Implementing Self-Management To Improve Engagement and Productivity: High and Low Tech-Strategies
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Outcomes for Self-Management Workshop

- Define self-management (SM) and associated procedures.
- Share examples, demonstrations, and supporting evidence.
- List steps for developing a self-management program.
- Create a SM program for a student or yourself.
Workshop Overview

- Self-Management and Positive Behavior Support
- Every Day Use of self-management
- Definition and procedures
- Ten steps for behavior management program Development
- Design your own self-management intervention
- Low and high tech options

Benjamin Franklin

1. Temperance
2. Silence
3. Order
4. Resolution
5. Frugality
6. Industry
7. Sincerity
8. Justice
9. Moderation
10. Cleanliness
11. Tranquility
12. Chastity
Evidence-Based Practices

Years of educational research evaluating effective instructional methods have consistently identified several elements of instruction that if used consistently, ensure academic and social success.

(West, 2004; Mayer, 2001)

Evidence

- National Autism Center’s (National Standards Report) is amongst “established” or effective treatments
- Link to modules
Preschool


Elementary School


Middle School

High School
Positive Behavior Support

A multi-tiered framework of positive behavioral strategies designed to produce two important outcomes for all students:

1. Social/behavioral/academic competencies
2. Prevention of problem behavior

Three Levels of Implementation

A Continuum of Support for All

**Academic Systems**
- Tier Three
  - Individual Students
  - Assessment-based
  - High Intensity
- Tier Two
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Tier One
  - All students
  - Preventive, proactive

**Behavioral Systems**
- Tier Three
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- Tier Two
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Tier One
  - All settings, all students
  - Preventive, proactive
What self-management procedures have you used today?

Activity
Self Reflect & Share

How do you self-manage your:

Your Time – calendar, appointments, etc?

Your tasks – do lists?

Your health – medication, exercise, etc.?

Your Appearance?
Select your own reinforcers
Arranging your environment
Methods for prompting/reminding self

Health Related S-M Tools

- MyFitnessPal.com – Mobile apps, calorie counter, diet tracker, & exercise journal

- Fitbit.com – Tracks steps taken, stairs climbed, calories burned, distance traveled, hours slept, quality of sleep, food consumed

- mysugr.com or eatright.org - Diabetes – Monitoring insulin levels / diet
What are the important features of these programs?

Do you or some one you know use these tools or other supportive health tools?

What self-management procedures do these tools utilize?

DISCUSS AT TABLE

Definition

- Self-Management refers to any one of several procedures designed to help an individual change and/or maintain his/her own behavior.
Self-Management Procedures

Procedures may include:

- Self Awareness
- Set personal goals
- Self-monitoring
- Self-recording
- Self-evaluation
- Self-reinforcement
- Self-instruction

Self-Management

Using combinations of self-awareness, self-monitoring, self-evaluation, self-instruction, and reinforcement to manage one's behavior.
Self-Management

- A technique where students participate in modifying their own behaviors
- It is a continuum which the student controls some or many of the components of a behavior change program
- Can include multiple procedures (Self-monitoring, self-evaluation, self-monitoring with reinforcement)
- Can be successful for students with and without disabilities
- Can be used to improve social behaviors, academic behaviors, attendance, and more
- Can be used across diverse settings
- Easy to implement without high costs or special equipment

Importance of Self-Management

- Key to social competence
- Integral part of school success and future accomplishment in life
- Helps in the acquisition and maintenance of positive social behavior
Advantages of Self-Management

- Can be used as a secondary or tertiary intervention
- Adaptable to a variety of settings and behaviors
- Feasible to implement
- Effective

10 Basic Steps

1. Build a positive relationship with students
2. Identify and clearly define a target behavior
3. Develop data collection system
4. Set goals
5. Identify potential positive reinforcers
6. Teach the student positive behaviors
7. Collect student performance data & monitor progress
8. Establish evaluation process
9. Fade out procedures & thin reinforcement schedule
10. Randomly monitor student’s use of self-management
STEP 1. Create a positively reinforcing environment and build positive relationships with students.

How do students like to be treated?

- Calm, pleasant voice tone
- Offers to help
- Compliments performance
- Fairness
- Explaining why, how, or what
- Concern
- Enthusiasm
- Politeness
- Getting right to the point
- Pleasant facial expression
- Stating expectations

Adapted from Willner, et al. (1977)
How do students not like to be treated?

