# Session Five:

# Self-Monitoring/Self-Management

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work”

### Session 5: Self-Monitoring and Self-Management

### Alt Text:

1. Logo for the Ohio Developmental Disabilities Council
2. Logo for the OCALI Lifespan Transitions Center

##

## Slide 2: Self-Monitoring/Self-Management

* Self-Monitoring and Self-Management Interventions provide youth the strategies to become less dependent on ‘in-person’ assistance, such as aides and coaches.
* Such strategies provide youth with skills to become aware of their own needs and level of performance.

**Slide Notes:** Many of the self-monitoring strategies use visual supports.

## Slide 3: Ohio EF Evidence Based Practices for Transition Youth Document

### Alt Text:

1. Page 13 of the Ohio Employment First Transition Framework Evidence Based Practices Tool. File is available for download.
2. Page 14 of Ohio Employment First Transition Framework Evidence Based Practices Tool.

**Slide Notes:** Introduces the Self-Monitoring/ Self-Management pages from the Evidence Based Transition Practices, Handout #1. Facilitators and viewers can review this content. The document may be downloaded from the What Works for Work website or from the Ohio Employment First website at: https://ohioemploymentfirst.org/up\_doc/evidence\_based\_practices\_for\_transition\_youth\_-\_accessible.pdf

## Slide 4: Self-Management Interventions

Methods used by a person to manage, monitor, record and/or assess their own progress and achievement towards a goal or outcome.

## Slide 5: Self-Management Components

1. Goal setting
	* Youth self-selects a target for improvement
2. Self-monitoring
	* Process to observe and record one’s behavior
3. Self-evaluation
	* Youth compares her/his progress to an established goal and is reinforced for success
4. Self-instruction
	* Techniques a youth uses to tell him or herself what to do and then follows through
5. Strategy instruction
	* Teaching a series of steps to follow independently to solve problems/achieve outcomes

**Slide Notes:** Self-Management plans should include each of the five identified components. In some cases, it is helpful to separate Self Evaluation into two distinct components. One component would be for the youth to compare his progress to a goal. The other component would then be the reinforcement.

## Slide 6: Selecting a Target Skill

* To successfully self-monitor and self-manage, a youth must first have the ability to perform the skill or behavior identified as the target.
	+ Example: Asking someone to self-monitor how efficiently and effectively he completes data entry when he does not know the particular program would show little progress
	+ Example: Asking a youth to self-monitor how long he is able to remain on task when he does not have the skill set needed will likely end in frustration for all!

**Slide Notes:** Facilitator may ask the participants, “Have you ever been in a situation where you have been asked to do something you are not able to do? How did that make you feel?” Have you ever had that same experience with a student?” Ask the participants to do a brief “Think-Pair-Share”. This means: Think for a minute about the question. Pair with the person next to you and discuss your thought. Share one idea with the group.

## Slide 7: Self-Monitoring is Not for Everyone!

* Self-Monitoring should only be used with skills that the person already possesses and the deficit is in the individual's performance of the skill.
* So How Do I Know?

**Alt Text**:

Arrow-

Swirly arrow going in both directions. Left side: covering concept of progress monitoring. Right side asking a question.

**Slide Notes:** On the next slide there are several guiding questions that can help a team decide if the skill is one that should be targeted for self-monitoring.

## Slide 8: Questions to determine if self-monitoring is an appropriate intervention

1. Does the student possess the skills to engage in the target behavior (i.e. a performance deficit)?
2. Would the student be expected to engage in the target behavior at least a few times a week?
3. Is the target behavior developmentally and cognitively appropriate for the student?
4. Is the behavior voluntary?
5. Is the behavior one that does not evoke harm on the student, the people around him or her or the environment?
6. Is it clear that the student does not engage in the behavior for cultural reasons?

 Step by Step Teaching Students to Self-Monitor, Lisa Rafferty. <https://gseuphsdlibrary.files.wordpress.com/2013/03/step-by-step.pdf>

**Slide Notes:** Included in the handouts for this session is a one page tool based on these six questions that a team may use when determining what to target in a self-monitoring plan and if the target is appropriate for the youth.

## Slide 9: Is self-monitoring an appropriate intervention?

Answered YES.

* If you answered “yes” to **ALL** of the six questions on the previous slide, then self-monitoring may be an appropriate intervention to use.

Answered NO.

* If you answered “no” to **ANY** of the questions on the previous slide, then self-monitoring is probably **not** an appropriate intervention to use. This skill may require additional instruction and support.

**Slide Notes:** The facilitator may pause and ask the participants to consider the six questions offered on slide 8 and the suggestion that all answers must be “yes” in order to move forward. Do they understand why all must be in place? If not, a short discussion may be helpful to assure that the foundational understanding is shared by the group.

## Slide 10: Checklist

* Use this simple checklist as a guide to determining if the skill or behavior selected for self-monitoring/self-management is appropriate for the person.
* Download the checklist from the Session Five webpage.

