How to utilize a self-management system to modify and shape the behavior of students with ASD
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
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.
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](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
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.
INCREDBILE 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?
### Incredible 5-Point Scale: Behavior

**Example:**

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

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>WHAT CAN HAPPEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong> HURTFUL BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>• Hurting someone</td>
<td></td>
</tr>
<tr>
<td>• Hitting</td>
<td></td>
</tr>
<tr>
<td>• Kicking</td>
<td></td>
</tr>
<tr>
<td>• Pushing</td>
<td></td>
</tr>
<tr>
<td>• Punching</td>
<td></td>
</tr>
<tr>
<td>• Tackling</td>
<td></td>
</tr>
<tr>
<td>NEVER WANT TO GET TO THIS LEVEL</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong> SCARY BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>• Threaten with words</td>
<td></td>
</tr>
<tr>
<td>• Swearing</td>
<td></td>
</tr>
<tr>
<td>• Dirty looks</td>
<td></td>
</tr>
<tr>
<td>• Staring too long</td>
<td></td>
</tr>
<tr>
<td>• Might be breaking the law</td>
<td></td>
</tr>
<tr>
<td>• Breaking school rules</td>
<td></td>
</tr>
<tr>
<td>• Get into trouble</td>
<td></td>
</tr>
<tr>
<td>• Talk to the principal</td>
<td></td>
</tr>
<tr>
<td>• Principal might call parents</td>
<td></td>
</tr>
<tr>
<td>• Could get fired from your job</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> ODD/STRANGE/WEIRD BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>• Standing too close to someone else</td>
<td></td>
</tr>
<tr>
<td>• Saying something rude</td>
<td></td>
</tr>
<tr>
<td>• Talking too much about your favorite topic</td>
<td></td>
</tr>
<tr>
<td>• Interrupting</td>
<td></td>
</tr>
<tr>
<td>• Makes the other person feel nervous or uncomfortable</td>
<td></td>
</tr>
<tr>
<td>• They won’t want to spend time with you</td>
<td></td>
</tr>
<tr>
<td>• They won’t want to be your friend</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> “OK” BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>• Smiling at someone when they smile at you</td>
<td></td>
</tr>
<tr>
<td>• Playing a new game with someone but accidentally breaking a rule</td>
<td></td>
</tr>
<tr>
<td>• Sitting by someone new at lunch</td>
<td></td>
</tr>
<tr>
<td>• That person will like you</td>
<td></td>
</tr>
<tr>
<td>• That person might become your friend</td>
<td></td>
</tr>
<tr>
<td>• That person might want to spend time with you</td>
<td></td>
</tr>
<tr>
<td>• That person will think you’re nice</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong> GREAT BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>• Being friendly to someone</td>
<td></td>
</tr>
<tr>
<td>• Greeting someone</td>
<td></td>
</tr>
<tr>
<td>• Giving someone a compliment</td>
<td></td>
</tr>
<tr>
<td>• Having a conversation with someone</td>
<td></td>
</tr>
<tr>
<td>• Playing a game with someone and following the rules</td>
<td></td>
</tr>
<tr>
<td>THIS IS THE LEVEL WE WANT TO BE AT</td>
<td></td>
</tr>
<tr>
<td>• That person will like you</td>
<td></td>
</tr>
<tr>
<td>• That person might become your friend</td>
<td></td>
</tr>
<tr>
<td>• That person might want to spend time with you</td>
<td></td>
</tr>
<tr>
<td>• That person might want to talk to you</td>
<td></td>
</tr>
<tr>
<td>• That person will think you’re nice</td>
<td></td>
</tr>
</tbody>
</table>
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?

INCREDIBLE 5-POINT SCALE: AFFECTIVE/EMOTIONS
Example:

- HS Student w/ ASD
- Target behavior
  - Expressing emotions in an appropriate way
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
Example: 6th grade student with ASD

Target Behaviors:
- Swearing at staff when he gets upset
- Expressing emotions appropriately

Angry Birds = high interest area
Example:

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

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

---

### INCREDIBLE 5-POINT SCALE: BEHAVIOR

<table>
<thead>
<tr>
<th>Behavior</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm not focused on what my teacher is talking about.</td>
<td>I need to think about the lesson. I need to start doing my work. I need to remember that I will have &quot;think time&quot; later.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm thinking about what I want to think about.</td>
<td>I need to think about the lesson. I need to remember that I will have &quot;think time&quot; later.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm not getting my work done. I'm picking. My teacher has had to remind me many times to do my work.</td>
<td>I need to start my work. I need to remember that doing my work makes my teacher happy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My mind is starting to wander. I'm starting to think about things that interest me rather than the lesson. I'm sitting quietly but not starting my work. My teacher and friends are having to remind me to do my work.</td>
<td>I need to start my work. I need to remember that doing my work makes my teacher happy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am listening to my teacher. I am engaged in the lesson. I am thinking about what the teacher is talking about. I am doing my work on my own.</td>
<td>I need to keep listening and thinking about the lesson. I need to keep doing my work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm doing a GREAT job! I need to keep listening and thinking about the lesson. I need to keep doing my work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example:

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

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

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