

# SELF-MANAGEMENT AT LINCOLN DEVELOPMENTAL CENTER

**Kendra Host, OTR/L**  
**5/25/2016**

# INTRODUCTION

## Program Overview

- Center-based program
  - ASD
  - SXI
- Students with ASD  
Kindergarten- Ninth  
Grade



# MEET COLVIN

13 years old & in the 7th grade

Classroom team: Special Education teacher, two Non-Certified Teachers, SLP, OT, and School SW.

Strengths: Eager to please, affectionate, kind, and curious.

Barriers: Self and other injurious behavior, sensory-seeking tendencies, limited communication, and task avoidance.



# SELF MANAGEMENT & LDC



Basic applications to our students:

Selecting goals: Focused on areas to increase independence and participation.

Preparing and implementing systems: Identified simple, clear visuals to implement in instruction.

Teaching the system: Modeling how to use the system and providing tangible reinforcement. Prompting focused on visual, gestural, and modeling prompts.

- More about increasing student awareness of behaviors & participation.

# COLVIN'S SELF-MANAGEMENT GOALS

Remain appropriately engaged in a small group.

- Focus on: increasing time, decreasing disruptions

Remain appropriately engaged in a sensory motor/  
exercise activity.

- Focus on: increasing time, decreasing redirects

Select and initiate use of a self-calming tool.

- Focus on: increasing independent use

# COLVIN'S SELF MANAGEMENT PROGRAMING

Visual supports:

- Visual scale
- Visual schedule

Visual feedback:

- Playback of video performance with specific tasks

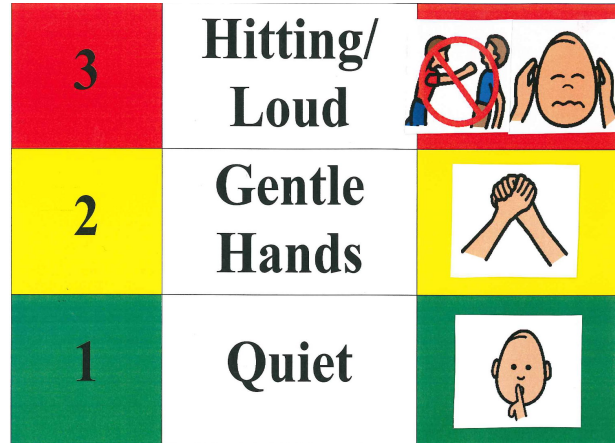
Redirections and reinforcement:

- Access to highly preferred items
- Fidgets



# VISUAL SUPPORTS: SCALE

- Trialed 5-point scale
- Transitioned to 3-point scale
- Teacher used gestural prompts to demonstrate level on scale
- Teacher modeled transition from high to low number



# VISUAL SUPPORTS: EXERCISE SCHEDULE & PROJECTOR CAMERA

- Schedule for exercise activities
- Nikon Coolpix Camera with Built-in Projector
- Feedback for performance and positive engagement





# REINFORCING MATERIALS: KINDLE FIRE

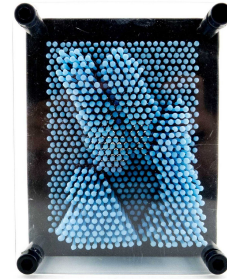
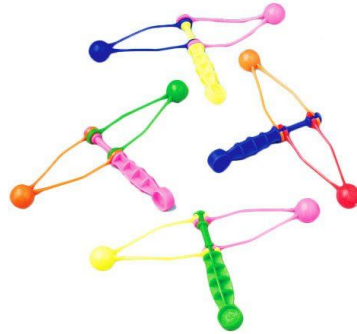
- Used as reinforcement for positive engagement
- Expanding leisure interests
- Included reinforcing apps & exposure to new apps
- Allowed for individual use vs. classroom ipad for all students



# REINFORCING MATERIALS: FIDGETS

Exposure to novel fidgets to expand options and functional redirections. Items included:

- Clacker toys
- Reinforcer/ fidget kit
- Push pin toy



# IMPLEMENTATION

The plan was developed by the OTR who provided training to the classroom staff.

Interventions were mostly implemented by the classroom staff and monitored by OTR.

- Exception: The goal specifically related to exercise was mostly implemented by the OTR.

Monthly probe & data monitoring was completed by the OTR.

# IMPLEMENTATION

Remain appropriately engaged in a small group.

- Visual scale to reference current level
- Reinforcement of preferred activities

Remain appropriately engaged in a sensory motor/ exercise activity.

- Visual schedule
- Projector camera for visual feedback

Select and initiate use of a self-calming tool.

- Visual scale to reference current level
- Fidgets/ alternate activities for functional redirection

# VIDEO EXAMPLE: SMALL GROUP



# VIDEO EXAMPLE: TRANSITIONS & EXERCISE

# OBSERVED BENEFITS

Based on data, Colvin has been noted to:

Require less prompts for the activities identified.

Remain positively engaged in activities for a longer duration.

Remain positively engaged with self-calming items.

Expand leisure engagement.



# REFERENCES

Statewide Autism Resources & Training. Kelly Dunlap & Maureen Ziegler. October 27, 2015. Self-Management Training.