

SELF-MANAGEMENT SYSTEMS

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How to utilize a self-management system to modify
and shape the behavior of students with ASD

SELF-MANAGEMENT TRAINING

- Attended START Self-Management Module on October 27, 2015
- Learned that Self-Management is one of the most effective and most underutilized practices in ASD
- Learned that Self-Management and Visual Supports are the only 2 Evidence-Based Practices that serve as effective strategies in addressing all 6 primary domains within ASD:
 - Academics/Cognition
 - Behavior
 - Communication
 - Play
 - Social
 - Transitions

SELF-MANAGEMENT SYSTEM

What is Self-Management?

- Self-management interventions are a way of systematically teaching individuals how to self-regulate their behavior
- Learn rules/norms needed to act appropriately in a given situation
- We ALL use self-management, but individuals with ASD need to be explicitly taught how to manage their behavior
- Can be used to address any number of skills/behaviors
 - Self-awareness, interrupting, time management, organization, independence, abiding by expectations/rules, engagement, managing high interest area, social skills, work/task completion, emotions, etc.

SELF-MANAGEMENT SYSTEM

Why Self-Management?

- Decrease inappropriate behavior
- Increase appropriate behavior
- Gives child sense of ownership of and control over his/her behavior
- Stresses positive behavioral support
- Avoids punishment approach to behavior
- Encourages child to take responsibility for his/her own behavior
- Greater likelihood that appropriate behavior will generalize across settings

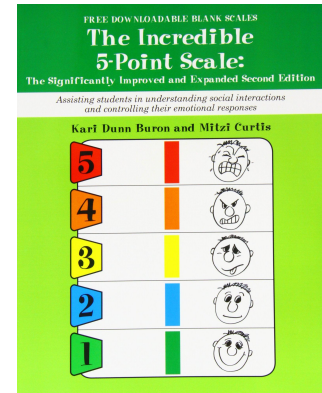
THE INCREDIBLE 5-POINT SCALE

Created by Kari Dunn Buron <http://www.5pointscale.com>

- a visual representation of social behaviors, emotions, and abstract ideas.
- Kari stresses, that "the scale is about breaking social and emotional concepts into 5 parts. It is a teaching tool."

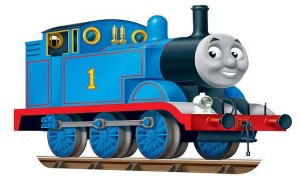
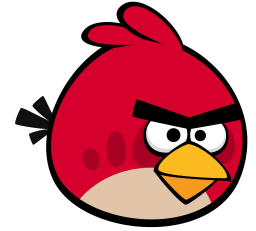
To create a 5-Point Scale:

- identify the target behavior
- task analyze the behavior and break it down into concrete parts



5-POINT SCALE SUGGESTIONS

- When creating a 5-Point Scale, develop the scale collaboratively with the child.
- Tap into the student's high interest area (i. e. Angry Birds, Sports, Trains, Minecraft, etc.) to increase engagement and motivation
- Use child's own words/language to describe the levels and strategies
- Get more "buy-in" from the student



INCREDIBLE 5-POINT SCALE : BEHAVIOR

- Utilize this template to help explore and problem-solve the behavior with the student/staff.
 - What did I say or do?
 - What that person might think/feel?
 - What could happen?

	What did I say or do?	What that person might think or feel?	What could happen?
5			
4			
3			
2			
1			

INCREDIBLE 5-POINT SCALE : BEHAVIOR

Example:

