

Self-Management Fact Sheet

Brief Description

Self-management (SM) is an intervention package that teaches learners to independently regulate their own behavior. Self-management involves teaching learners to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reinforce themselves for behaving appropriately. Although learners may initially require adult support to accurately record behaviors and provide self-reinforcement, this support is faded over time. Self-management is often used in conjunction with other evidence-based practices including modeling, video modeling, and visual supports.

Qualifying Evidence

SM meets evidence-based criteria with 10 single case design studies.

Ages

According to the evidence-based studies, this intervention has been effective for preschoolers (3-5 years) to young adults (19-22 years) with ASD.

Outcomes

SM can be used effectively to address social, communication, behavior, play, school-readiness, academic, and vocational skills.

Research Studies Providing Evidence

- Ganz, J. B., & Sigafoos, J. (2005). Self-monitoring: Are young adults with MR and autism able to utilize cognitive strategies independently? *Education and Training in Developmental Disabilities, 40*(1), 24-33.
- 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*(1), 23-32. doi: 10.1037/h0088944
- 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*(2), 341-353. doi: 10.1901/jaba.1992.25-341
- 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*(1), 119-127. doi: 10.1901/jaba.1990.23-119
- Loftin, R. L., Odom, S. L., & Lantz, J. F. (2008). Social interaction and repetitive motor behaviors. *Journal of Autism and Developmental Disorders, 38*(6), 1124-1135. doi: 10.1007/s10803-007-0499-5

- Mancina, C., Tankersley, M., Kamps, D., Kravits, T., & Parrett, J. (2000). Brief report: Reduction of inappropriate vocalizations for a child with autism using a self-management treatment program. *Journal of Autism and Developmental Disorders*, 30(6), 599-606. doi: 10.1023/A:1005695512163
- Moore, T. R. (2009). A brief report on the effects of a self-management treatment package on stereotypic behavior. *Research in Autism Spectrum Disorders*, 3(3), 695-701. doi: 10.1016/j.rasd.2009.01.010
- Newman, B. (1995). Self-management of schedule following in three teenagers with autism. *Behavioral Disorders*, 20(3), 190-96.
- Shogren, K. A., Lang, R., Machalicek, W., Rispoli, M. J., & O'Reilly, M. (2011). Self- versus teacher management of behavior for elementary school students with Asperger syndrome: Impact on classroom behavior. *Journal of Positive Behavior Interventions*, 13(2), 87-96. doi: 10.1177/1098300710384508
- 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(2), 447-459. doi: 10.1901/jaba.1992.25-447

SELF-MANAGEMENT FACT SHEET—SUGGESTED CITATION

Brock, M. E. (2013). *Self-management (SM) fact sheet*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, The National Professional Development Center on Autism Spectrum Disorders.

Adapted from:

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