### Alt Text:

Questions to Determine if Self- Monitoring is an Appropriate Intervention-

Worksheet has six yes or no questions to consider when teaching students to Self- Monitor. Available for download.

## Slide 11: Creating the Self-Management/Self-Monitoring Plan

## Slide 12: The Self Management Plan Template

Handout #2

### Alt Text:

Self-Management Plan Worksheet-

5 questions fill-in the blank format on the left-hand side. Right hand side of worksheet has group planning space.

**Slide Notes:** This is handout #2, Self-Management Plan template. Participants will review this document found on the session 5 webpage in handout documents. Take time to locate the document and be prepared to review the document using the next several slides. The following three slides describe the content and background information needed for an effective plan.

## Slide 13: Components of the Plan

Step 1: Goal Setting

Step 2: Action Steps

Step 3: Self Evaluation Method

Step 4: Reinforcement Method

Step 5: Self Instruction Supports and Strategies

Step 6: Teaching Plan

### Alt Text:

1. Self-Management Plan Worksheet-

5 questions fill-in the blank format on the left-hand side. Right hand side of worksheet has group planning space.

1. Step 1-

Goal Setting

1. Step 2-

Action Steps

1. Step 3-

Self Evaluation Method

1. Step 4-

Reinforcement Method

1. Step 5-

Self- Instruction Supports and Strategies

1. Step 6-

Teaching Plan

**Slide Notes:** Click through the slide to explain each step. Have the participants read the description of each step from the template as the facilitator makes a brief statement about each step using the information on the template. Prime the group that the next slide will offer an example.

## Slide 14: Example Plan One

*Weight Loss Self-Management Plan*

### Alt Text:

Self-Management Plan Worksheet-

Plan for individual as well as for the team to assist youth or adult to make a plan in a 5-step process.

## Slide 15: Goal

* I am going to lose 15 pounds

### Alt Text:

Self-Management Plan Worksheet-

Call out to section one, for the individual selecting their goal.

## Slide 16: Action Steps

* Eat more veggies/Fruit for dessert​
* Stop going to fast food restaurants for lunch​
* 3-mile walks/5 times a week​

### Alt Text:

Self-Management Plan Worksheet-

Call out to section 2 for individual to create action steps to reach their personal goal.

## Slide 17:Self-Monitoring/Self Evaluation Method

1. Weigh myself now in the morning​
2. Weigh myself every other day in the morning​
3. Keep a daily journal

### Alt Text:

Self-Management Plan Worksheet-

Call out to section 3 for individual to consider self-monitoring and self-evaluation methods to reach their personal goal.

## Slide 18:Reinforcement Method

1. After the first 5 pounds I will go to lunch with my friends and get dessert
2. After the first 10 pounds, I will buy a new pair of pants
3. After 15 pounds I will buy that size 6 dress I have been eyeing and go to my high school class reunion

### Alt Text:

Self-Management Plan Worksheet-

Call out to section 4 for individual to create a reinforcement to reach their personal goal.

## Slide 19: Self Instruction Supports and Strategies

* Read the ‘You can do it” Blog​
* Scale​
* Reminder notes on the fridge​

### Alt Text:

Self-Management Plan Worksheet-

Call out to section 5 for individual to consider self-instructions and supports to reach their personal goal.

## Slide 20: Teaching Plan

Team Support

* Weight control class at the Natatorium​
* Discussion with my physician

### Alt Text:

Self-Management Plan Worksheet-

Call out to the right of worksheet, How the team will teach and support individual to learn the self- management plan.

## Slide 21: Example Plan Two

Remaining Calm Self-Management Plan

**Alt Text:**

Self-Management Plan Worksheet-

Plan for individual as well as for the team to assist youth or adult to plan in a 5-step process.

## Slide 22: Goal

* I am going to control my anger.
* I will remain calm on the outside.

### Alt Text:

Self-Management Plan Worksheet-

Call out to section one, for the individual selecting their goal.

## Slide 23: Action Steps

* Understand what it feels like when I am starting to get angry
* Understand what things make me angry​
* Avoid those things​
* If I cannot avoid, use breathing techniques and self - prompting​

### Alt Text:

Self-Management Plan Worksheet-

Call out to section 2 for individual to create action steps to reach their personal goal.

## Slide 24: Self-Monitoring/Self-Evaluation Method

* Checklist at the end of each class period​
* Personal Rating​
* Compare to teacher rating

### Alt Text:

Self-Management Plan Worksheet-

Call out to section 3 for individual to consider self-monitoring and self-evaluation methods to reach their personal goal.

## Slide 25: Reinforcement Method

* If I make it through the class I get a point​
* If I get “x” points I earn time in the gym shooting hoops​
* If I earn “x” points I get to leave school early the next day. ​
* I feel in control​

### Alt Text:

Self-Management Plan Worksheet-

Call out to section 4 for individual to create a reinforcement to reach their personal goal.

