Self Management Plan

This Plan is for: ***Date:***

Learner/Job-Seeker/Student	Team Members
1. What is the goal? What independent skill or action does the person want to accomplish or manage? ***This is the goal that I have selected. I will be able to:*** When he is in unstructured situation, Mickey will recognize that he is getting stressed and anxious. He will be able to use strategies to request time to step away from the activity and calm and then return and attempt to participate. (Currently, Mickey yells at his friends to get away from him, leave him alone, 'hands off' and continues to escalate as the activity continues. Especially in unstructured situations.)	***TEAM SUPPORT*** *The team will use the following interventions and instructional strategies to teach the needed skill or components of the skill with the goal of independent self-management.*

TEAM SUPPORT
The team will use the following interventions and instructional strategies to teach the needed skill or components of the skill with the goal of independent self-management.

6. How will team members (teacher/job coach/ paraprofessional) teach the self-management process (Steps 1-5) to the person?

☑ *Teachers and aide can assist Mickey to develop his 5-point scale. This can be the opportunity to instruct him in what it feels like to become stressed and what can be done before he has 'exploded'. Before Mickey can use this as a visual support in his plan, he will need instruction. Initially prompting may be necessary for him to use the 5-point scale*

☑ *Teachers and aides can help Mickey practice by prompting him through a simulation in a controlled setting. Then have him practice in gym and lunch BEFORE he is actually feeling stressed.*

☑ *If the self-evaluation shows areas that Mickey continues to struggle with, the teachers or aide will re-instruct and he can do more simulated activities.*

2. What are the steps or actions needed to accomplish the goal?
Identify the systematic steps and actions that will be used to self-manage and accomplish the targeted skill. Use a Task Analysis to assist in identifying all the necessary steps.

I will use the following steps to accomplish the goal:
Mickey will
a) Recognize the feelings of stress and anxiety during an activity (ex: need to pace, need for space, headache, feeling hot)
b) Use a regular volume voice with peers that he may encounter while leaving. Saying: I will be back soon". "Just need a minute" or other scripted lines
c) Walk to one of the previously agreed upon locations where he can de-stress by pacing, self-talk or deep breathing
d) **After 5 minutes, either return to activity or continue with de-stress activity**

3. What is the method to SELF-evaluate progress or success?

I will keep track of how well I am doing or if I have accomplished the goal by doing the following:
Mickey will use a simple checklist that he will review and select 'yes or no' as a monitoring process. Completed at the end of gym and lunch.
Checklist will say something like:
✓ Did I recognize that I was feeling stress before I started yelling at others?
✓ Did I use a calm voice?
✓ Did I go to one of the calming places?
✓ Did I try some calming strategies?
✓ Did I stay calm?

4. What reinforcement will be included to improve success and to keep 'raising the bar'?

I will reward myself when I accomplish my goal (or certain steps) using these ideas:
Mickey will review his ratings with the teacher/aide. For each step where both agree he accomplished the step, he will get a point. Points add up to special privileges.

5. What supports or strategies can be incorporated as a reminder of what to do?

I will remember to follow the steps to reach my goal using these supports:
Use of a 5-point scale to help him learn how to recognize when he is becoming upset. This is a visual support. Can be taught to him using a large, detailed version. Then a small simple version can be made for Mickey to keep in his pocket or for the teachers to use as a reminder.
Prompting may be necessary at first. Can use subtle prompts such as gestures and the 5-point scale can be a prompt.