



Autism and Tertiary Behavior Supports
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I Can't Be There Every Moment!
Using Self-management to Support Social Skills
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10.11.19

Self-management

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Objective

Participants will:

- ❑ Identify and define self-management
- ❑ Recognize the impact of delayed social competencies and self-management on behavior
- ❑ Consider and implement strategies that support the use of self-monitoring skills (an element of self-management) for supporting social competencies

When I think of self-management I think of...



Evidence-Based Practices

- ❑ National Professional Development Center
- ❑ National Standards Project

- ❑ Reliable support through research
- ❑ Program or practice works

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Identify and define self-management.

Definition

“Self-management teaches learners with ASD to discriminate between appropriate and inappropriate behavior, accurately monitor and record their own behaviors, and reward themselves for appropriate behavior or use of skill” (Sam & Afirm Team, 2016).

Evidence-base for Self-management

Ages 3-22

- ❑ Social
- ❑ Communication
- ❑ Behavior
- ❑ Play
- ❑ School-readiness
- ❑ Academic
- ❑ Vocational
(Brock, 2013)

Social Skills Supported by Self-management

- ❑ Manage stress
- ❑ Control impulses
- ❑ Set goals
- ❑ Increase self-motivation
- ❑ Improve self-discipline (CASEL, 2019)

- ❑ Request help
- ❑ Respond to verbal initiations
- ❑ Improve quality of social interactions (AFIRM, 2019)

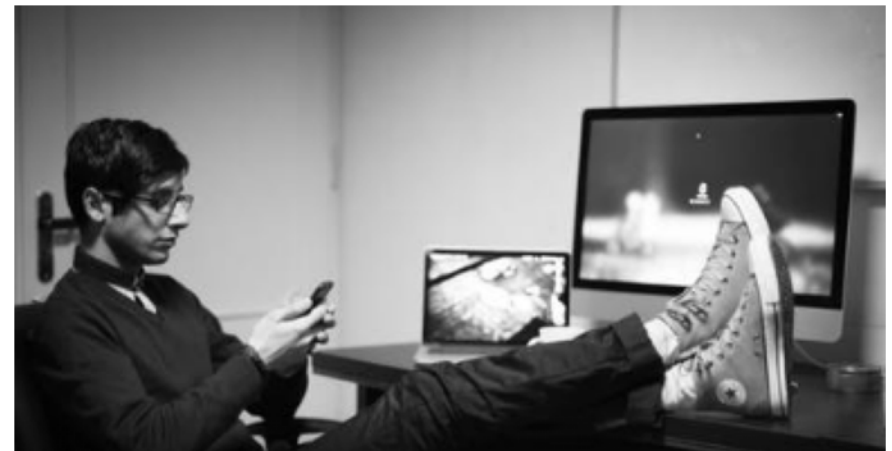
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Recognize the impact of delayed social competencies and self-management on behavior.

Mateo

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- ❑ 9th grade
- ❑ Homeroom:
 - ❑ Enters room with head down
 - ❑ Moves to empty desk
 - ❑ Does not respond to greetings or conversation from peers



Tony

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- ❑ 3rd grade
- ❑ During arrival in classroom:
 - ❑ Hangs backpack
 - ❑ Sits at desk with ears covered and head down
 - ❑ Does not respond to greetings



Activity

With shoulder partner consider behaviors that may be the result of a social competency delay.

Consider and implement strategies that support the use of self-monitoring skills (an element of self-management) for supporting social competencies.

Implementation Steps

1. Identify social competency goal
2. Select recording tool
3. Develop plan and provide instruction for using self-monitoring strategies
4. Determine how and when the learner will self-monitor
5. Monitor progress and determine next steps (Sam & AFIRM Team, 2016)

1. Identify social competency goal

- ❑ Student and staff can define and identify components
- ❑ Student understands rationale
- ❑ Student can demonstrate examples and nonexamples

1. Identify social competency goal: Mateo

Student and staff can define and identify components.

Mateo and Mrs. Smith list and describe the components of responding to interactions from peers.

- ❑ I stop near them.
- ❑ I look toward them.
- ❑ I answer with 2-3 words.

1. Identify social competency goal: Mateo

Student understands rationale.

Mateo expresses interest in responding to peers. He says:

- ❑ “I want to talk to them. I just don’t know how.”
- ❑ “People like it when you answer them.”

1. Identify social competency goal: Mateo

Student can demonstrate examples and nonexamples.

During a role-play with a peer in a small group activity Mateo can demonstrate examples and non-examples of responding to interactions independently.

2. Select recording tool

- ❑ Aligns with age and ability
- ❑ Select a method and/or device

2. Select recording tool: Mateo

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Aligns with age and ability.

Mrs. Smith selects two options to offer to Mateo.



2. Select recording tool: Mateo

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Select a method
and/or device.

Mateo chooses the
golf counter and
says he will carry it in
his pocket.



3. Determine how and when the learner will self-monitor

- ❑ Specific time and setting
- ❑ Aligns with student age and ability (Bell, Magill, Carter, & Lane, 2013)

3. Determine how and when the learner will self-monitor: Mateo

Specific time and setting

Mateo wants to work on this skill during the first ten minutes of homeroom each day.