Overt displays of anger
Accusing/blaming statements
Giving no opportunities to speak
Mean insulting remarks
Unpleasant physical contact
Lack of fairness
Bossy, demanding
Unpleasant
Talking only about mistakes
No eye contact

Adapted from Willner, et al. (1977)

Building Positive Relationships

1. What is a positive relationship?
2. What are the benefits?
3. How do we build one?
What is a Positive Relationship?

How would you describe a positive relationship?

Kind
Encouraging
Open
Fun
Courteous

Mutual Trust
Respect
Consideration
Loving
Validating
Safe

Benefits of Positive Relationships

- Students naturally want to please teachers they like
- Adults become a trusted source of help
- The effectiveness of modeling is enhanced
- Students are more willing to spend time with teachers they like
Ways to Build Positive Relationships

The Relationship Bank

Deposits
Each interaction with another person is an opportunity to make a deposit in your relationship bank account by doing something positive.

Withdrawals
Saying or doing something negative results in a withdrawal from your relationship bank account.

We need to make MORE DEPOSITS than withdrawals.

Even if criticism is justified, it needs to be balanced out with EIGHT more positives than negatives

8:1 POSTIVES TO NEGATIVES
Step 2: Defining Target Behaviors

What is the problem behavior?

What is the positive alternative behavior?

Operational Definition

Define the target behavior in a way that is clear: no question about when or if the target behavior is occurring.

Observable: the behavior can be easily seen.

Measurable: the behavior can easily be recorded as present or absent, counted, or timed.
An Example

Problem Behavior: Jim spends much of the school walking around, moving from area to area, and disrupting other students by crowding them.

- Identify: Staying in position
- Define: Jim will stay in the seat he is assigned to occupy by his teacher with both feet on the floor, sitting upright, and focusing on the teacher or teacher-directed materials.

An Example

Behavior: Riley is a 3rd grader who has trouble remembering to raise her hand to get her teacher’s attention during reading and math instruction.

- Baseline Data: Riley raises her hand to get her teacher’s attention 50% of the time during reading and math instruction
- Specific, measurable goal: Riley will raise her hand to get her teacher’s attention 60% of the time during reading and math instruction in 2 weeks.
Step 3: Develop a Data Collection system

- Select a method for collecting data on the problem behavior (if necessary) and always on the Positive Alternative Behavior.

- How will we know if the student has learned and is using the positive alternative behavior?

Externalizing Behavior: Eduardo

Problem Behaviors:
- Disruptive of other students and teacher
- Low rate of work completion

Function:
- Attention
Dependent Variable

Socially Appropriate Classroom Behavior

- Attending
- Working on academic assignments
- Reading aloud
- Answering questions
- Getting the teacher’s attention appropriately
- Compliance with teacher’s instructions
- Other

Eduardo
STEP 4: Setting Goals

- Goals should be specific, challenging, and achievable
- Set small, realistic short term goals
- Use data to set a goal
Step 5: Identify Reinforcers

- Ask the student
- Use a reinforcer preference assessment such as a reinforcer list or menu
- These can be created by you or found in books, journal articles, or online

Reinforcers

- Reinforcers do not have to be expensive, elaborate, or time consuming

Examples

- Adult attention, peer attention, a break, game time, music time, physical movement, time in general education classrooms, stickers, extra computer time, time with a favorite adult
Reinforcers

- Reinforcers can be tangible items, preferred activities, or social opportunities
- Reinforcers need to be both desirable and motivating
- Research has shown that children who help develop their own rewards have more buy-in to the program
- Reinforcers are not required for a successful program
- Test the effectiveness of reinforcers

**Identify Potential Positive Reinforcers.**

- Test reinforcers for effectiveness.

- Set contingencies for agent delivered reinforcement.