##  Slide 26: Self Instruction Supports and Strategies

* Make a list of the top 5 things that may make me explode and be ready for them! Put them on my smartphone wall paper​
* 5 Point scale​
* Calm App on my phone​
* Review my strategies before each class​

### Alt Text:

Self-Management Plan Worksheet-

Call out to section 5 for individual to consider self-instructions and supports to reach their personal goal.

## Slide 27: Teaching Plan

Team Support

* Use a Social Autopsy and “Emotion Thermometer” to help identify and understand the feelings and emotions of anger​
* Review and Help Develop 5 Point scale to know what to do when those things occur or how to avoid or manage the situations.

### Alt Text:

Self-Management Plan Worksheet-

Call out to the right of worksheet, How the team will teach and support individual to learn the self- management plan.

## Slide 28: Self-Management Implementation Checklist

[National Professional Development Center Self Management Module and Implementation Checklist.](https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Self-management-Complete-10-2010.pdf)

The checklist is included as part of the module.

Review the checklist and discuss situations that could benefit from the use of this formal tool.

### Alt Text:

Module prompting Worksheet

Implementation Checklist for least to most prompts area to collect data in step 1 of 9 step process. Fill in the box format.

**Slide Notes:** The link for the NPDC Self-Management PDF checklist is <https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Self-management-Complete-10-2010.pdf>

The activity included in this slide is to generate discussion and ideas regarding he practical use of the tool. Is it necessary every time a plan is developed and implemented? What situations would warrant the use of the checklist. Which would not? Could it be used as a training tool?

## Slide 29: Visual Supports and Self-Management Plans

Often Included as Part of a Plan to teach Self-Management Skills

## Slide 30: Visual Supports Teach and Remind

* Visual Supports are also an evidence based practice
* Frequently a visual support may be added to a self-management plan as a strategy to self-teach and self-remind.
* Including visual supports can help reduce the need for a person to be instructing or reminding the youth about what to do.

## Slide 31: Examples of Visual Supports

* Checklist of the steps to the targeted task. Could be words, photos, icons, video clips, or objects
* Social Narratives – Variety of formats
* Visual Scales to assist in monitoring levels of emotion or action
* Timers and clocks
* Calendars
* Color coding

**Slide Notes:** These are only a few of the types of visual supports that could be included in a self-management plan. Session 9 focuses on visual supports and reviews additional visual supports.

## Slide 32: Review Visual Support Examples

Explore the following slides that offer a number of examples of visual supports that have been used in self-management plans. These are not the entire plan, but support one or more components of the plan.

### Alt Text:

Surgical Safety Checklist-

Three columns on the page with a detailed list of safety actions for each stage of surgery.

**Slide Notes:**

The image of the surgical checklist on this slide is to remind that visual supports are used in many situations where self-monitoring is critical. The following examples are more likely to address issues of youth leaning basic self-management skills related to emotions, social skills and task completion.

Slides 33-60 are examples of different visual supports that can be used for self-monitoring and self-management. Facilitators and viewers may be familiar with some of these tools and may be able to share experiences using these with students or other sources for these visual supports.

## Slide 33: Self-Monitoring Question Asking

* Person tracks social behavior using the simple visual support
* This is a reminder strategy and can be used to evaluate for progress and reinforcement

**Alt Text:**

Chart considering if you’re asking too many questions-

Table 2 by 2, left column, “yes” reasons with 4 bullet points. Right column, “no” reasons with 3 bullets points.

**Detailed description:** Self- Monitoring:

| YES | No |
| --- | --- |
| The person told me to stop asking so many questionsThe person said, “You already asked me that.” Person looks annoyed or upset,Person says “I don’t know” as the answer to every question. | * I am making statements too
* The person looks interested in the conversation
* We are talking about equal amounts of time.
 |

Am I asking too many questions? Yes column: a) the person told me to stop asking so many questions, b) the person said, “You already asked me that.” c) person looks annoyed or upset, d) person says “I don’t know” as the answer to every question. No column: a) I am making statements too, b) the person looks interested in the conversation, c) We are talking about equal amounts of time

## Slide 34: Checklist of Task and Reinforcement Plan

### Alt Text:

Note cards on a ring-

10 or more laminated white flash cards on a metal loop held by a hand.

**Detailed description:** Written on note card

Clean up yard checklist.

1. Pick up and put away everything that is out of place away…

2. Pull any weeds.

3. Make sure patio chairs are in their correct place….

4. Sweep patio…

5. Clean out sink…

6. Double check everything was done right…

If its worth doing than, its worth doing right!

Points earned….. Parent Signature….

**Slide Notes:** Which one of the self management strategies is this? Self instruction—youth uses this to tell himself what to do then follows through.

## Slide 35: Checklist and Color Coding

### Checklist for safety readiness with red or green visual reminder of able to use or not safe

### Adapt this ‘visual work support’ for use with a youth that is working on emotional readiness to engage with others.

### Alt Text:

Color coded safety checklist-

Paper checklist being checked off by pencil. Caption:" complete the checklist and record assessment findings.”