- HS Student w/ ASD
- Target behaviors:
 - Physical and verbal aggression

	BEHAVIOR	WHAT CAN HAPPEN
5	HURTFUL BEHAVIOR <ul style="list-style-type: none"> Hurting someone Hitting Kicking Pushing Punching Tackling NEVER WANT TO GET TO THIS LEVEL	BREAKING THE LAW <ul style="list-style-type: none"> Call the police Get arrested Go to jail
4	SCARY BEHAVIOR <ul style="list-style-type: none"> Threaten with words Swearing Dirty looks Staring too long 	<ul style="list-style-type: none"> Might be breaking the law Breaking school rules Get into trouble Talk to the principal Principal might call parents Could get fired from your job
3	ODD/STRANGE/WEIRD BEHAVIOR <ul style="list-style-type: none"> Standing too close to someone else Saying something rude Talking too much about your favorite topic Interrupting 	<ul style="list-style-type: none"> Makes the other person feel nervous or uncomfortable They won't want to spend time with you They won't want to be your friend
2	"OK" BEHAVIOR <ul style="list-style-type: none"> Smiling at someone when they smile at you Playing a new game with someone but accidentally breaking a rule Sitting by someone new at lunch 	<ul style="list-style-type: none"> That person will like you That person might become your friend That person might want to spend time with you That person will think you're nice
1	GREAT BEHAVIOR <ul style="list-style-type: none"> Being friendly to someone Greeting someone Giving someone a compliment Having a conversation with someone Playing a game with someone and following the rules THIS IS THE LEVEL WE WANT TO BE AT	<ul style="list-style-type: none"> That person will like you That person might become your friend That person might want to spend time with you That person might want to talk to you That person will think you're nice

INCREDIBLE 5-POINT SCALE: AFFECTIVE/EMOTIONS

- Utilize this template to explore emotions with student/staff
 - How am I feeling? What does it look like?
- Discussed more appropriate ways to communicate emotions
- Developed appropriate strategies for coping with the emotions (i.e. BREAK)
 - What could I do instead?

	How am I feeling? What does it look like?	What could I do instead?
5		
4		
3		
2		
1		

INCREDIBLE 5-POINT SCALE: AFFECTIVE/EMOTIONS

Example:

- HS Student w/ ASD
- Target behavior
 - Expressing emotions in an appropriate way

EMOTIONS SCALE

























5	ANGRY <ul style="list-style-type: none">• I'M GOING TO LOSE CONTROL!• I might lose control of my body• I need to spend some time by myself in a safe, quiet place• I will calm down using my BREAK time strategies I NEED TO TAKE A BREAK
4	FRUSTRATED <ul style="list-style-type: none">• I'M FEELING VERY FRUSTRATED• I could lose control of my words• I need to spend some time in a safe, quiet place• I will calm down using my BREAK time strategies I NEED TO TAKE A BREAK
3	NERVOUS/ANNOYED <ul style="list-style-type: none">• I'M FEELING NERVOUS OR ANNOYED• Something is making me feel nervous• Someone is bothering me• I can try taking a short walk or getting a quick drink to calm down I MIGHT NEED TO TAKE A BREAK
2	OKAY <ul style="list-style-type: none">• I'M FEELING OKAY• I can stay in class and continue my day.• I can use positive self-talk to keep calm• "I'm okay. Everything will be alright."
1	HAPPY <ul style="list-style-type: none">• I'M FEELING HAPPY. I'M HAVING A GREAT DAY!• I feel calm, relaxed, and focused.• I can be in class and do my work

SELF-MANAGEMENT SYSTEM

I am playing in a football game each day. I have to follow these 5 rules or the official will throw a penalty flag.
 If the official puts a "O" around the flag, then I followed the rule. If the official puts an "X" on the flag, then I broke the rule.
 25 "O"s = I WIN the game/6 or more "X"s = I LOSE the game/ 3 WINS each week = "SURPRISE" on Friday
 1 "X" on an orange flag = I'm ejected from the game and I will need to talk to Mrs. Gehl, Miss Jill, or Mrs. Ernst.
 1 "X" on a red flag = I'm ejected from the game and I will be sent to the NFL Commissioner's (the principal's) office.

