

Self-Management of Social Behavior and Reading

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Background

Problem Statement: students with Emotional and Behavioral Disorder (EBD) face social behavioral challenges as well as academic failure (Bradley et al., 2004; Lane et al., 2006; Wagner et al., 2006; Wanzek et al., 2014)

Outlook: Students with EBD struggle to earn traditional high school diplomas, maintain employment, have lower rates of enrollment in post-secondary schools, and a higher rate of involvement in the criminal justice system (Bradley et al., 2004; Lane et al., 2006; Wagner et al., 2006; Wanzek et al., 2014)

Current gaps in research: There is a paucity of research of students with EBD in evidence-based intervention for adolescents with EBD, and multicomponent interventions (Burke et al., 2015; Garwood et al., 2014; Lingo et al., 2006; Wehby et al., 2003).

Evidence behind self-management: Self-management has been effective method of improving student appropriate behavior or academic performance (Briesch & Chafouleas, 2009; Mooney et al., 2005).

What is self-management?

- *Action(s)/behaviors (self-management) targeted at producing change in one's own (target behavior).* An individual can change their behavior in the same way "he would control the behavior of anyone else – through the manipulation of variables of which behavior is a function" (Skinner, 1953, p. 228)
- A separate behavior from a target behavior
- Can include multiple components

Components of self-management

<u>Antecedent</u>	<u>Behavior</u>	<u>Consequence</u>
<ul style="list-style-type: none">• Goal Setting• Self-Instruction	<ul style="list-style-type: none">• Self-Instruction• Self-Monitoring	<ul style="list-style-type: none">• Self-Evaluation• Self-Reinforcement

- **Goal Setting:** Specific performance criteria set prior to the onset of a target behavior(s). Indicates when reinforcement is available.
- **Self-Instruction:** Self-statement made *prior* to or *while* engaging in a target behavior in reference to the target behavior (e.g., instructions, what are the steps of the strategy?).

- **Self-Monitoring:** Self-observation of a target behavior by documenting the occurrence or non-occurrence of the target behavior.
- **Self-Evaluation:** The comparison of one’s own performance to a pre-determined criteria (e.g., a goal, own previous performance, another individuals performance).
- **Self-Reinforcement:** Self-delivery of reinforcement based on pre-determined criteria (goal) of a target behavior.

References: Briesch & Chafouleas, 2009; Cooper et al., 2007; Mooney et al., 2005; Skinner, 1953

Findings from a Systematic Literature Review

Effective components for self-Management of social behavior for students with EBD

- Self-monitoring, self-evaluation, or both to document and/compare performance
- Combine self-management with behavioral interventions such as token economy to reinforce engagement in a desired behavior and social skills instruction in desired behavior.

Setting Up A Self-Management Plans

Setting up a self-management plan

1. Operationally define the target behavior including examples and non-examples
2. Determine if it is a social behavior, academic behavior or both.
 - a. Conduct a functional assessment, collect academic data, or both
3. Based on stages of learning and function of behavior determine self-management components, method of instruction, and strategy use.
4. Design a clear plan for instruction and implementation of self-management procedures for teacher and student.
5. Provide direct instruction in the target behavior, self-management plan components, and procedures.
6. Evaluate effectiveness

Function-Based Self-Management

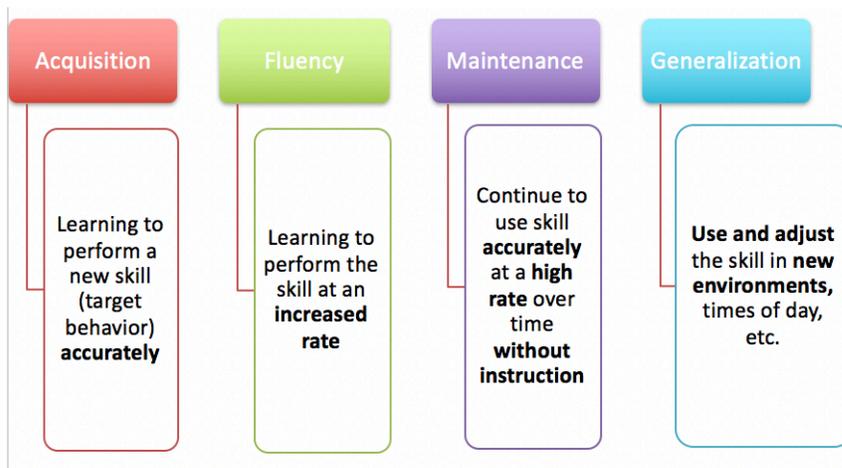
- *Purpose* to ensure you select a functionally relevant behavior and adjust for maintaining consequences of behavior
- *Process*
 - Conduct functional interviews
 - Direct observation
 - Determine maintaining antecedents and consequence

