



Self-Management Systems

Self-management in the use of techniques to monitor and manage one's own behavior that help support independent regulation of behavior. Self-management includes self-monitoring, self-evaluation, and are important to work in conjunction with reinforcement strategies.

SELF-EVALUATION

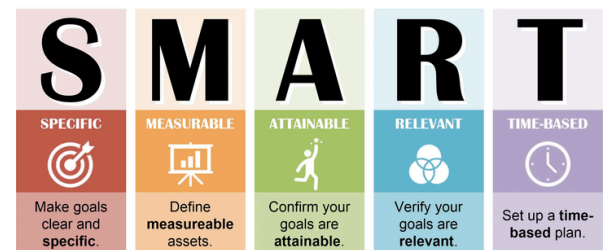
- The student is involved in the determination and evaluation of a performance goal such as
 - Academic goals
 - Behavior goals
 - Social goals

STUDENT SELF EVALUATION

Name: _____ Date: _____

I listen when the teacher (or speaker) is talking.	👍	👍	👍
I follow directions the first time they are given.	👍	👍	👍
I am polite and respectful to students and adults.	👍	👍	👍
I ask for help when I don't understand.	👍	👍	👍
I raise my hand to answer questions in class.	👍	👍	👍
I take my time and do my best work.	👍	👍	👍
My work is always neat and I use my best handwriting.	👍	👍	👍
I finish my work on time.	👍	👍	👍

Atenehable TEACHER



SELF-MONITORING

- Self-monitoring is a multiple step process where the student observes occurrences and non-occurrences of behavior and records the behavior.
- Frequently layered with other self-management strategies

Kayleigh's Behavior Chart

Date:	1st: Social Skills	2nd: Calendar	3rd: Art/STEAM	4th: Math	5th: APE/ Social Studies	Lunch	6th: ELA/ Ms. Lauren	7th: ELA/ Ukelele	8th: Pack up/Bus
Calm Body									
Follow Directions									
Hands to Self									
Total:	3	3	3	3	3	3	3	3	3
3 Chronically Present	2	2	2	2	2	2	2	2	2
2 Calm Body (Steps)	1	1	1	1	1	1	1	1	1
1 Calm Body (Quiet)	0	0	0	0	0	0	0	0	0

SELF-INSTRUCTION

- Student generated instructional statements
- Types of self-instruction:
 - Defining the problem
 - Focusing attention/planning
 - Engaging & explaining use of a strategy
 - Coping

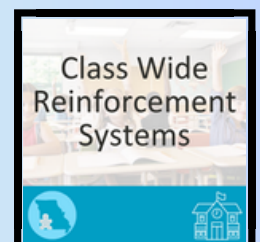
WHOLE CLASS SELF MANAGEMENT SYSTEMS

Groups:

- "teams" of students can create ways to monitor their own group's behaviors
 - checklists
 - frequency count of completed tasks

Whole class:

- each student can rate the class as a whole for performance (e.g. following directions, class rules)



SETTING UP SELF MANAGEMENT SYSTEMS

Steps to setting up a Self-Monitoring system: Set your student up for success with their monitoring system!

1. Identify target behavior: word it in a positive way! If you want your students to not scream and wonder around the classroom, put a positive spin on it! Our target behaviors could be to use a quiet voice, raise your hand, and sit in seat.
2. Determine Initial Criteria: Make sure it is something your student can achieve! We want to give our students room for mistakes at the beginning of teaching new behaviors!
3. Create/select self-monitoring system
4. Select cueing system/device: Visual times, a interval app, etc.
5. Teach how to use the self-monitoring system
6. Reinforcement: Every self-management system should be paired with some sort of reinforcement for our students! At first, we want to record accurate reporting, even if it is not all on task for our target behaviors. Eventually we can work on that! for now, we focus on taking data on their own behavior, good or bad.
7. Monitoring
 - a. Maintenance: Once faded to an appropriate level, maintain the self-monitoring skills.
 - Complete maintenance checks on the system
 - o Generalization: If the self-monitoring system is successful in one environment or for one behavior, utilize it for others!



THERE'S AN APP FOR THAT!: I-CONNECT

I-Connect is a technology based self-monitoring system that supports student users to indepently increase on-task behaviors and classroom engagement.

The I-Connect portal is for mentors to create accounts while the I-Connect app is for students to utilize.

OTHER CONSIDERATIONS

- Student's specific interests: Try incorporating your student's favorite characters and toys into your systems to keep their interest and make it even more reinforcing!
- Age/grade level of student: Make sure the skills you are teaching and expecting are appropriate for the age and grade level of your student while making sure the expectations for our students are the same for their peers.
- Cognitive Ability/Functioning Level: Make sure to adapt the expectations based on what your student is capable of! Also consider their reading level and use age appropriate pictures if they struggle with reading.
- Communication Skills
- Cultural Considerations

RESOURCES

- [I-Connect Website](#)
- [Self-Management Online Workshop through Project ACCESS](#)