

# Self Management





# Effective Practices





# THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

Evidence-Based Practices	Academics & Cognition			Behavior			Communication			Play			Social			Transition		
	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H	E C	E L	M H
1. Antecedent-based Interventions																		
2. Computer Assisted Instruction																		
3. Differential Reinforcement																		
4. Discrete Trial Training																		
5. Extinction																		
6. Functional Behavioral Assessment																		
7. Functional Communication Training																		
8. Naturalistic Interventions																		
9. Parent Implemented Interventions																		
10. Peer Mediated Instruction/Intervention																		
11. Picture Exchange Com. System																		
12. Pivotal Response Training																		
13. Prompting																		
14. Reinforcement																		
15. Response Interruption & Redirection																		
16. Self-Management																		
17. Social Narratives																		
18. Social Skills Groups																		
19. Speech Generating Devices (VOCA)																		
20. Structured Work Systems																		
21. Task analysis																		
22. Time delay																		
23. Video Modeling																		
24. Visual Supports																		

## Evidence By Domain and Grade Level

Based on evidence reported in EBP Brief Overviews

July 2, 2009

# Resources for Self Management

- **NPDC Brief** (National Professional Development Center on ASD)
  - <http://autismpdc.fpg.unc.edu/>
- **OCAI AIM (Autism Internet Modules)**
  - <http://www.autisminternetmodules.org>





# Why Self-Management?



- **How do we manage our behavior?**
  - Recognize Unspoken Rules / Hidden Curriculum?
  - Self-Regulation: Self-Monitoring / Self-Reflection by context?
  - Understand the rules / norms?
  - Discriminate between appropriate / inappropriate behavior?
- **Self-management systematizes these self-regulation strategies so that individuals with ASD can learn the rules and norms needed to act appropriately in a given situation.**
- **Self-management is both a tool to teach other skills and an important skill in itself (self-determination)**



Typically, instruction for individuals with autism spectrum disorders has focused on teaching ALL of the skills and behaviors needed in EACH instructional setting, since individuals with autism may experience difficulty generalizing behaviors and skills across settings. Unfortunately, this becomes an overwhelming prospect as well as an inefficient strategy. Instead, it would seem more logical and efficient to teach behaviors that have the potential to transfer across settings and to benefit the individual in multiple settings. Self-management is such a behavior.

Don't Forget About Self Management Contributed by Steve Buckmann





# **We all need Self-Management**

**I need a Self-Management Plan  
Here...Here...Here...Here...Here and when I  
supposed to execute my part of the plan**



# In ASD, Self Management Interventions have EVIDENCE for.....

- **Decreasing inappropriate behavior**
  - Disruption
  - Off-task
  - OTHERS?
- **Increasing appropriate behavior**
  - Initiate interactions
  - Social / Communication
  - Engagement
  - OTHERS?





- **Count off 1 to 5 around the room**
- **Get into your group**
- **Read YOUR numbered item on the benefits to self-management on the next 2 slides**
- **Prepare a 30-second speech about that benefit in your own words**
- **Deliver your speech to your table mates starting with #5**



# Benefits of Self-Management

1. Provides students with a sense of ownership for and control over their own behavior, which is inherently reinforcing and may also make it less likely that students will try to control the teacher's behavior.
2. Provides consistent alignment with the philosophy of positive behavioral supports and interventions (PBIS) which calls for behavioral management techniques to be positive, preventative, educational, and empowering.



# Benefits of Self-Management

3. Provides opportunities for meaningful practice by measuring, graphing, evaluating and defining skills necessary in multiple parts of the curriculum.

4. Provides students and teachers with a proactive and positive way to avoid reactive punishment contingencies.

5. Increases the likelihood that appropriate behavior will last over time and generalize to various settings.



**Self- management is a useful technique to assist individuals with disabilities, including autism spectrum disorders, to achieve greater levels of independence in vocational, social, academic and recreational activities.**