**Slide Notes:** Although this is for a work situation, many youth would respond to this ’adult world’ visual as it relates to activities that may be of interest and reflects on the adult outcomes of work. Discuss how you might adapt this support idea for a goal of being emotionally safe and ready to work or socialize with others.

## Slide 36: Apps to Self-Monitor Emotional Regulation

* The Mood Meter and MindShift CBT are two apps with visual and audio tools to help people calm down when they are angry or anxious.
* The Mood Meter helps users analyze, track and monitor their moods. It assists in identifying emotional triggers and providing strategies to shift moods.

### MindShift CBT provides tools to help users cope with anxiety and panic, and to develop skills to minimize these emotions.

### Alt Text:

1. MindShift CBT logo. White calm face emoji on blue background.
2. Sample screenshot from The Mood Meter app. Four color-coded mood options with matching emoji for the user to choose from, arranged in a square. Red: distressed face emoji labeled "High Energy Unpleasant". Yellow: laughing emoji labeled "High Energy Pleasant". Blue: frowning emoji labeled "Low Energy Unpleasant". Green: smiling emoji labeled "Low Energy Pleasant".

**Slide Notes:** Both apps are available for Android and iOS.

The Mood Meter: https://moodmeterapp.com/

Mindshift CBT: https://www.anxietycanada.com/resources/mindshift-cbt/

## Slide 37: Self-Monitoring Progress and Reinforcement

### Alt Text:

1. Reinforcement list

Six step reinforcement list, has six pom-poms and is numbered from 1 to 6.

1. Reinforcement list

Says:” I am working for…” with a picture of a computer and five boxes with space to put a star for each completed step.

1. Reinforcement list-

Craig Tuesday Morning Routine. Table with two columns; left side task & right side with box to check when done. Task list has both words and pictures.

**Slide Notes:** In each of these examples, the youth checks off or gives himself a token or star for completing a step towards the entire task. At the end of each task is the identified reinforcement.

## Slide 38: Working for a Goal

### Alt Text:

Things I want to buy with my pay check-

Top of paper has the days worked and the bottom half has 4 options they are working for, music, dinner, T-shirt, or movie.

**Slide Notes:** What strategy is this---self-evaluation compares progress to an established goal and is reinforced for success.

## Slide 39: Self-Monitoring Strategy

* Is Goal Definition Clear?
* Reinforcers are unclear. However, the numbers in the rating scale may be motivating to the student or may earn a reinforcer.

[JobTIPS](http://www.do2learn.com/JobTIPS/index.html)

### Alt Text:

1. Self- Monitoring Sheet Example Form

Self- Monitoring Sheet consider three target goals. Worksheet available for download from do2learn.com.

2&3. Question bubble-

Is Goal Definition Clear?

1. Reinforcers

Reinforcers are unclear. However, the numbers in the rating scale may be motivating to the student or may earn a reinforcer.

1. Hyperlink- Welcome to JobTIPS Student Version! (DEMO VERSION)-

Go to Do2Learn website demo site to see a variety of tools for getting and keeping a job.

**Slide Notes:** Facilitator may wish to pose the question to the group about the goal definition. The first definition “Waited for the teacher to finish talking before responding” is generally considered a clear and understandable definition. The next definition that is called out is, “Used the appropriate tone of voice”. Using the word “appropriate” is not clear unless it has been further defined and agreed upon by the youth and the team. The final statement in the shape draws attention to the use of the rating scale as a motivator. Some youth may be motivated just knowing they did the best! Others would need the number to equate to a motivating reinforcement.

Link for JobTIPS Website:

http://www.do2learn.com/JobTIPS/index.html

## Slide 40: Tools for Self-Monitoring/Self-Management Plans

* The following slides review a variety of additional tools that may be useful as part of the self-monitoring plan.
	+ Visual Scales
	+ Emotion Thermometers
	+ Power Cards
	+ SOCCSS
	+ Social Autopsy

## Slide 41: 5- Point Scale by Kari Dunn Buron

## Alt Text:

1. Book Cover go directly to OCALI Lending Library-

A 5 is Against the law! social boundaries: Straight Up! by: Kari Dunn Buron

1. Book Cover go directly to OCALI Lending Library-

The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition, by: Kari Dunn Buron

**Slide Notes:** This is the first strategy to explore in this section. It can be adapted for many situations and goals. Both books on this slide can be borrowed from the OCALI Lending Library: https://www.ocali.org/project/lending\_library

## Slide 42: The 5 Point Scale

* Kari Dunn Buron has authored a number of books based on the basic principle of the 5 point scale.
* A 5 point scale is developed to help an individual understand and learn when emotions, voices, or whatever you are moderating is getting out of control.  The scale offers a visual representation of the escalation of emotions or changes in a situation.
* As the situation or emotion moves up the scale (from 1-5), the scale assists the person to remember how to respond effectively to reach the goal (usually the ‘1’ on the scale).