- Set contingencies for self-delivered reinforcement.
Step 6. Teach a Positive Alternative Behavior.
If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to behave, we…

John Herner, NASDSE President (Counterpoint 1998, p.2),

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Preventing and Correcting Misbehavior by Teaching a Positive Alternative

1. Name and describe
2. Give a rationale
3. Model (you do)
4. Practice (they do)
5. Feedback & praise
6. Plan future practice

The Teaching Pattern
Directly Teach Positive Alternative Behaviors

- Provide Rationales – benefits (privileges, reinforcers), avoid negative consequences
- Practice (role play)
- Teach self-management – matching procedure

The Matching Process

<table>
<thead>
<tr>
<th>Name</th>
<th>Tom</th>
<th>Date</th>
<th>10-14-87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Period</td>
<td>3rd</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CITIZENSHIP POINT CARD**

- H = 4 points
- S = 3 points
- N = 2 points
- U = 1 point
- Each = 1 Bonus Match Points

Student Rating
Teacher Rating

\[4 + 3 + 3 + 1 + 0 = 11\]
### Eduardo

**How am I doing?**

<table>
<thead>
<tr>
<th>Eduardo</th>
<th>Maria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was doing my work and didn't bother or talk to my friends or Miss Pay.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Points**

- YY = 10 pts
- NN = 2 pts
- YN = 0 pts
- NY = 0 pts

**Total Points**

---

### Externalizing Behavior: Chad

**Problem Behaviors:**

- Not following directions
- Off-task
- Low rate of work completion
Chad

<table>
<thead>
<tr>
<th>Center</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>Mins.</th>
<th>Agree</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:00</td>
<td>9:05</td>
<td>5</td>
<td>Y</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>9:05</td>
<td>9:10</td>
<td>5</td>
<td>Y</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>9:10</td>
<td>9:15</td>
<td>5</td>
<td>Y</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>9:15</td>
<td>9:20</td>
<td>5</td>
<td>Y</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>9:20</td>
<td>9:25</td>
<td>5</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>9:25</td>
<td>9:30</td>
<td>5</td>
<td>Y</td>
<td>70</td>
</tr>
</tbody>
</table>

Total Points: 100

Points
1. Spelling Center 10 min. Finish Center = 10 pts
2. Response Journal 10-12 min. Finish in time = 5 pts
3. Reading Center 10 min. Bonus = 5 pts
4. Newspaper 10 min. (if teacher agrees)
Step 7: Monitor Student Performance & Progress

WHAT DOES THE STUDENT DO?
Develop a data collection method

- A method appropriate to use with target behavior, student’s age and ability, reading level, and fine motor skills
- Cues can be done through audio beeps, picture cues, or verbal prompts
- Student can collect data using counting chips, sticker charts, tally marks, etc.
- Low and High Tech Recording Cueing

Example: How many times does the behavior take place?

- Nina puts a chip in her cup each time she raises her hand
- Levi writes a tally mark each time he turns in an assignment

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nina</td>
<td>⌛</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levi</td>
<td></td>
<td></td>
<td>⌛</td>
<td>⌛</td>
</tr>
</tbody>
</table>
Example: Did the target behavior take place within a specific time period?

- After each period Taylor decides if she used a quiet voice and marks her chart.
- Evan’s timer beeps every 10 minutes. If he is in his seat the whole time he draws a smiley face on his sheet.

<table>
<thead>
<tr>
<th>Time</th>
<th>Math</th>
<th>Reading</th>
<th>Writing</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:20</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: Is the behavior taking place at a specific time?

- Mrs. Smith signals Evan every 5 minutes by raising her hand. If Evan is focused on the teacher he sees the sign and adds a sticker to his card.
- Jerry has a small timer at his desk that vibrates every 4 minutes. He marks his sheet if he is in his seat when it vibrates.

<table>
<thead>
<tr>
<th>Time</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>8.00</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.00</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>20.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example: Am I organized and prepared?

- Each time a class begins, Julie checks to see if she was ready for class.
- At the beginning and end of the school day, Mark completes an organizational checklist.

<table>
<thead>
<tr>
<th>Am I ready for class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Am I ready to go home?</th>
</tr>
</thead>
</table>

Done

- I check my planner to see what classes I have homework in.
- I have any text books needed to complete homework assignments.
- I have any worksheets needed to complete homework assignments.
- I have a pencil and paper in my backpack.