**Don't Forget About Self Management Contributed  
by Steve Buckmann**

Autism & Independence







# Self Management

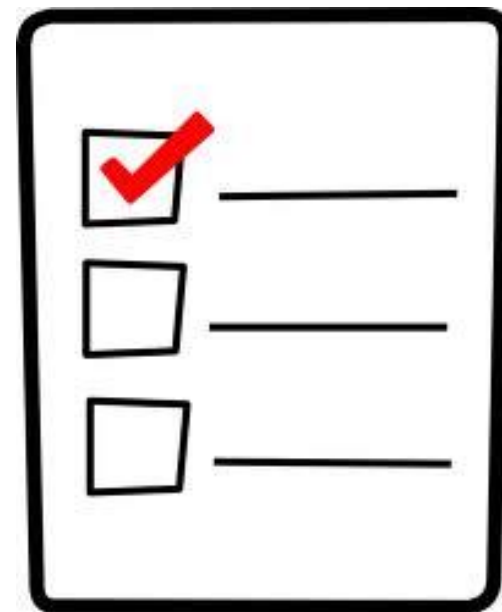
## Independence is a PIVOTAL Skill

### Alone it Reduces Behavior



# Self-Management Components

- **Teaching students to:**
  - (a) monitor behavior
  - (b) record performance, and
  - (c) obtain feedback / reinforcement
- **Implementation Steps:**
  - Prepare the system
  - Teach student to use the system
  - Implement the system with adult support
  - Promote independence with the system



# Implementing a Self Management System

- **Step 1: PREPARE THE SYSTEM**

- A. **Identify behavior to increase/decrease**

- Use Schedule Matrix
    - Ask Yourself a Series of Questions
    - Write Measurable Goal(s)
    - Benchmark Goal(s)



# The Schedule Matrix (Observation Form)

Schedule	Expectations & Instructional Outcomes	Current Level of Skill (Compared to Peers)	Current Supports/Strategies	Potential Goals / Strategies Needed
<p>II</p> <p>Major transitions / subjects,</p>	<p>Independence</p> <p>social</p> <p>communication</p> <p>behavioral</p> <p>academic</p>	<p>Independence</p> <p>engagement</p> <p>social</p> <p>communication</p> <p>behavior</p>	<p>Visuals</p> <p>Peer</p> <p>Peers</p> <p>Accommodations</p> <p>Differentiation</p> <p>Scripts</p>	<p>Where skills break down:</p> <p>Student</p> <ul style="list-style-type: none"> <li>Not engaged</li> <li>Not independent</li> <li>Resenting with behavior</li> <li>Culture is lagging</li> </ul>

Select behaviors that impact most areas of the schedule.



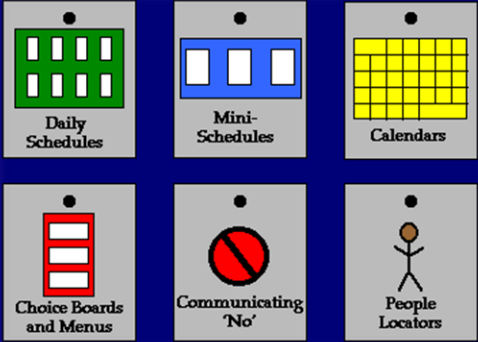

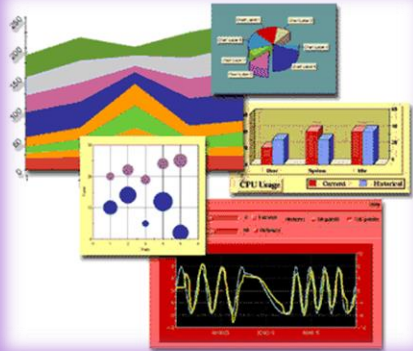
# Ask Yourself a Series of Questions



- What are other students doing that target student is not?
- What are other students not doing that target student should be?
- Which of these behaviors occur most often across the day?
- Which of these behavior, if addressed, would make the biggest impact?
- Who are the participants in the environment who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement



# Writing Measurable Goals & Objectives / Benchmarks

UTILIZING....	Student Will....	Under what conditions? At what level / degree (criteria)?
 <p>Daily Schedules</p> <p>Mini-Schedules</p> <p>Calendars</p> <p>Choice Boards and Menus</p> <p>Communicating 'No'</p> <p>People Locators</p>		



# Writing Measurable Goals

## Formula for Success

- **UTILIZING**—Using WHAT tool, support, system, etc. will the student learn to perform the skill?
  - Utilizing a visual schedule
  - Using peers / peer to peer support
  - Using a picture choice board
  - When provided a visual prompt
  - Using a visual functional communication system
  - Utilizing a routine checklist
  - When given a check schedule card
  - Using a choice modification strategy
  - Using a self-management checklist



# Writing Measurable Goals

## Formula for Success



- **UTILIZING**—Using WHAT tool, support, system, etc. will the student learn to perform the skill?
- **Behavior**—Get some VERBS in your sentence
  - What competency / skill should change?
  - OBSERVABLE