## Slide 43: Example of the 5 Point Scale

### Alt Text:

1. 5 Point Scale- description, what to try

Description and what to try at each level of emotion from angry to paying attention.

1. Rating Column

Number 1-5 with 1 on the bottom. The #1 row indicates the calm, focused, desired situation.

1. Description Column

Provides a clear description of how they situation or emotional feels, liiks, and/ or sounds.

1. What To Do Column

Suggestions of the action a person can take to move towards the #1 level are recorded in this column.

**Detailed Description:**  5- Point Scale- Hot, need to move, cannot respond, must leave the room.-What to try- Go to break area and do calming sequence.4-description-Dizzy; can’t focus on work or class.-What to try- Relaxation imagery, squeeze ball. 3-description- Stomach starting to get tight and upset.-What to try-Deep breaths, Water bottle. 2-description- “ buzzing” in my upper arms. What to try- Squeeze ball, stop work for 1 minute. 1-description-paying attention; able to work; relaxed. What to try-Keep it going.

| **Rating** | **Description** | **What to Try** |
| --- | --- | --- |
| **5** | Hot, need to move, cannot respond, must leave the room. | Go to break area and do calming sequence |
| **4** | Dizzy; can’t focus on work or class | Relaxation imagery, squeeze ball |
| **3** | Stomach starting to get tight and upset | Deep breaths, Water bottle |
| **2** | “buzzing” in my upper arms. | Squeeze ball, stop work for 1 minute. |
| **1** | paying attention; able to work; relaxed. | Keep it going. |

**Slide Notes:** Sometimes the description column and the What to do column are combined into one column

## Slide 44: 5-Point Scale Another Version

* In this example, the Description column and the What To Do column are combined into one column
* Click on picture to visit resource provided by OCALI’s Gallery of Interventions

### Alt Text:

Point Scale (On the Job)

5-1 colorful scale in deescalating order, words describing emotions being felt at each level, 5 is the highest emotion level.

**Slide Notes:** This examples, as well as other examples and interventions are found on the OCALI website in the Autism Center. https://www.ocali.org/project/resource\_gallery\_of\_interventions

link for picture:

<https://www.ocali.org/project/resource_gallery_of_interventions/page/5_point_scale>

## Slide 45: A Five is Against the Law by Kari Dunn Baron

This shows the scale found in the 5 is Against the Law book. It is often difficult for some youth to understand the different expectations in different settings. Review the descriptions. Are they clear? What details are highlighted that might help a person understand? How could you use this scale for self-management?

### Alt Text:

5- Point Scale -

5-1 colorful scale in deescalating order, words describing emotions being felt at each level. Available for download.

## Slide Notes: For ease of reading, this slide is available in the downloads of this session as a single page handout.

## Slide 46: Case Study

Jim had a housekeeping job in a hotel chain and preferred working alone and not talking. He was assigned to clean only unoccupied rooms and without a partner. Sometimes co-workers did speak with him and one co-worker even gave him a hard time. Not knowing what to do, Jim would become very angry and yell loudly at this co-worker. Jim’s supervisor ‘dealt’ with the co-worker, but also met with Jim. Control and awareness of his behavior were discussed and this scale was used as a visual reminder of how to handle situations where he thought he might lose control.

### Alt Text:

In-depth 5-pt scale-

Table 5x6 headings, left to right, rating, looks like, feels like, I can try to. Information in color columns with wording.

**Detailed Description:** Rating first column from the right 5-1 in vertical order 2nd column: looks like, 3rd column: feels like, 4th column: I can try to. Break down of rows: 5-yelling-my head will explode- Go to my safe place tell my boss. 4- Making fun of me- I’m very nervous- Put in my headphones and listen to one song while I work.3- Asking too many questions- I’m very grumpy- move away from him, do deep breathing, keep working. 2- talking a little- It’s okay- nod my head, keep working. 1-Quiet- I’m happy- do a very good job.

| Rating | Looks Like | Feel Likes | I Can Try to |
| --- | --- | --- | --- |
| 5 | Yelling | My head will explode | Go to my safe place tell my boss |
| 4 | Making fun of me | I’m very nervous | Put in my headphones and listen to one song while I work |
| 3 | Asking to many questions | I’m very grumpy  | Move away from him do deep breathing, keep working |
| 2 | Talking a little | Its okay | Nod my head, keep working |
| 1 | Quiety | I’m happy | Do a very good job |

## Slide Notes: Remind the participants that the supervisor and support team need to teach Jim how to use the tool and then it becomes a tool for self-instruction and self-monitoring

##

## Slide 47: Another Version of a Scale

* In this version, the “What To Do” column is a list of choices that the person may review and select at any point.
* Photographs of the person expressing the emotion can be used in place of the emoji. For some this may be more effective.

### Alt Text:

5-pt scale with feelings chart

Scale broke down into feelings and described in words and simple pictures.