Example:

- H.S. Student with ASD
- Target Behaviors:
 - listening to adults
 - following the rules
 - task completion
 - verbal & physical aggression
- Sports = high interest area
- Loves Detroit Lions, Tigers, MSU
- No other behavioral incidents this year

DATE:	I listened to the adults (huddle up)	I followed the rules (no penalties)	I completed my task/work (played my position)	I used appropriate words (good sport - no swearing/taunting)	I controlled my body (good sport - no hitting, kicking)
1st Hour					
2nd Hour					
3rd Hour					
4th Hour Lunch					
5th Hour					
6th Hour					
TOTAL "O":					
TOTAL "X":					

INCREDIBLE 5-POINT SCALE: AFFECTIVE/EMOTIONS

- Example: 6th grade student with ASD
- Target Behaviors:
 - Swearing at staff when he gets upset
 - Expressing emotions appropriately
- Angry Birds = high interest area

5	 FURIOUS I'm angry. I'm SWEARING. I might be destroying things. Red	BREAK IT IS MANDATORY I need to find a quiet, safe space to calm down.
4	 BORED I'm being IMPULSIVE. I'm BLURTING out when the teacher is talking. I'm interrupting my classmates. Bubbles	BREAK I might need a BREAK if I can't get my mouth under control. It's not mandatory.
3	 ANXIOUS STRANGE BEHAVIOR Rocking Rubbing my legs Tapping Talking about my favorite topic all of the time Chuck	BREAK I might need a BREAK if I can't get my body under control. It's not mandatory.
2	 SILLY I'm pretending. I'm imitating something. I'm being funny. I'm telling jokes. Blues	This is okay sometimes. I need to choose the right place and time. If an adult tells me to stop, then I need to stop.
1	 HAPPY I'm happy. I'm calm. I'm nice to others. I'm ready to learn. Hal	I don't need to change anything. My behavior is VERY appropriate.

SELF-MANAGEMENT

Example:

- 6th grade student with ASD
- Target Behaviors:
 - inappropriate language
 - group participation
 - complaining about work
 - blurting out during instruction
- Angry Birds = high interest area

I am playing an Angry Birds game everyday. I have 5 rules to follow. To WIN the game each day, I must hit the target with my Angry Birds 35 times (= 35 "O's")

If I obey the rule in a class, then my Angry Bird hit the target and I will get a "O" around the Angry Bird.





































If I break the rule in a class, then my Angry Bird missed the target, and I will get an "X" on the Angry Bird

I can only miss the target 5 times (5 "X's") in the morning. If I miss the target 5 times or less in the morning, then I earn 5 minutes to play Angry Birds on the iPad before lunch.

I can only miss the target 5 times (5 "X's") in the afternoon. If I miss the target 5 times (5 "X's") or less in the afternoon, then I earn 5 minutes to play Angry Birds on the iPad before I go home.

If I have hit the target 35 or more times (= 35 "O's") on my chart by the end of the day, then I WIN the Angry Birds game that day.

I will start another Angry Birds game tomorrow.

DATE:	I followed directions from my teacher	I worked well with others in my group	I did my work without complaining	I raised my hand to talk	I used appropriate words
URC			No Group		
Writing Workshop			No Group		
Reading Workshop			No Group		
Social Studies			No Group		
Lunch Recess			No Group		
Math			No Group		
Science			No Group		
Power Hour			No Group		
Specials			No Group		
TOTAL "O" =					
TOTAL "X" =					

INCREDIBLE 5-POINT SCALE: AFFECTIVE/EMOTIONS

Example: 4th grader w/ Asperger's

- Written up 7 times from start of school year until Nov. 5
 - Losing recess, Chromebook time frequently
 - Hates coming to school
- Target Behaviors:
 - Physical aggression (i.e. hitting, kicking, pushing, punching, throwing rocks, etc.)
 - Verbal aggression (i.e. name-calling, making fun of others, etc.)
- Pokemon = high interest area
- Has not been written up since supports have been in place