# BEHAVIOR

- Independently transition from activity to activity
- Make a choice
- Complete the activity independently
- Follow the classroom routine
- Complete the worksheet independently
- Raise hand and wait to be called on
- Ask for help
- Initiate interaction with a peer
- Follow instructions independently
- Make and engage in a choice
- Remain in seat / area
- Answer content-related questions
- Request a food item
- Independently put on / take off



# Writing Measurable Goals

## Formula for Success



- **UTILIZING**—Using WHAT tool, support, system, etc. will the student learn to perform the skill?
- **Behavior**—Get some VERBS in your sentence
  - What competency / skill should change?
  - OBSERVABLE
- **Conditions / Criteria**— Under what conditions and how MUCH / WELL will be considered mastery for the time frame of the IEP (use peers)?



# Writing Measurable Goals

## Formula for Success

- **Condition**--Under what condition should the skill be demonstrated (e.g. time, place, event)?
  - During transition times
  - During a social conversation
  - During class discussions
  - At lunch time (or math, science, etc.)
  - During morning and lunch recess
  - During independent work activities
  - When teacher is giving group instructions
  - During morning arrival routines
  - When preparing to go home

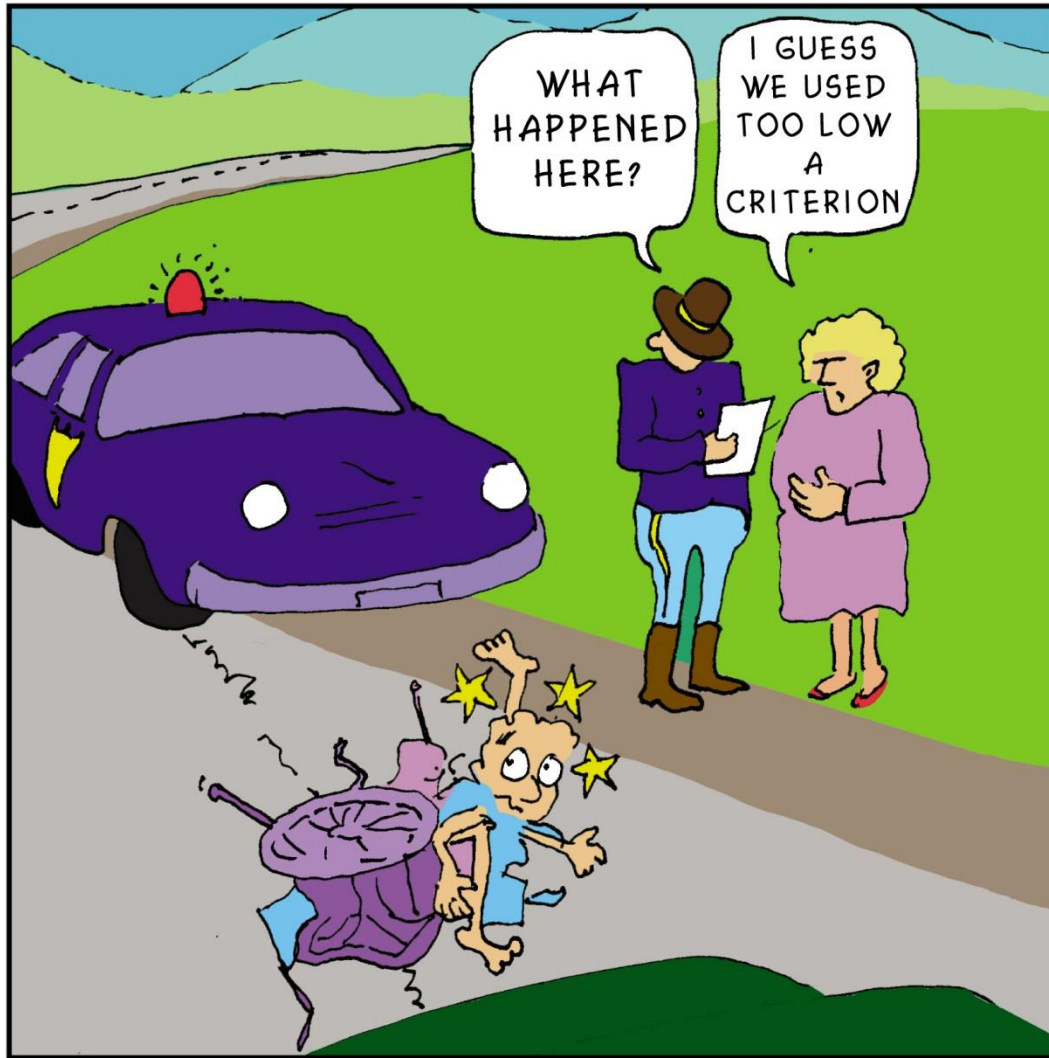


# CRITERIA / Mastery

- 9 out of 10 trials / opportunities
- 6 items / assignments
- 75% accuracy
- Increase by 10%
- 3 times a day
- On 9 consecutive attempts
- For 15 minutes at a time
- Within 5 minutes
- 4 times weekly
- 3 out of 5 days
- 4 class periods



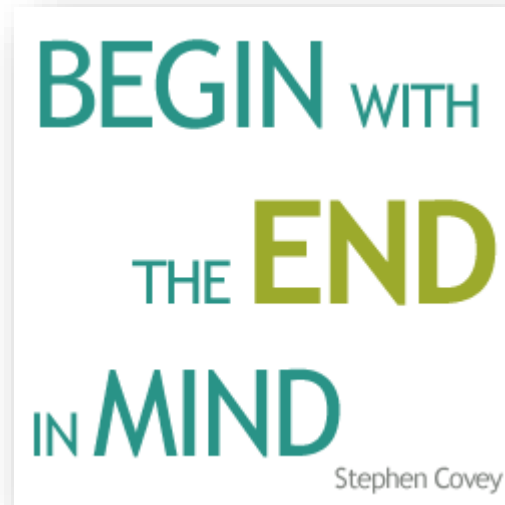
INSPIRED BY STAFF AT THE UNH INSTITUTE ON DISABILITY



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MRS. WALKER LEARNS THE HARD WAY  
THAT SOMETIMES 80% CORRECT JUST  
ISN'T GOOD ENOUGH.

# HINTS for Writing Measurable Goals



DEVELOPING BENCHMARKS

Student (DOB):

Date:

Level Of Attainment	Goal 1:	Goal 2:	Goal 3:
