## *Module:* Self-Management

# Overview of Self-Management

Neitzel, J. & Busick, M. (2009). *Overview of self-management.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Self-management interventions help learners with autism spectrum disorders (ASD) learn to independently regulate their own behaviors and act appropriately in a variety of home, school, and community-based situations. With these interventions, learners with ASD are taught to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reward themselves for behaving appropriately. As learners with ASD become more fluent with the self-management system, some of the implementation responsibilities shift from teachers, families, and other practitioners to the learners themselves.

### Evidence

Self-management meets criteria for being an evidence-based practice within the early childhood elementary, middle, and high school age groups. This practice can be used to promote the development of play, social, adaptive, behavior, and language/communication skills.

### With what ages is self-management effective?

Self-management interventions can be used across the age range starting in early childhood through high school to help learners with ASD acquire key skills needed to interact with others, initiate and maintain conversations, develop self-help skills, and reduce interfering behaviors (e.g., stereotypic, disruptive behaviors).

### What skills or intervention goals can be addressed by self-management?

Self-management interventions can be used to reduce inappropriate and interfering behaviors (disruptive behaviors, not completing school work and chores independently and efficiently, etc.) and to increase social, adaptive, and language/communication skills. Specific skills that were the focus of interventions in the evidence-based studies include giving compliments to others, responding to others, sharing, increasing on-task behavior, initiating interactions, reducing the occurrence of interfering behaviors, promoting daily living skills, increasing play skills, and conversing with others.

### In what settings can self-management be effectively used?

Self-management interventions have been used effectively in clinical and school-based settings across preschool and high school age groups.

# *Module:* Self-Management

## Evidence Base

The studies cited in this section provide the basis upon which this practice was determined to meet the NPDC on ASD's criteria as an evidence-based practice. This list is not exhaustive; other quality studies may exist that were not included.

### *Preschool*

Apple, A. L., Billingsley, F., & Schwartz, I. S. (2005). Effects of video modeling alone and with self-management on compliment-giving behaviors of children with high-functioning ASD. *Journal of Positive Behavior Interventions, 7,* 33-46.

Newman, B., Tuntigian, L., Ryan, C. S., & Reinecke, D. R. (1997). Self-management of a DRO procedure by three students with autism. *Behavioral Interventions, 12,* 149-156.

Reinecke, D. R., Newman, B., & Meinberg, D. L. (1999). Self-management of sharing in three pre-schoolers with autism. *Education and Training in Mental Retardation and Developmental Disabilities, 34,* 312-317.

### *Elementary School Age*

Coyle, C., & Cole, P. (2004). A videotaped self-modeling and self-monitoring treatment program to decrease off-task behaviour in children with autism. *Journal of Intellectual and Developmental Disability, 29,* 3-16.

Kern, L., Marder, T. J., Boyajian, A. E., Elliot, C.M., & McElhattan, D. (1997). Augmenting the independence of self-management procedures by teaching self-initiation across settings and activities. *School Psychology Quarterly, 12,* 23-32.

Koegel, R. L., & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self-management treatment package. *Journal of Applied Behavior Analysis, 23,* 119-127.

Koegel, L. K., Koegel, R. L., Hurley, C., & Frea, W. D. (1992). Improving social skills and disruptive behavior in children with autism through self-management. *Journal of Applied Behavior Analysis, 25,* 341-353.

Newman, B., Reinecke, D. R., & Meinberg, D. L. (2000). Self-management of varied responding in three students with autism. *Behavioral Interventions, 15,* 145-151.

Pierce, K. L., & Schreibman, L. (1994). Teaching daily living skills to children with autism in unsupervised settings through pictorial self-management. *Journal of Applied Behavior Analysis, 27,* 471-481.

# *Module:* Self-Management

Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package. *Journal of Applied Behavior Analysis, 25,* 447-459.

### *Middle School*

Koegel, L. K., Koegel, R. L., Hurley, C., & Frea, W. D. (1992). Improving social skills and disruptive behavior in children with autism through self-management. *Journal of Applied Behavior Analysis, 25,* 341-353.

Koegel, R. L., & Frea, W. D. (1993). Treatment of social behavior in autism through the modification of pivotal social skills. *Journal of Applied Behavior Analysis, 26,* 369-377.

Koegel, R. L., & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self-management treatment package. *Journal of Applied Behavior Analysis, 23,* 119-127.

Mancina, C., Tankersley, M., Kamps, D., Kravits, T., & Parrett, J. (2000). Reduction of inappropriate vocalizations for a child with autism using a self-management treatment program. *Journal of Autism and Developmental Disorders, 30,* 599-606.

Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package. *Journal of Applied Behavior Analysis, 25,* 447-459.

### *High School*

Kern, L., Marder, T. J., Boyajian, A. E., Elliot, C. M., & McElhattan, D. (1997). Augmenting the independence of self-management procedures by teaching self-initiation across settings and activities. *School Psychology Quarterly, 12,* 23-32.

Koegel, R. L., & Frea, W. D. (1993). Treatment of social behavior in autism through the modification of pivotal social skills. *Journal of Applied Behavior Analysis, 26,* 369-377.

Newman, B., Buffington, D. M., & Hemmes, N. S. (1996). Self-reinforcement used to increase the appropriate conversation of autistic teenagers. *Education and Training in Mental Retardation and Developmental Disabilities, 31,* 304-309.

Newman, B., Buffington, D. M., O'Grady, M. A., McDonald, M. E., Poulson, C. L., & Hemmes, N. S. (1995). Self-management of schedule following in three teenagers with autism. *Behavioral Disorders, 20,* 190-196.

## Selected Additional References

Mithaug, D. K., & Mithaug, D. E. (2003). Effects of teacher-directed versus student-directed instruction on self-management of young children with disabilities. *Journal of Applied Behavior Analysis, 36,* 133-136.

## *Module:* Self-Management

Newman, B., Tuntigian, L., Ryan, C. S. & Reinecke, D. R. (1997). Self-management of a DRO procedure by three students with autism. *Behavioral Interventions, 12,* 149-156.

Shearer, D. D., Kohler, F. W., Buchan, K. A., & McCullough, K. M. (1996). Promoting independent interactions between preschoolers with autism and their nondisabled peers: an analysis of self-monitoring. *Early Education and Development, 7,* 205-220.

Todd, R., & Reid, G. (2006). Increasing physical activity in individuals with autism. *Focus on Autism and Other Developmental Disabilities, 21,* 167-176.