

## **Intervention Name: Self-Management**

### *Function of Intervention:*

Self-management is an effective intervention for decreasing off-task and disruptive behavior. This intervention has the potential to be effective with children who need help acquiring appropriate target behaviors and then can be used to increase the fluency of a desired behavior. Self-management strategies improve student performance through the promotion of self-awareness. Moore and colleagues (2000) provide an example of the successful use of self-management to promote on-task behavior in a general education setting. Students were taken aside prior to the lesson in order to provide a definition of target behaviors and give instructions regarding self-monitoring procedures. During the lesson, students utilized tape-recorded signals as a prompt to record their performance. After the lesson, students recorded their progress using a bar graph. During the second phase of the intervention, students were also instructed to set performance goals. The teacher subsequently provided performance feedback in relation to the predetermined goal. In the final phase, tape-recorded prompts continued to be utilized, however, students were no longer given the opportunity to record their performance. Study results indicate that students were able to effectively increase on-task behavior, maintain behavioral improvements after the withdrawal of some initial intervention components.

### *Brief Description:*

Although there is a wealth of existing behavioral interventions, many rely solely on teacher implementation, require significant attention, and may be difficult to apply consistently (Briesch & Chafouleas, 2009). In contrast, self-management interventions make students responsible for tracking their own behavior. At the core of self-management is self-monitoring where students are provided with the definitions of target behaviors and prompted to record their performance during instruction. By becoming aware of their own behavior, students are given the opportunity to recruit naturally occurring reinforcers. Several components are often used in addition to self-monitoring, including goal setting, self-charting, and self-evaluation paired with reinforcement (Briesch & Chafouleas, 2009).

### *Procedures:*

- A. Self-Monitoring
  1. Establish a prompting method using verbal prompts or by providing a timer.
  2. Establish a method for self-assessment utilizing a form for recording student performance.
  3. Clearly define target behaviors for the student and explain self-monitoring procedures in relation to prompts and your chosen self-evaluation method.
  4. Instruct student to implement procedures during instruction and independent coursework.

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*One or more of the following elements can be used in addition to self-monitoring:*

B. Goal Setting

1. Work with student to develop reasonable yet challenging short and long term performance goals related to target behaviors.
2. Regularly provide performance feedback by reviewing self-monitoring data with the student.

C. Self-Charting

1. Teach student to graph self-monitoring data.
2. Regularly prompt the student to graph data and interpret findings.

*Research indicates that self-evaluation does not have an impact unless it is combined with reinforcement (Turkewitz, O'Leary, & Ironsmith, 1975).*

D. Self-Evaluation and Reinforcement

1. Select a reward that is sufficiently reinforcing for the target student and can be practically obtained and used repeatedly.
2. Set a target score based on student self-monitoring data and/or rating accuracy data.
3. In order to obtain rating accuracy data, rate student behavior using the same type of rating method as the target student and compare your ratings to student ratings.
4. Provide feedback to the student regarding their absolute performance reflected by their self-monitoring ratings and/or provide feedback regarding rating accuracy data.
5. Offer the reward when the student meets the target score.

*Critical components that must be implemented for intervention to be successful:*

- Self-management intervention programs must include self-monitoring activities.
- Target Behaviors must be adequately operationalized for the student. Teachers should ask the student to define the behaviors to in their own words to ensure adequate comprehension.
- Since self-management is dependent on a student's capacity for self-awareness, teachers must ensure that the student can effectively evaluate their own behavior.

*References:*

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