0 BASELINE			
+1 End of 1 <sup>st</sup> Quarter			
+2 End of 2 <sup>nd</sup> Quarter			
+3 End of 3 <sup>rd</sup> Quarter			
+4 Annual Goal			
	Targeted EBP:	Targeted EBP:	Targeted EBP:

# Ways to Change Condition or Criteria

## Change Prompt Levels

- Physical prompt
- Gestural prompt
- Verbal prompt
- Visual prompt
- Independent

## Change Setting

- One setting in school
- Two settings in school
- 2 school settings plus 1 community setting

## Change People

- ▶ No adults
- ▶ Familiar adult
- ▶ Unfamiliar adult
- ▶ With one peer
- ▶ Across multiple peers





# **GOALS & OBJECTIVES / BENCHMARKS**

## **Guided Practice**

**Chris will raise his hand when he needs assistance or wants to share important information. (90% of time)**



# Page 2 of the Goal Benchmark Form

## Benchmark Probe Data

Student Name:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Goal # 1								
Goal # 2								
Goal # 3								
	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Goal # 1								
Goal # 2								
Goal # 3								
	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Goal # 1								
Goal # 2								
Goal # 3								

START October 2015



# Implementing a Self Management System

- **Step 1: PREPARE THE SYSTEM**

- B. Select recording / cueing device appropriate for the student (USE INTERESTS)**

- **Frequency**
  - Paper / Pencil
  - Clickers
  - Token Boards
  - Paperclips
- **Interval**
  - Stopwatch / Timer / Clock



# Post-Writing Checklist

Sentence #	Does this sentence make sense?		Did I write about any "Forbidden" topics?	
1	Y	N	Y	N
2	Y	N	Y	N
3	Y	N	Y	N
4	Y	N	Y	N
5	Y	N	Y	N
6	Y	N	Y	N
7	Y	N	Y	N
8	Y	N	Y	N
9	Y	N	Y	N
10	Y	N	Y	N

How many sentences do I need for this writing assignment?    between \_\_\_\_\_    and \_\_\_\_\_

Did I use a good introductory sentence?	Y	N
---	---	---

Did I use a good concluding sentence?	Y	N
---------------------------------------	---	---

### Forbidden Topics:

## Self-monitoring

David's goal is to walk independently through the hallway.

