Self-Management at Lincoln Developmental Center

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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 programming

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 kits
- 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