3. Determine how and when the learner will self-monitor: Mateo

Aligns with student age and ability (Bell, Magill, Carter, & Lane, 2013)

After structured observations, Mrs. Smith notes this delay and targets it as a topic of discussion for Mateo. They agree this is a social competency demonstrated by most students his age and has lifelong implications. Mateo identifies this as a priority.

4. Develop plan and provide instruction for using self-monitoring strategies

- ❑ Model examples of correct and incorrect behavior
- ❑ Prompt as needed for the learner to record
- ❑ Reinforce accurate recordings
- ❑ Fade prompting as learner independently and accurately records behaviors

4. Develop plan and provide instruction for using self-monitoring strategies: Mateo

Model examples of correct and incorrect behavior

Mrs. Smith plans for structured small group activities that provide Mateo the opportunity to respond to peer interactions both correctly and incorrectly. He can do this independently.

4. Develop plan and provide instruction for using self-monitoring strategies: Mateo

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Prompt as needed
for the learner to
record

Mrs. Smith uses a
small photo of the
golf counter as a
prompt for Mateo to
record successful
peer interactions.



4. Develop plan and provide instruction for using self-monitoring strategies: Mateo

Reinforce accurate recordings

Social interactions with Mrs. Smith are reinforcing, so she simply smiles, nods, and/or gives a thumbs-up each time he records accurately.

4. Develop plan and provide instruction for using self-monitoring strategies: Mateo

Fade prompting as learner independently and accurately records behaviors

Mrs. Smith's data indicates Mateo is recording accurately 93% of the time after three days of the structured small groups, even after prompts have been eliminated.

Mrs. Smith then began providing the same opportunity for instruction during the first ten minutes of homeroom. Within two days Mateo demonstrated accurate recording 90% of the time.

5. Monitor progress and determine next steps

- ❑ Maintenance check to validate learner accuracy
- ❑ Graph data and analyze information
- ❑ Data-driven next steps

5. Monitor progress and determine next steps: Mateo

Maintenance check to validate learner accuracy

Mrs. Smith continues to check the accuracy of Mateo's self-monitoring once a week on Mondays during the first ten minutes of homeroom. Accuracy has been maintained at 90%.

5. Monitor progress and determine next steps: Mateo

Graph data and analyze information

- Mrs. Smith and Mateo continue to review the self-monitoring data twice a week after school.
- Mateo expresses excitement when looking at his graph and during the last three days he has responded to peers six times on each of those days compared to once a day two weeks ago.

5. Monitor progress and determine next steps: Mateo

Graph data and analyze information

It should be noted that Mrs. Smith is keeping data on opportunities to respond during the same time period each day. The percentage of responses to peers has increased from 7% the first day to 85% during the last three days.

5. Monitor progress and determine next steps: Mateo

Data-driven next steps

On Wednesday after looking at the data from week three, Mateo announces he is going to count responses to peers in Mr. Bond's science class. Mrs. Smith likes this idea since the lab time provides many social opportunities.

Video

Implementation Steps

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1. Identify social competency goal

Greeting peers

Implementation Steps

2. Select recording tool

Moves three pieces of tape from sleeve to chart

Implementation Steps

3. Develop plan and provide instruction for using self-monitoring strategies

Provides instruction using video self-modeling and structured role-playing with para

Implementation Steps

4. Determine how and when the learner will self-monitor

During first ten minutes of school day in his special education classroom

Implementation Steps

5. Monitor progress and determine next steps

Based on progress preparing to use in general education classroom after lunch

Video

When I think of self-management, what social skill comes to mind that I could use this strategy for tomorrow?

Self-management Parent's Guide



AFIRM

Autism Focused Intervention
Resources & Modules

Self-management (SM)
---Parent's Guide---

Resources



TASN Kansas Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices.

- REQUEST ASSISTANCE
- TASN PROJECTS
- CALENDAR OF EVENTS
- RESOURCES
- JOIN NEWSLETTER
- EMERGENCY SAFETY INTERVENTIONS RESOURCES
- CONFERENCE MATERIALS
- PRESENTATIONS
- CURRENT KANSAS APR REPORTS (LOGIN REQUIRED)
- DISTRICT PUBLIC REPORTS
- ABOUT TASN

Social Competencies

- **Autism and Tertiary Behavior Supports Home**
 - Staff Contacts
 - ATBS Resources
 - ADOS-2 Activity Videos
 - Assessment
 - Autism Resource Connection App
 - Behavior
 - Coaching
 - Collaboration
 - Communication
 - De-Escalation Materials
 - Early Childhood Case Studies
 - Educator Self-care and Wellness
 - Fact Sheets
 - High-Leverage Practices
 - Instruction
 - It's All About YOU!
 - Newsletters
 - Parent Resources

Assessments for Social Competencies

Classroom Management

General Information on Social Competencies

Instructional Strategies that Support Social Competencies

Social Competencies:

- Assertiveness
- Conflict Management
- Empathy
- Goal-Setting
- Problem-Solving
- Self-Determination
- Self-Efficacy
- Self-Regulation

Social Emotional Programs

- ❑ AIMS Modules: Self-Management
- ❑ PBIS World: Self-Monitoring

Individualizing Instruction in Social Competencies

Fall in Dodge City

Spring in Junction
City

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