David's self-monitoring checklist:

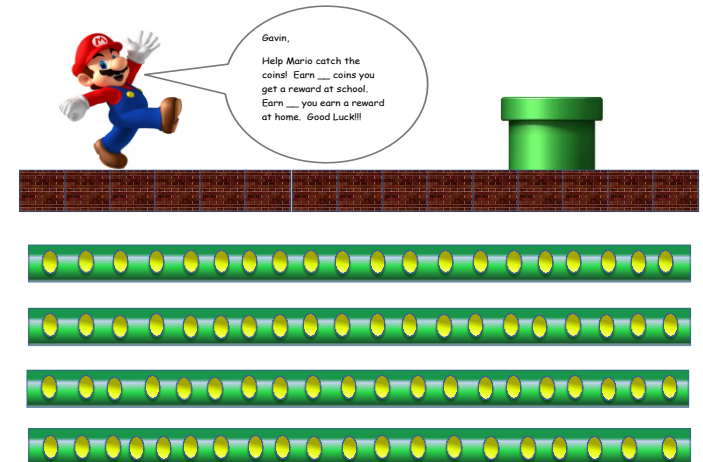
Did I go directly from one class to the next, only stopping at the bathroom if necessary?	yes	no
Did I get to class on time?	yes	no
Did I walk at a regular pace –not running and not too slowly?	yes	no
Did I walk nicely –with my hands and feet to self, not touching others?	yes	no
Did I look nicely at other people?	yes	no

# Implementing a Self Management System

- **Step 1: PREPARE THE SYSTEM**

## **C. Decide how to give feedback / reinforcement**

- How often
- Criterion
- Adult accuracy checks



# Reinforcement (Sr)



**PURPOSE / INTENT of Reinforcement?**

**INCREASE FUTURE LIKELIHOOD OF BEHAVIOR**

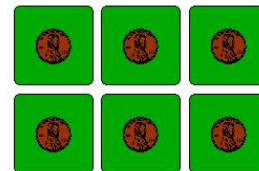
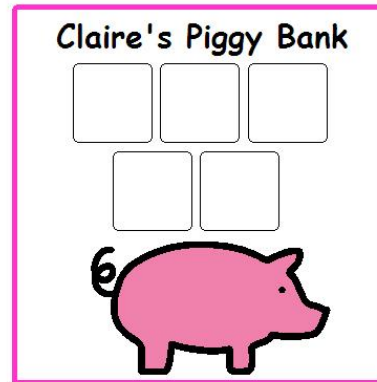
***FEEDBACK*** re: correctness of a response (Skill Deficit)

***MOTIVATION*** to engage in a behavior/response not naturally motivating (Performance Deficit)

**USE THE RIGHT  
REINFORCEMENT STRATEGY**





































- 
- A diagram of a thermometer. It has a red bulb at the bottom and a blue scale. The red liquid level is at the 10 mark on the scale.



Name \_\_\_\_\_

How was I?

	Mario	Bowser
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# Implementing a Self Management System



- **Step 1: PREPARE THE SYSTEM**
- **Step 2: TEACH student to use the SYSTEM**
  - **Demonstrate Correct Behavior**
    - Provide the description in understandable form
      - Increase correct behavior
      - Decrease by demonstration of acceptable alternatives
    - Prompt to demonstrate correct behavior
    - Reinforce correct demonstrations
    - Fade prompts until consistent / independent demonstration



# Implementing a Self Management System



- **Step 1: PREPARE THE SYSTEM**
- **Step 2: TEACH student to use the SYSTEM**
  - **Discriminate Behaviors**
    - Model examples / non-examples
    - Prompt as needed
    - Reinforce correct discriminations
    - Fade Prompts until consistent / independent
  - **Teach to use the recording system**



# Teaching the Visual Schedule Foundation for Self-Management

To Do	All Done
Math	
Health	
Social Studies	
Lunch	
English	
Art	
Science	



# Prompting Procedures

(NPDC EBP Brief: <http://autismpdc.fpg.unc.edu/content/briefs>;  
AIM Modules: <http://www.autisminternetmodules.org/>)



- **Instruction vs. Prompting:**
  - First time given = instruction;
  - Every support after to elicit the response = prompt
- **Prompt = “help” to teach the correct response**
- **Goal of prompt is to elicit correct response**
  - Repeating instructions = verbal prompts
  - Multiple prompts encourages inattention / guessing
- **Use least intrusive prompt necessary to get the correct response**