## Slide 48: Incredible 5-Point Scale Using Special Interest

* In some cases, pairing a special interest in the scale can assist in helping the individual remember what to do and motivate him to try and emulate his ‘hero’.

### Alt Text:

Super Hero 5 Point Scale

Superman images on each level of the 5- point scale. Words and pictures show strategies for individual.

## Slide 49: Stress Thermometer

### Alt Text:

Most Stress Ever! Thermometer-

Temperature gauge with word description of stressors and strategies to lessen the stress.

**Detailed Description:** left side of thermometer says from top to bottom in list form: ”This is what happens that stress me out”, Tests!!, When the other guys don’t listen to me., Meeting new people. Thermometer in the middle top says ”Most Stress Ever!” to the bottom of thermometer that says “No Stress.” Right side from top to bottom in list form: “This is what I can do to help.” Ask for a break of water, Think about the ocean. And take 5 deep breaths, Use my scripts I learned.

## Slide Notes: If a person would respond better to pictures or photographs or emojis, those can be added instead of words.

## Slide 50: Power Cards

* A visual aid that uses a student’s special interest to teach the expected social interactions in a situation and explains the subtle aspects of situations that may not be clear.

### Alt Text:

Book Cover go directly to OCALI Lending Library-

Power Cards Using Special Interests to Motivate children and Youth with Asperger Syndrome and Autism by Elisa Gagnon

**Slide Notes:** This book can be borrowed from the OCALI Lending Library: https://www.ocali.org/project/lending\_library

## Slide 51: Elements of the Power Cards

* A short scenario. Describes how the hero solves a problem similar to the one experienced by the youth
* First paragraph. Describes how the “hero” places value on the expected behavior.
* Second paragraph. Encourages the youth to attempt the new behavior.
* The Power Card then briefly recaps the strategy, focusing on what to remember to do.
* The ‘Hero’ or special interest
	+ Serves as a motivator
	+ Is non threatening
	+ Has a “relationship” with the youth

## Slide 52: Power Card Example Using “The Voice”

* **Situation:** Gigi loves everything about ***The Voice***, especially the judges. Gigi is having trouble with making mistakes. She gets really upset and gives up on whatever she is trying to do.
* **Target Skill:** It’s OK to make mistakes

**Power Card Script:**

Sometimes contestants on ***The Voice*** don’t do so well. They make mistakes during their performance. The judges tell the contestants they don’t have to be perfect and that it’s okay to make a mistake. The judges help the contestants learn how to stay calm and try again. The contestants think about the mistake, stay calm, and try again.

### Slide Notes: The next slide shows Gigi’s Power Card

## Slide 53: Gigi’s Power Card

### Alt Text:

The Voice Power Card-

T.V. show Voice judges’ picture with positive writing prompt to remember behavior.

**Detailed Description:** writing on power card:

Remember, The Voice Judges say:

* You don’t have to be perfect
* It’s OK to make a mistake
* Just stay calm and try again

## Slide 54: Power Card Heroes Can Be Anyone!

### Alt Text:

Metallica Stays Calm Power Card-

Lars and James are in the Band Metallica with their pictures on stage playing instruments

## Slide 55: Be Like Elvis!

1. Think before you say anything. Say it in your head first before saying it out loud.
2. If you can’t think of anything nice to say, don’t say anything.
3. You don’t have to say every thought out loud that you think.
* Adapted from a presentation by Brenda Smith Myles, Regional Autism Institute, KY, June 2005

### Alt Text:

Clock of Elvis-

Bust of a young Elvis wearing a red collar jacket.

## Slide 56: SOCCSS

1. ***Situations***
	* What Happened?
	* Who What Where When How
2. ***Options***
	* What choices are available to solve the problems?
3. ***Consequences***
	* What will happen if I choose that option?
4. ***Choices***
	* Which of the choices will I select?
5. ***Strategies***
	* Action Plan.
	* Steps to carry out the plan.
6. ***Simulation***
	* How will I practice my plan

## Slide Notes: This is a strategy that allows the individual and the team to explore all the aspects of the situation before choosing the strategy that will be used

## Slide 57: SOCCSS (Situation, Options, consequences, Choices, Strategies, Simulations)

* Developed by Jan Roosa
* Designed to help individuals understand social situations and interactions
* Step-by-step problem-solving process; teaching that choices have consequences
* Provides decision-making techniques, including questioning and choice making

**Slide Notes:**

## Background knowledge on the SOCCSS method

**Slide 58: Situations: 5-W’s**

* **Who:** Jamie and her coworkers
* **When:** When arriving at work
* **What:** Jamie yelled at her co-workers to leave her alone when she was rushing to clock in and they were saying hello and good morning
* **Why:** Jamie worries about being on time and getting the clocking-in procedure done on time. She does not want to get stuck talking.
* **Where:** At the store in the mall where Jamie works

**Alt Text:**

SOCCSS Worksheet available for download-

Detailed breakdown of section one of decision making filling in the blank to the 5 ”W” questions.

