy in self-recording and appropriateness in self-reinforcement.

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### **Additional Resources:**

Barry, L. & Messer, J. (2003). A practical application of self-management for students diagnosed with ADHD. *Journal of Positive Behavior Interventions*, 5(4), 238-248.

Koegel, L., Harrower, J., & Koegel, R. (1999). Support for children with developmental disabilities in full inclusion classrooms through self-management. *Journal of Positive Behavior Interventions*, 1(1), 26-34.

Mitchem, K. & Young, K. (2001). Adapting self-management programs for classwide use: Acceptability, feasibility, and effectiveness. *Remedial & Special Education*, 22(2), 75-88.

<http://ericec.org/faq/disrupt.html>: Disruptive Behavior FAQ

<http://www.newhorizons.org/strategies/democratic/gray.htm>: Building Self Management in our Classrooms

<http://www.specialednews.com/behavior/behavnews/ACRESpeers032000.html>: Teaching Students Self Management