# Types of Prompts

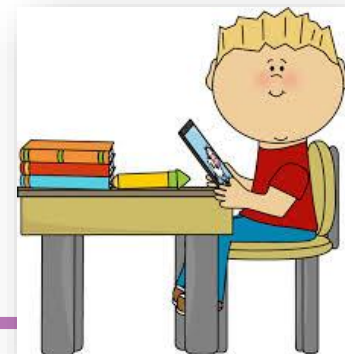


- **Physical Prompts:** Most intrusive / restrictive type of prompt.
  - Full physical guidance to a partial physical prompt such as a light touch to encourage a response.
- **Verbal Prompts:** Additional verbal instruction to perform the required action.
- **Visual Prompts:**
  - **Object Prompts:** The object acts as a stimulus for the response.
  - **Gestural Prompts:** A point or other gesture to prompt the expected response.
  - **Pictorial:** A picture or other two dimensional representation (words, symbols, etc.) acts as a stimulus for the response.
  - **Positional Prompts:** Positioning the correct response in a way that the student is more likely choose it (often used in direct instruction situations).
  - **Model Prompts:** Demonstration of the behavior to be performed (i.e., showing how to perform the behavior/action).



# Prompting Procedures

- **Levels of prompting (amount of assistance)**
  - **Most-to-Least Prompting**
    - ERRORLESS LEARNING
    - For NEW Skills / Minimizes Errors
    - High risk of prompt dependency
  - **Least-to-Most Prompting**
    - Use for performance deficits and when learner begins to perform the skill
    - TIME DELAY: Give time enough to produce the response but not enough to allow error / produce behavior challenges
    - Reinstate prompts if learner regresses; doesn't respond; begins to respond incorrectly, etc.
- **Fade prompts as quickly as possible**
  - Avoid prompt dependency / Ensure independent responding
- **Fading Prompts:**
  - Say softer
  - Use less force
  - Model PART and wait



# Create Prompt Hierarchy

LEAST

Visual

Intermediate

Model

Controlling

Full Physical





# Implementing a Self Management System

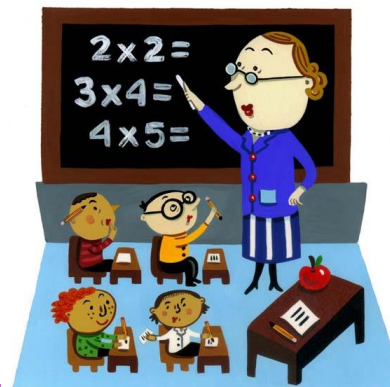
- **Step 1: PREPARE THE SYSTEM**
- **Step 2: TEACH to use the SYSTEM**
- **Step 3: IMPLEMENT with Adult Support**
  - Provide materials / Teach student to independently gather materials
  - Provide cues / prompts to signal time to use the system
  - TEACH to self-record (prompt, reinforce, fade)
  - TEACH to access reinforcement when criterion reached





# Implementing a Self Management System

- **Step 1: PREPARE THE SYSTEM**
- **Step 2: TEACH to use the SYSTEM**
- **Step 3: IMPLEMENT with Adult Support**
- **Step 4: Promote Independence with the System**
  - Fluency / Accuracy with Implementation: **FADE**
  - Intermittent Checks
  - Increase Criterion
  - Increase Time
  - Increase Locations





**KEEP  
CALM  
AND  
Make it  
Happen**



# Self Management by Presenting Problem

- Independence in Routines
- Self Awareness
- Interruptions/Disruptions to Instruction
- Anxiety Reduction
- Time
- Organization
- Expectations
- Behavior/Break
- Engagement/Academics
- Manage High Interest Area
- Socialization
- Job/Vocational Tasks



Some people call  
it "nagging".  
I call it,  
"Just do what  
I freaking told  
you to do the  
first time!"



**If this is YOU!**

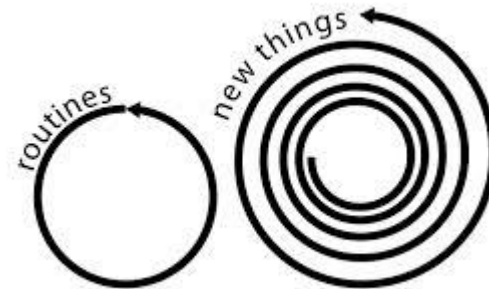
# Self Management

## Independence in Routines



# Routine

- A sequence of actions regularly followed; a fixed program.
- A sequence of instructions for performing a task that forms a program or a distinct part of one.
- A regular procedure, customary or prescribed





# Routines Create a Practice Playground

- To do or engage in frequently; make a habit of
- To do repeatedly so as to become proficient
- To work at



# A Series of Routine Independence Questions



- What routines are other students doing independently?
- What routines is the target student not doing independently (i.e. requiring adult prompts) that the other students are doing independently?
- Which of these tasks or routines, if addressed, would have the biggest impact?
- Of these, what task or routines does the team want to target? Limit: **INITIALLY NO MORE THAN 1**
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?