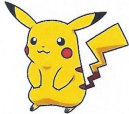
EMOTIONS SCALE			
		How am I feeling right now?	What can I do instead?
5		OUT OF CONTROL! ANGRY/MAD My body is out of control. I'm hurting others. Hitting, kicking, pushing, throwing things	BREAK I MUST TAKE A BREAK I need to go to the library and use my BREAK time strategies
4		UPSET/FRUSTRATED My words are out of control. I'm saying mean things to others. I'm calling other people names.	BREAK I MUST TAKE A BREAK I need to go to the library and use my BREAK time strategies
3		NERVOUS/ANXIOUS/SCARED I'm worried that I might miss out on something. I'm scared that I might not earn my reward. I'm anxious because the schedule changed.	BREAK I MIGHT NEED A BREAK I can choose to take a BREAK if I need to. My teacher can help me decide if I need a BREAK.
2		OKAY I'm feeling impulsive. I have the wiggles. I'm distracted. I'm not listening very well. I feel sick or tired. I'm having a hard time getting my work done.	I need to try to focus and listen better. I can ask my teacher for help. I can ask a friend for help. I can finish my work later.
1		GREAT/HAPPY I'm calm, quiet and focused. My body is under control. I'm using nice words. I'm getting my work done. I'm listening and working hard. I'm having a GREAT day!	I'm doing exactly what I should be doing. My teacher is happy. My friends are happy and want to play with me.

SELF-MANAGEMENT

Example: 4th grader w/ Asperger's

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 - Losing recess, Chromebook time frequently
 - Hates coming to school
- Target Behaviors:
 - Physical aggression (i.e. hitting, kicking, pushing, punching, throwing rocks, etc.)
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- Pokemon = high interest area
- Has not been written up since supports have been in place

Date:

	No Physical or Verbal Aggression	How did you try to make a friend today?
Before School		EXAMPLES <ul style="list-style-type: none"> • Asking someone to play • Asking someone to have lunch • Complimenting someone • Offering to Share materials/toys • Friendly conversations with others • Said hi to a new person • Working out problems with others • Working well in a group setting • Offering to help others
Morning		
Lunch/Recess		
Afternoon		
		

Physical and Verbal Aggression includes: Hitting, Kicking, Shoving, Throwing, Pushing, Sticking out tongue, Name calling, Bullying, Yelling at others, Making fun of others

Pokemon Cards Earned from Mom:

- 1 per day for Trying to Make a Friend
- 1 per day for good before school and morning behaviors
- 1 per day for good lunch/recess and afternoon behaviors


Total: up to 3 Pokemon cards per day

Circle Each Pokemon for when rules were followed. X each Pokemon for when a rule is broken.

INCREDIBLE 5-POINT SCALE: BEHAVIOR

Example:

- 4th grade student with ASD
- Target Behaviors:
 - Work completion
 - Paying attention in class
- Minecraft = high interest area

		What am I doing? What does it look like?	What should I do instead?
5		<p>I'm not focused on what my teacher is talking about.</p> <p>I'm thinking about what I want to think about.</p> <p>I'm not getting my work done.</p> <p>I'm picking</p> <p>My teacher has had to remind me many times to do my work</p>	<p>I need to think about the lesson.</p> <p>I need to start doing my work.</p> <p>I need to remember that I will have "think time" later.</p>
4			
3		<p>My mind is starting to wander.</p> <p>I'm starting to think about things that interest me rather than the lesson.</p> <p>I'm sitting quietly but not starting my work.</p> <p>My teacher and friends are having to remind me to do my work</p>	<p>I need to think about the lesson.</p> <p>I need to remember that I will have "think time" later.</p> <p>I need to start my work.</p> <p>I need to remember that doing my work makes my teacher happy.</p>
2			
1		<p>I am listening to my teacher.</p> <p>I am engaged in the lesson.</p> <p>I am thinking about what the teacher is talking about.</p> <p>I am doing my work on my own.</p>	<p>I'm doing a GREAT job!</p> <p>I need to keep listening and thinking about the lesson.</p> <p>I need to keep doing my work.</p>

SELF-MANAGEMENT SYSTEM

Example:





















- 4th grade student with ASD
- Target Behaviors:
 - Work completion
 - Paying attention in class
- Minecraft = high interest area

Behavior Chart

I must follow these 2 rules each day to earn
1. I started my work with only 1 reminder from my teacher or a friend.
2. I needed ___ attention sticks or less.