Kids Tools
Strategy Tools
Dr. Gail Fitzgerald
**CITIZENSHIP POINT CARD**

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>H</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>N</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Points:** 11

---

**Absence Log**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
<th>Tests and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19</td>
<td></td>
<td>Page 66 1-10</td>
</tr>
<tr>
<td>10/20</td>
<td></td>
<td>Page 70 25-50 (odd)</td>
</tr>
<tr>
<td>10/21</td>
<td></td>
<td>Page 78 1-20 (even)</td>
</tr>
<tr>
<td>10/22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Total:** 102

**Student Rating:** N

**Points Earned and/or Grade:** 30

**Estimated academic grade for this term:** 102

**Estimated citizenship grade for this term:** 30

**Weekly Total:** 40

**Avg:**

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I could improve my grade by turning in homework and studying for tests.
No tech- Recording Systems

- Using clicker devices
- Using charts
- Moving paper clips from one pocket or side of desk to the other
- Moving rubber bands from one wrist to the other

Low Tech Cueing devices

- Timers or watches
Low Tech Cueing devices
Wristwatches with beeping /vibrating alarms

Low Tech Cueing/Recording devices

Google Outlook Dropbox
Low Tech

- [http://kidtools.missouri.edu](http://kidtools.missouri.edu)
- [Strategytools.org](http://strategytools.org)

- Getting Organized
- Organizing and Learning New Information
- Solving Personal Problems (monitoring card)
- Moving into the Future (action planner)
## Summary of Some Programs Currently Available

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>750 Words</td>
<td>Subscription based writing challenge website that encourages success by awarding merit badges for meeting writing goals.</td>
</tr>
<tr>
<td>Behavior Report Card</td>
<td>A customized behavior rating forms used to evaluate academic and or social and student behaviors.</td>
</tr>
<tr>
<td>Behavior Wizard</td>
<td>An online tutorial that offers 15 individualized resource guides addressing specific behaviors.</td>
</tr>
<tr>
<td>E-DBRC</td>
<td>An individual goal monitoring system that utilizes a website that can be accessed by both teachers &amp; parents to review progress reports &amp; goals with easily interpreted graphs.</td>
</tr>
<tr>
<td>Joe's Goals</td>
<td>A customizable online form to set and track goals.</td>
</tr>
<tr>
<td>KidTools</td>
<td>A web based resource of templates that allow individual students to create a plan for cognitive-behavioral change through goal setting and utilization of learning strategies</td>
</tr>
<tr>
<td>StickK</td>
<td>An individualized goal monitoring system that offers a commitment contract which binds the participant into achieving their personal goal by adding the incentive to lay money on the line.</td>
</tr>
<tr>
<td>Teacher Pro</td>
<td>Android app that tracks attendance and grades with a graphical display and provides either email or text communication with parents.</td>
</tr>
</tbody>
</table>
Step 8: Evaluating Progress and Data-based Decision-making

- Is the student performing the target behavior more frequently?
- Is there a pattern in the student’s performance of the target behavior?
- Is the reinforcement schedule adequate to motivate the student to continue performing the target behaviors?

Progress monitoring and decision making

- Essential questions:
  - What do we do if student is not improving?
  - What do we do if student is improving?
- Analyze Data:
  - Changes in level
  - Changes in trend
  - Changes in variability
Step 9: Fade Self-management Procedures and Thin Reinforcement

- After the student meet their goal, set a new one
- Gradually reduce self-monitoring and reinforcements given
- Gradually thin the schedule of reinforcement
- Fading & thinning may be occurring too rapidly if inappropriate behavior begins to increase or student stops making progress
Generalization and Maintenance of Treatment Gains of Behaviorally Handicapped Students Form Resource Rooms to Regular Classrooms Using Self-Evaluation Procedures

Ginger Rhode, Daniel P. Morgan, & K. Richard Young

Self-management Procedures for Teachers
Instructional Outline

Name/ID # _______ Date _______

1. Today I will praise as often as I can. Who are the students who need additional praise?

2. How will I demonstrate to the students what I expect them to do?

3. How will I know if my students learned it?

4. How will I increase the number of opportunities to respond?

5. How will I provide guided practice?

6. How will I provide independent practice?

Self-Evaluation

Self-Management of Instruction and Learning in Education (SMILE Rubric)