# Task Analysis Matrix for Routine Independence

Schedule	Expectations	Independence Level	Goal
Arrival	<b>Independently:</b> <ul style="list-style-type: none"> <li>• Get off the bus</li> <li>• Walk into the building</li> <li>• Go to locker               <ul style="list-style-type: none"> <li>• Take off backpack</li> <li>• Take off coat</li> <li>• Take backpack to class</li> </ul> </li> <li>• Go to desk</li> <li>• Complete morning board work</li> </ul>	I VP GP PP FP	<b>3 level prompt hierarchy prompt fade:</b>  GP PP FP





# Routine Independence Self-Management

## Mini Schedules / Schedules within Schedules

### Circle Time

#### ☐ Welcome Songs

☐ Song 1





☐ Song 2

#### ☐ Calendar

#### ☐ Weather

#### ☐ Check Schedule

Tasks	Done	Help
Get off the bus		
Walk into the building		
Go to Locker --Take off backpack --Take off coat Take backpack to class		
Go to Desk		
Complete Morning Board Work		

Wake Up Routine	
Eat Breakfast	
Brush Teeth	
Comb Hair	
Make sure homework is in backpack	
Get Lunchbox	



# Self-Management for Routine Independence

## Self-monitoring

David's goal is to walk independently through the hallway.

David's self-monitoring checklist:

Did I go directly from one class to the next, only stopping at the bathroom if necessary?	yes	no
Did I get to class on time?	yes	no
Did I walk at a regular pace –not running and not too slowly?	yes	no
Did I walk nicely –with my hands and feet to self, not touching others?	yes	no
Did I look nicely at other people?	yes	no

- 9<sup>th</sup> grader with ASD
- Did not like having a paraprofessional walking with him between classes; ran away, hid, etc.
- Used the self-management checklist to increase independence so paraprofessional wasn't needed



## Self-monitoring

David's goal is to walk independently through the hallway.

David's self-monitoring checklist:

Did I go directly from one class to the next, only stopping at the bathroom if necessary?	yes	no
Did I get to class on time?	yes	no
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Did I walk nicely –with my hands and feet to self, not touching others?	yes	no
Did I look nicely at other people?	yes	no