**Slide Notes:** Slides 58-64 provide the team or individual with further knowledge for assisting youth and adults to use a step-by-step problem-solving process for thinking through choice making and the choices and consequences for making a decision.

SOCCSS worksheet link directly to OCALI Resource Gallery:

<https://www.ocali.org/project/resource_gallery_of_interventions/page/soccss>

**Slide 59: Desired Outcomes**

**Desired Outcomes:** Clock in on-time without being rude. Hope to develop positive relationships with coworkers as well.

**Alt Text:**

SOCCSS Worksheet available for download-

Detailed breakdown of section two of decision making filling in the blank to the desired outcomes questions.

**Slide Notes:** Slides 58- 64 provide the team or individual with further knowledge for assisting youth and adults to use a step-by-step problem-solving process for thinking through choice making and the choices and consequences for making a decision.

SOCCSS worksheet link directly to OCALI Resource Gallery:

https://www.ocali.org/project/resource\_gallery\_of\_interventions/page/soccss

**Slide 60: Worksheet- Options, Consequences, Choices**

| Options | Consequences | Choices |
| --- | --- | --- |
| Rush past coworkers to clock in, no eye contact, and act like you do not hear them. | Coworkers will think you are strange. May stop trying to talk to you. You would be on time. | 2 |
| Spend a few minutes talking to each person that says hello. | Coworkers will get to know you better and may develop friendship. You will likely be late clocking in. | 3 |
| Tell a few coworkers that you are trying to make sure you clock in on time. Can say it makes you nervous. | Coworkers will gain understanding and will not hold you up. Will clock in on time. Will get another opportunity to get to know the coworkers.  | 1 |

**Slide 61: Action Plan**

**Action Plan:**

Option 1: Jamie will talk with Sue and Frank at break. She will ask if she can talk to them just for a minute and explain that she gets nervous and upset when she thinks she might be late. That ends up making her say things she does not mean and she is sorry. She can ask if they would be ok with her waving as she rushes in at 9 AM and then talk with them later…perhaps at breaks or lunch.

**Alt Text:**

SOCCSS Worksheet available for download-

Detailed breakdown of section four of decision making- your action plan around decision.

**Slide Notes:** Slides 58- 64 provide the team or individual with further knowledge for assisting youth and adults to use a step-by-step problem-solving process for thinking through choice making and the choices and consequences for making a decision.

**Slide 62:** **Simulation Practice**

| Simulation  | Select |
| --- | --- |
| Role Play with Job Coach how to approach Frank and Sue | Ask job coach to help her plan what to say and then practice with the job coach |
| Write it down on paper and script it out |  |
| Ask family members to model it and then video tape her (Jamie) practicing with her 2 sisters. |  |
| Think it through on the bus before you get to work |  |

**Alt Text:**

SOCCSS Worksheet available for download-

Detailed breakdown of section five of decision making- simulation of plan practicing your decision.

**Slide Notes:** Slides 58- 64 provide the team or individual with further knowledge for assisting youth and adults to use a step-by-step problem-solving process for thinking through choice making and the choices and consequences for making a decisions.

SOCCSS worksheet link directly to OCALI Resource Gallery:

https://www.ocali.org/project/resource\_gallery\_of\_interventions/page/soccss

**Slide 63: Simulation Outcomes**

Jamie was able totalk it over with the job coach at lunch and they came up with a plan. The next day they role played it at lunch, but Jamie was still not sure she could do it without prompting. Jamie and the coach wrote down prompts and then videoed Jamie with Jamie’s phone as she practiced again with the prompts ‘off-camera’. Jamie watched it at home and practiced.

**Alt Text:**

SOCCSS Worksheet available for download-

Detailed breakdown of section six of decision making- practice simulation outcomes of your decision.

**Slide Notes:** Slides 58- 64 provide the team or individual with further knowledge for assisting youth and adults to use a step-by-step problem-solving process for thinking through choice making and the choices and consequences for making a decision.

SOCCSS worksheet link directly to OCALI Resource Gallery:

https://www.ocali.org/project/resource\_gallery\_of\_interventions/page/soccss

**Slide 64: Follow Up**

Just as she had practiced, Jamie spoke with Frank and Sue the next day during the break. They told her they understood and that it is hard getting comfortable with new routines. No big deal. They can always talk at a different time. Jamie relaxed. Her coworkers waved in the morning and then chatted at lunch. Jamie clocked in on time.

**Alt Text:**

SOCCSS Worksheet available for download-

Detailed breakdown of section seven of decision making- follow up of your decision process.

**Slide Notes:** Slides 58- 64 provide the team or individual with further knowledge for assisting youth and adults to use a step-by-step problem-solving process for thinking through choice making and the choices and consequences for making a decision.

SOCCSS worksheet link directly to OCALI Resource Gallery:

https://www.ocali.org/project/resource\_gallery\_of\_interventions/page/soccss

**Slide 65: SOCCSS Example**

### Alt Text:

1. SOCCSS Worksheet available for download-

Completed worksheet for SOCCSS process first two steps, What happened? What choices do you have to solve the problem?