If I follow the rule, then I circle Steve.
If I break the rule, then I circle the Creeper.
If I circle ___ Steves by the end of the day, then I earn Minecraft time.

Total # of Steves =

Date: _____	Did I start my work with only 1 reminder?	Did my teacher give me ___ sticks or less?	Teacher Agree?
	<div> yes</div> <div> no</div> <div>No work to do</div>	<div> yes</div> <div> no</div> <div></div>	<div>Yes</div> <div>No</div>
	<div> yes</div> <div> no</div> <div>No work to do</div>	<div> yes</div> <div> no</div> <div></div>	<div>Yes</div> <div>No</div>
	<div> yes</div> <div> no</div> <div>No work to do</div>	<div> yes</div> <div> no</div> <div></div>	<div>Yes</div> <div>No</div>
	<div> yes</div> <div> no</div> <div>No work to do</div>	<div> yes</div> <div> no</div> <div></div>	<div>Yes</div> <div>No</div>
	<div> yes</div> <div> no</div> <div>No work to do</div>	<div> yes</div> <div> no</div> <div></div>	<div>Yes</div> <div>No</div>

SELF-MANAGEMENT SYSTEM

Example:

- H.S. Student w/ Asperger's
- Target Behavior:
 - Stalking-like behaviors
- Marvel Comics = high interest area

























Self-Checklist

I must follow these 3 rules each day to earn a can of Mountain Dew during 6th Hour.

1. Stop staring at peers in class with no more than 1 teacher reminder
2. Don't ask to go to the bathroom at the start of class
3. When the bell rings, do a 30 second check-in with my teacher at the end of class

If I follow the rule, then I circle Captain America.
 If I break the rule, then I circle Thanos.
 If I circle _____ Captain Americas by the end of the day, then I earn a can of Mountain Dew in 6th Hour.
 If I earn _____ out of 5 Mountain Dews in a week, then I earn Marvel Comic time on Friday.

Total # of Captain Americas circled

Date:	Did I stop staring at peers in class with no more than 1 teacher	Did I remember not to ask to go to the bathroom at the start of the hour?	Did I do my 30 second check-in with my teacher when the bell rang?	Teacher agree?	
1st hour	 yes	 no	 yes	 no	yes no
2nd hour	 yes	 no	 yes	 no	yes no
3rd hour	 yes	 no	 yes	 no	yes no
4th hour	 yes	 no	 yes	 no	yes no
5th hour	 yes	 no	 yes	 no	yes no
6th hour	 yes	 no	 yes	 no	yes no

SELF-MANAGEMENT SYSTEM

Example:

- H.S. Student w/ ASD
- Target Behavior:
 - Starting a conversation w/ a peer
 - Listening and responding during group
 - Being nice to a classmate that he tends to pick on
- Family Guy = high interest area

I must follow these 3 rules each day to earn a special reward:

1. start a conversation with a peer.
2. listen and respond during group
3. be nice to Colton (no "shushing")











































Behavior Chart

If I follow the rule, then I circle Peter Griffin.

If I break the rule, then I circle Stewie.


If I circle 12 Peter Griffins by the end of the day, then I earn a special reward.

For my reward, I can choose between extra iPad time, extra computer time, or candy each day.

Date:	Did I start a conversation with a peer?	Did I listen and respond during group?	Was I kind to Colton? (no "shushing")	Teacher agree?				
1st hour	 yes	 no	 yes	 no	 yes	 no	yes no	
2nd hour	 yes	 no	 yes	 no	 yes	 no	yes no	
3rd hour	 yes	 no	 yes	 no	 yes	 no	yes no	
4th hour	 yes	 no	 yes	 no	 yes	 no	yes no	
5th hour	 yes	 no	 yes	 no	 yes	 no	yes no	
6th hour	 yes	 no	 yes	 no	 yes	 no	yes no	