Function-Based Self-Management Strategies		
Antecedent	Behavior	Consequence
<p><i>Goal-setting:</i> use students current level of performance to start students with a higher probability of success</p> <p><i>Self-instruction:</i> use students current level of performance to determine</p>	<p><i>Self-instruction:</i> Use students current level of performance to determine instructional content</p> <p>Can use self-instruction to set up higher probability of success by providing</p>	<p><i>Self-evaluation</i></p> <p><i>Self-reinforcement:</i> Match reinforcement to function of student behavior.</p> <p>Escape motivated behavior: students earns a break from task/peers</p>

<p>instructional content or to set up higher probability of success by providing students with reminders of how to engage in the target behavior (social behavior & academics)</p>	<p>students with reminders of how to engage in the target behavior (social behavior & academics) Break larger tasks into smaller manageable parts <i>Self-Monitoring:</i> Self-monitor a target behavior with corresponding functionally relevant consequences</p>	<p>Attention maintained behavior: student earns time with peers/teachers</p>
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References: Childs, Dunlap, Clarke, & Falk, 1994; Hansen, Wills, Kamps, & Greenwood, 2014; Lane et al. 2009; Smith & Sugai, 2000

Self-Management within the Stages of Learning



Reference: (Cooper, Heron, & Heward, 2007)

Additional Considerations

Additional Considerations: based on the self-management plan you have developed, consider adding self-management apps. that match to the student’s plan. You can incorporate additional components such as goal-setting and self-reinforcement.

Technology Options

- iPad app.: SCORE IT app. (Bruhn, Goin, & Hasselbring, 2015)
 - School-wide expectations / Academic Engagement
 - Self-monitoring and self-evaluation
- PC app.: I-Connect app. (Rosebloom, Mason, Wills, & Mason, 2015)
 - On-task behavior
 - Self-monitor and self-evaluate

Setting-up a Self-Management Plan

Operationally define target behavior(s) using clear examples and non-examples

Is it a *social behavior*?
Y. Conduct a functional assessment

Is it a *social and academic behavior*?
Y. Conduct a functional assessment, determine if the problem behavior is interfering with the academic behavior
Collect data on academic performance

Is it an *academic behavior*?
Y. Collect data on academic performance

Based on *stages of learning* and *function of behavior* **determine self-management** components and determine what **method of instruction** and **strategy use** will increase/improve the target behavior or alternative behavior

Antecedent

Self-management *before* the student engages in the target behavior.

- Goal-setting*: does the behavior allow for student self-selected goal?
- Self-instruction*: will a prompt for the target behavior, selected strategies (e.g., self-management), or both increase the probably the student will result in engagement/improvement in the target behavior, selected strategies, or both?

Behavior

Self-management *while* the student engages in the target behavior.

- Self-instruction*: will verbal statements in regard to the target behavior, selected strategies, or both facilitate student recall of expected behaviors, procedures, or both (social, academic, or self-management) while the student engages in the target behavior?
- Self-monitoring*: does the behavior allow for the student to document the occurrence of the behavior *and* will documenting the occurrence of the behavior likely result in improvements in the target behavior?

Consequence

Self-management *after* the student engages in the target behavior.

- Self-evaluation*: does the behavior allow for a comparison of a set goal (either self-selected or teacher selected) the student's previous performance, or another person's performance
- Self-reinforcement: can the student provide efficient reinforcement based on a goal or accuracy of self-monitoring, is self-reinforcement more effective than alternative methods of reinforcement, if a social behavior can self-reinforcement match the function of the student's behavior?

Design a **clear plan** for instruction and implementation of self-management procedures for teacher and student

Provide **direct instruction** in target behavior, self-management plan components, and procedures

Implement self-management plan (ABC)

Evaluate effectiveness: If behavior improves adjust and fade based on stages of learning and function of behavior. If behavior stagnates or worsens reassess initial skill use and self-management strategy use, provide further direct instruction (academic/social behavior and/or self-management strategy), modify self-management plan, and reassess effectiveness.