1. SOCCSS Worksheet available for download-

Completed worksheet for SOCCSS process last three steps, strategy, Simulation, Simulation Outcomes.

## Slide 66: Social Autopsy

* A social autopsy is a format for helping a student dissect or take apart a social error and decide how to correct the error.
	+ What happened?
	+ What was the social error and who was hurt by the error?
	+ What should be done to correct the error?
	+ What should be done next time?

### Slide 67: Social Autopsy: An Example

* Using Social Autopsy can help a person understand a situation that is confusing by uncovering the layers.
* Sometimes the Social Error is the step that is the most difficult for the individual to identify.

### Alt Text:

Social Autopsy Worksheet- Work- available for download -

Steps of the Social Autopsy with a highlight on the step to identify the social error.

## Slide Notes: Social Autopsy Worksheet can be found on the OCALI Resource Gallery for download and use.

<https://www.ocali.org/project/resource_gallery_of_interventions/page/social_autopsy>

## Slide 68: Activity: Create a Plan for Mickey

### Read the case study for Mickey. Handout #3

### Request access to and watch video of Mickey (optional- see following slide)

### Use blank self-management plan, Handout #2 to develop a plan based on the case study information and the video you have watched.

### Alt Text:

Case Study for Mickey. File is available for download, complete case study for Mickey.

**Slide Notes.** There is a short video of Mickey that can be used with the written case

study. It is optional. See next slide for information on how to access the video.

## Slide 69: Mickey

## Access the Mickey Case Study Video by completing the request form found at this link: <https://www.ocali.org/project/wwfw-request-video>

## Use the video and handouts #2 (Self-Management Plan), #3 (Case Study) and #4 (Task Analysis) to complete the activity.

## Users may also complete the activity without the video, if desired, however use of the video is recommended.

## This is an activity and discussion to complete a self-management plan.

## Slide Notes: Use of the video provides a ‘face’ for Mickey and can generate more discussion and ideas. The activity is more effective with use of the video. However, it is not necessary in order to complete the activity.

## Slide 70: Mickey Case Study

* Create a plan using this form
* If assistance is needed, refer to the examples provided earlier in the PowerPoint
* Working in small groups may be useful
* Share plan ideas with the large group

### Alt Text:

Completed Self-Management Plan Worksheet-

Plan for individual as well as for the team to assist youth or adult to plan in a 5-step process.

**Slide Notes:** Facilitators should allow 15-30 minutes for groups to complete the plan.

## Slide 71: Review

* Review the completed self-management plan for Mickey found in the downloads on the session webpage.
* How is it similar or different? (Remember, this plan is only one example. There is no one “best” plan.)
* Points to discuss or to consider:
	+ Is self-evaluation method included?
	+ Does the reinforcement match his interests?
	+ How will you remind Mickey what to do for his self-management plan?
	+ Are all the team members on board with implementing the plan?

## Slide Notes:

## Download the completed example for Mickey from the session 5 webpage. Facilitator to guide the group in the activity and discussion of completing a self-management plan using case study as a team or as a single viewer. Watch video and use Handout #2 Self-Management Plan and Handout #3 Case Study and Handout #4 Task Analysis.

### Alt Text:

Completed Self-Management Plan Worksheet-

Plan for individual as well as for the team to assist youth or adult to plan in a 5-step process.

## Slide 72: Self-Monitoring

### Practice Developing a Plan and Discuss Results

**Slide Notes:** The next few slides direct the participants in the application of Self-Management planning to the school and community. Facilitators can review the completed self-management plans as a follow-up activity in a subsequent session. Single viewers can solicit feedback from colleagues and ask for team support in developing and implementing in their setting.

## Slide 73: *Develop a Self-Management/Monitoring Plan*

1. Choose an individual who has self-monitoring/self-management needs.
2. Complete Steps 1-6 of the self-monitoring plan. (Handout #2)
3. Collect baseline data using the Task Analysis form. (Handout #4)
4. Implement the plan and collect data using the Task Analysis form, include prompting. (Use a blank TA form).

## Slide 74: *Steps for Completing Activity (1)*

* Target a youth who is familiar to all members of the team.
* Gather background info on the student, PINS, IEP ---discuss with your team any other relevant information
* Determine need for the youth and assure it is an appropriate target for self management for the youth.
* Determine the skill needed based on the identified need. Example: Following directions independently, completing work in a timely manner, being able to recognize when he is off task and return to task completion, etc.

## Slide 75: *Steps for Completing Activity (2)*

* State as a goal, such as: G will independently complete office routine using his self-management plan.
* Complete a task analysis for the steps of the targeted skill.
* Select the EBPs that will be used to teach. Remember you may need to use more than one EBP, such as visual supports, prompting or chaining.
* Collect progress monitoring data
* Celebrate success!