**Session Five:**

**Self-Monitoring/Self-Management**

**Overview**

The elements of an effective self-management plan are introduced in this section with an emphasis on teaching the skills necessary for self-management and self-monitoring. Learn the questions to ask to decide if self-monitoring is an appropriate intervention for a student. Task analysis and data collection are still key when developing and implementing a self-management plan. Visual supports that can be used to support self-management plans are reviewed.

**Materials to Enhance Learning and Activities**

1. **Handout #1**. Ohio Employment First Evidence Based Practices for Transition Youth. Available for download from the session one webpage or on the OCALI website at <https://www.ocali.org/project/evp-adult-success>
2. **Handout #2.** Self-Management Plan Template. This six-step template will assist in discussing and identifying the steps, supports and interventions necessary to develop a comprehensive self-management plan. Available for download from the session site.
3. **Handout #3.** Mickey Case Study to be used by participants to practice developing a self-management plan. Available for download from the session site.
4. **Handout #4.** Blank Task Analysis Form. To be used to assist in developing a comprehensive self-management plan. Available for download from the session site.
5. **Handout #5.** Questions to Determine is Self-Monitoring is an Appropriate Intervention. Available for download from the session site.
6. **Handout #6.** *Teaching Students to Self-Monitor* by Lisa A. Rafferty. To be used in discussion or as a reference. Available for download from the session site.
7. **Handout #7.** A Five is Against the Law. A full page version of a slide reviewing Kari Dunn Baron’s 5-Point Scale for teaching self- management. Available for download from the session site.
8. **Handout #8.** Steps for Completing Final Self-Monitoring Activity. A one-page overview of the final assignment. Available for download from the session site.
9. **Handout #9.** Mickey Self-Management Plan Example. Use this after the participants have completed their own plan for Mickey. It is only considered one way to think about assisting Mickey to learn new skills.

**Activities Overview**

Several of the resource materials listed above will be used in the suggested activities in this module. Review slide and slide notes for more detail on the activities listed.

**Slide #3. Evidence Based Practices Document.** Introduces the Self-Monitoring/ Self-Management pages from the Evidence Based Transition Practices (Handout #1). Facilitators guide participants to the pages in the document and allow time for a brief review of the pages.

**Slide #6. Targeting a Skill.** 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.

**Slides #8,9 and 10. Determining Appropriate Targets.** Included in the handouts for this session is a one-page tool based on 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. Ask participants to locate tool in handouts. The facilitator may pause and ask the participants to consider the six questions offered on slide 8 and in the tool. Do they understand why all components must be in place in order to successfully target the skill? If not, a short discussion may be helpful to assure that the foundational understanding is shared by the group.

**Slides #12 and 13. Template Review.** Download handout #2, Self-Management Plan Template. Review the template and each step.

**Slides #14-27.** **Review and Discuss Two Plan examples.** The facilitator can click through the example slides for each step and have participants comment on the step and information included. The first example is a more common example that many have used in their personal life. A weight loss plan. The second is more focused on youth and managing emotions.

**Slide # 28. Self-Management Implementation Checklist.** Self-Management Tool. 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**](https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Self-management-Complete-10-2010.pdf)Review the checklist and discuss situations that could benefit from the use of this formal tool. The goal of the activity 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 #35. Checklist and Color Coding**. Checklist for safety readiness with red or green visual reminder of able to use or not safe. Facilitate discussion on how this ‘visual work support’ can be used with a youth that is working on emotional readiness to engage with others. 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 #39. Clear Definitions.** Facilitator may wish to pose the question to the group about the goal definition. The first definition on the example states, “Waited for the teacher to finish talking before responding”. This 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! Other would need the number to equate to a motivating reinforcement.

**Slides #68 - #71. Activity: Create a Plan for Mickey.** Read the case study for Mickey (Handout #3). If desired, a short (2 minute) video of Mickey is available upon request to be used with the case study. It is recommended that the video be used if possible to enrich the participant’s information of Mickey. The video can be accessed by completing a request form at <https://www.ocali.org/project/wwfw-request-video>. Use the blank self-management plan (Handout #2) to develop a plan based on the case study information and the video of Mickey. Participants should use handout #4 (Task Analysis Form) to help develop the plan. Facilitators should allow 15-30 minutes for groups to complete the plan. Then teams can share plans and ideas.

Finally, download the completed example for Mickey from the session 5 webpage. 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?

**Slides #72-#75. Practice Developing a Plan and Discuss Results.** These final slides help explain the activity that will apply the knowledge of this session. The participants will create a Self-Management plan for a familiar student. The target environment should be in the general school settings and/or community. Participants will develop a plan using the instructions on slides #74 and #75. In a subsequent session, facilitators can then review the completed self-management plans as a follow-up activity.