Name/ID # _______ Date _______

<table>
<thead>
<tr>
<th>Item</th>
<th>N/A</th>
<th>Not at all</th>
<th>Partially</th>
<th>Mostly</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I used specific written and/or verbal praise statements with my students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. I explained to my students what I specifically wanted them to learn in this lesson.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. I demonstrated how to correctly complete the activity, including the criteria for correct responding, as often as needed.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. I provided a high rate of opportunities to respond during my instruction.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5. I provided students opportunities for guided practice with feedback.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6. I provided students opportunities for independent practice.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Key

Completely = With all students, as often as possible.
Mostly = With most students, most of the time.
Partially = With some students, some of the time.
Not at all = This item should have been used but was not used at all.
Not applicable (N/A) = This item was not relevant to this lesson on this day.
Step 10: Randomly monitor student’s (your) use of self-management in daily activities, use probes and booster sessions as needed.

I-Connect

- See www.iwillgraduate.org for overview video

And email hpwills@ku.edu with interest in implementing I-Connect in your school or district

*As of 2014 you will need an Android device and either wireless connectivity OR HS students have used their Android Cell Phones (IOS and HTML versions on their way)

**Videos of testimonials and student baseline and intervention clips have been removed from this PowerPoint for posting
Participant 1: 17 yr old with LD at risk of failing Ecology

Participant 3: 15 yr old female with an intellectual disability in her self-contained classroom

Not for Distribution... This will soon be published
Self-Management

A Classroom Teacher's Perspective
Lachelle Clemons

Implementing the Self-Management Program

• I chose on-task behavior for all of my students who learned to monitor their behavior. The students responded to the question "Am I on task?" every minute or 30 seconds based on their baseline data.
• Three training sessions.
  
  • Session 1: The student and I talked about what on-task behavior was. I gave them examples and non-examples of on-task behavior. Then, the student recorded their behavior using their self-management device.

  • Session 2: We watched the video recording of the student using the device in the classroom and discussed their behavior in comparison to what they recorded. They recorded their behavior again using the device.

  • Session 3: Watch the video from the previous day and discuss their behavior just as in session 2. After this, the student records their own behavior using the device.

• Matching Sessions
  
  • To do this, I used video where I would record them using the device and then review the video with them at a later time. This provided opportunities to show them exactly what behavior needed to be changed so that they could be more on-task.

  • Students really enjoyed watching themselves

  • How often? I think that as a teacher you will know that if a student is not completing any work, but he is recording himself as on-task 100% of intervals, you may need to complete a matching session.

  • Generally once a week was enough
Reinforcement

• Reinforce the student for managing their behavior!!

• Reinforce the student for matching sessions which are 80% or above.

• Reinforcement is what kept my students so interested in self-management
  • Respond 80% of intervals and pick from Reinforcement menu following session
  • This may need adjusted based on a particular student, but I only had one session when the student did not earn reinforcement.

Is all this work worth it?

YES

• Noticeable behavior changes.
• Increased assignment completion.
• The students seem to “enjoy” using the device and monitoring their behavior.
• It provides opportunities to connect with your students and build relationships.
Teacher Satisfaction

“The student was more focused when he used the device. He completed more work and did better on the assignments. The student was more on-task and he seemed to have a better handle on what was occurring in the classroom.” –HS Ecology Teacher

“My student has used the I-Connect with good success. In the past, she had trouble with focusing. I have found that she focused more when she used the device. She controls her focus instead of outside reminders or prompts. She enjoys using the I-Connect. I enjoy her using it because it allows her to be independent and in control of her actions.” –HS Special Education Teacher

Student Satisfaction

“I like the I-Connect because it helps me with my work, makes me focus better, and it is fun to play with.”

“It helps me focus. I like the computer device. I do better on my work. I earn movie time.”
Help! It's not working!

- Is the program being implemented consistently?
- Are reinforcers powerful enough? And given often enough?
- Are short term goals easily attainable?
- Would a matching condition help?
- Does the student need more practice?
- Should time frames be shortened or lengthened?

Resources


Other Sources:
http://autismpdc.fpg.unc.edu/content/self-management

The National Professional Development Center on Autism Spectrum Disorders is a multi-university center to promote the use of evidence-based practice for children and adolescents with autism spectrum disorders. Website includes modules and resources related to self-management.

http://www.interventioncentral.org/blog/self-management

www.kipling.org

www.iwillgraduate.org

The website for I-Connect

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