SELF-MANAGEMENT SYSTEM

- If student is able to get 2 out of 3 Peter Griffins during an hour of the day, then he receives a pop can token for that hour.
- Pop can tokens accumulate throughout the week and are tracked on this chart
- Can of pop is awarded at end of the week if student reaches established threshold

I need ____  to get my pop on Friday

MONDAY

1

2

3

4

5

6

TUESDAY

1

2

3

4

5

6

WEDNESDAY

1

2

3

4

5

6

THURSDAY

1

2

3

4

5

6

FRIDAY

1

2

3

4

5

6

Did I earn my pop this week?

YES

NO

SELF-MANAGEMENT SYSTEM

Example:





























- 2nd grader w/ ASD
- Target Behavior:
 - Blurting during class
 - Work completion
 - Using nice and appropriate words
- Kirby Vacuums = high interest area
 - Does not like broken vacuums, so a broken vacuum = broken rule ("NO" on chart)

I must follow these 3 rules each day to earn
 1. I used ____ or less blurt sticks.
 2. I finished my work.
 3. I used nice and appropriate words.

Behavior Chart

If I follow the rule, then I circle the kirby vacuum.
 If I break the rule, then I circle the broken vacuum.
 If I circle ____ Kirby vacuums by the end of the day, then I earn a prize from Mrs. Stutsky's prize box.

Total # of Kirbys
circled = ____

Date:	Did I use ____ or less blurt sticks?	Did I finish my work?	Did I use nice and appropriate words?
	 Yes  No	 Yes  No No work to do	 Yes  No
	 Yes  No	 Yes  No No work to do	 Yes  No
	 Yes  No	 Yes  No No work to do	 Yes  No
	 Yes  No	 Yes  No No work to do	 Yes  No
	 Yes  No	 Yes  No No work to do	 Yes  No

INCREDIBLE 5-POINT SCALE: BEHAVIOR

Example: 5th grader w/ ASD

Target Behavior:

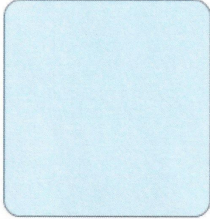
- Will approach peer (especially girls) and place his hands on both of her shoulders
- Teacher/paras using visual cue cards and video modeling to teach scale


What am I doing? What does it look like?		What should I do instead?
5	 <p>touching others</p>	<p>I'm touching a person to say "Hi".</p> <ol style="list-style-type: none">1. Keep my hands to myself2. Take a step back3. Give a wave, fist bump, or a high five
4	 <p>too close</p>	<p>I'm standing too close to someone to say "Hi".</p> <ol style="list-style-type: none">1. Take a step back2. Give a wave, fist bump, or a high five instead
3	 <p>high five</p>	<p>I'm saying "hi" with a high five</p> <ol style="list-style-type: none">1. Walk up to the person2. Put hand up3. Give him a high five4. Say "Hi"
2	 <p>fist bump</p>	<p>I'm saying "hi" with a fist bump</p> <ol style="list-style-type: none">1. Walk up to the person2. Put fist out3. Give him a fist bump4. Say "Hi"
1	 <p>wave "hi"</p>	<p>I'm saying "hi" to someone.</p> <ol style="list-style-type: none">1. Wave at the person2. Say "Hi"

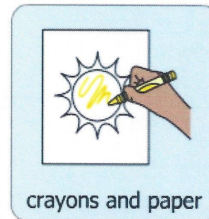
SELF-MANAGEMENT SYSTEM

Example:

- 5th grader with ASD
- Target Behavior:
 - Not running away
- Letting air out of beach ball; coloring; taking video = preferred activities
- Earns token for staying with his class and not running off

I am working for 

RULE: I will stay with the group and not run off. 



RESOURCES/REFERENCE LIST

Dunlap, K. & Ziegler, M. (2016). *Self-Management [PowerPoint Slides]*

Buron, K. D. *The Incredible 5-Point Scale* Retrieved from <http://www.5pointscale.com>