# **Self Management**

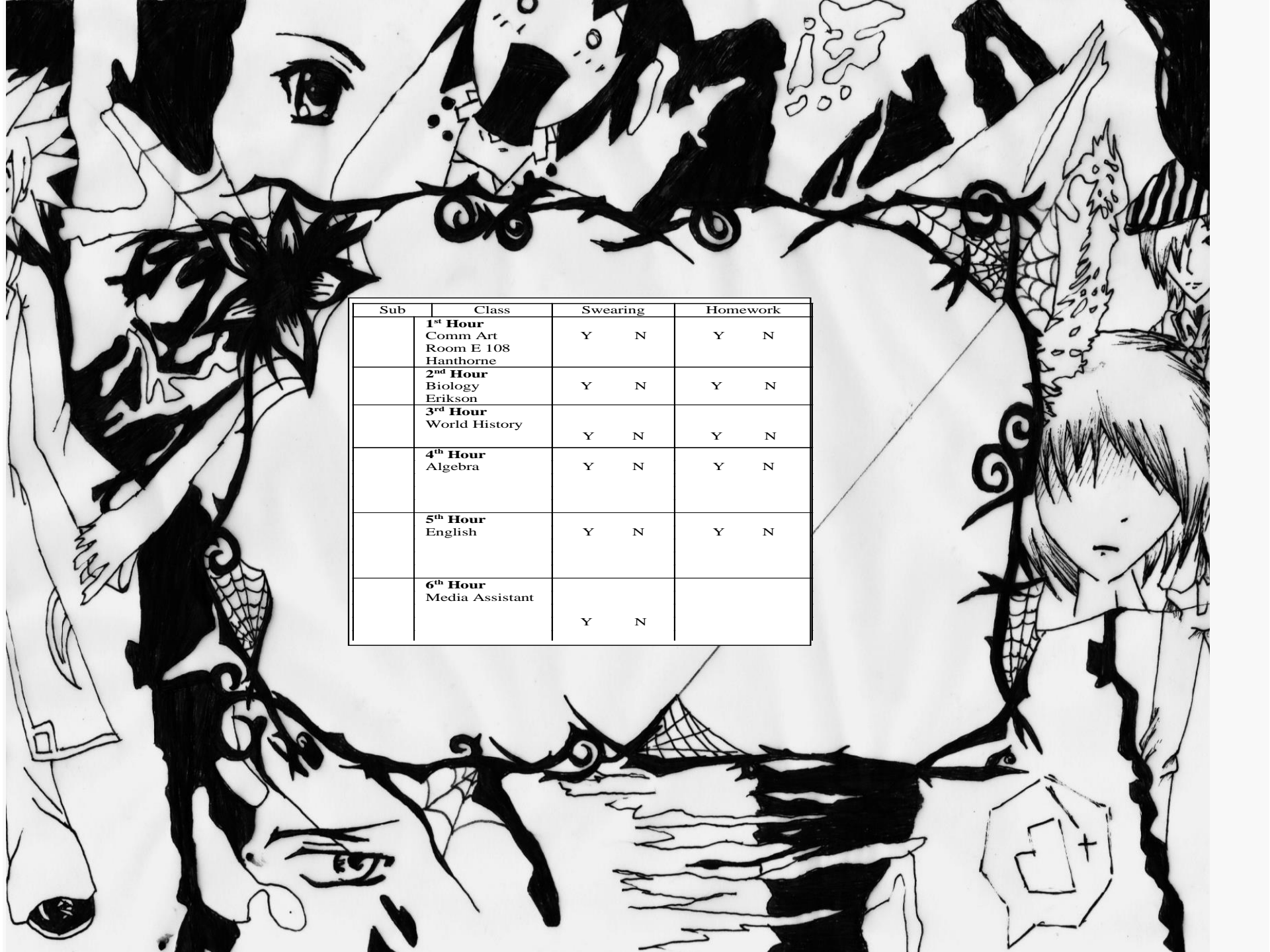
## **Self Awareness**



# A Series of Self Awareness Questions

- What is the student doing that is causing a problem (e.g. swearing)?
- Does the student have a recognition of what he/she is doing, how often, etc.?
- What visual system can be developed to assist the student in monitoring the behavior?
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement























Sub	Class	Swearing		Homework	
	<b>1<sup>st</sup> Hour</b> Comm Art Room E 108 Hanthorne	Y	N	Y	N
	<b>2<sup>nd</sup> Hour</b> Biology Erikson	Y	N	Y	N
	<b>3<sup>rd</sup> Hour</b> World History	Y	N	Y	N
	<b>4<sup>th</sup> Hour</b> Algebra	Y	N	Y	N
	<b>5<sup>th</sup> Hour</b> English	Y	N	Y	N
	<b>6<sup>th</sup> Hour</b> Media Assistant	Y	N		



















# Sponge Bob, Squidward, and Plankton










My Voice










Date \_\_\_\_\_

Time \_\_\_\_\_ to \_\_\_\_\_

Reminders	Accuracy

# Self Management Systems

## Elementary - Toby

- 5<sup>th</sup> Grade Student with Asperger Syndrome
- Work Completion Issues
- Difficulty with Voice Tone
- Perceived Verbal Aggression Toward Staff
- Perceived Verbal Aggression Toward Students
- Limited Support from Staff
- Minimal Interactions with Peers



# MY VOICE

People use different voices when they talk.

Sometimes voices sound nice like Spongebob.

Sometimes voices sound angry like Plankton.

Sometimes voices sound whiney like Squidward.



My voice sounds different sometimes too. It is important that my voice sounds nice like Spongebob when I talk to people.

Fifth graders use nice voices so it is important that I use a nice voice because I am a fifth grader.

Fifth graders are not supposed to whine like Squidward so it is important that I don't whine.

When I talk to people at school, Mrs. Smith is going to ask me if my voice sounded like Spongebob, Squidward, and Plankton and I have to tell Mrs. Smith who my voice sounded like.

It is important that I tell Mrs. Smith the truth about my voice.

If I use a nice voice I will say Spongebob.

If I use an angry voice I will say Plankton.

If I use a whiney voice I will say Squidward.







































# Sponge Bob, Squidward, and Plankton










My Voice










Date \_\_\_\_\_

Time \_\_\_\_\_ to \_\_\_\_\_

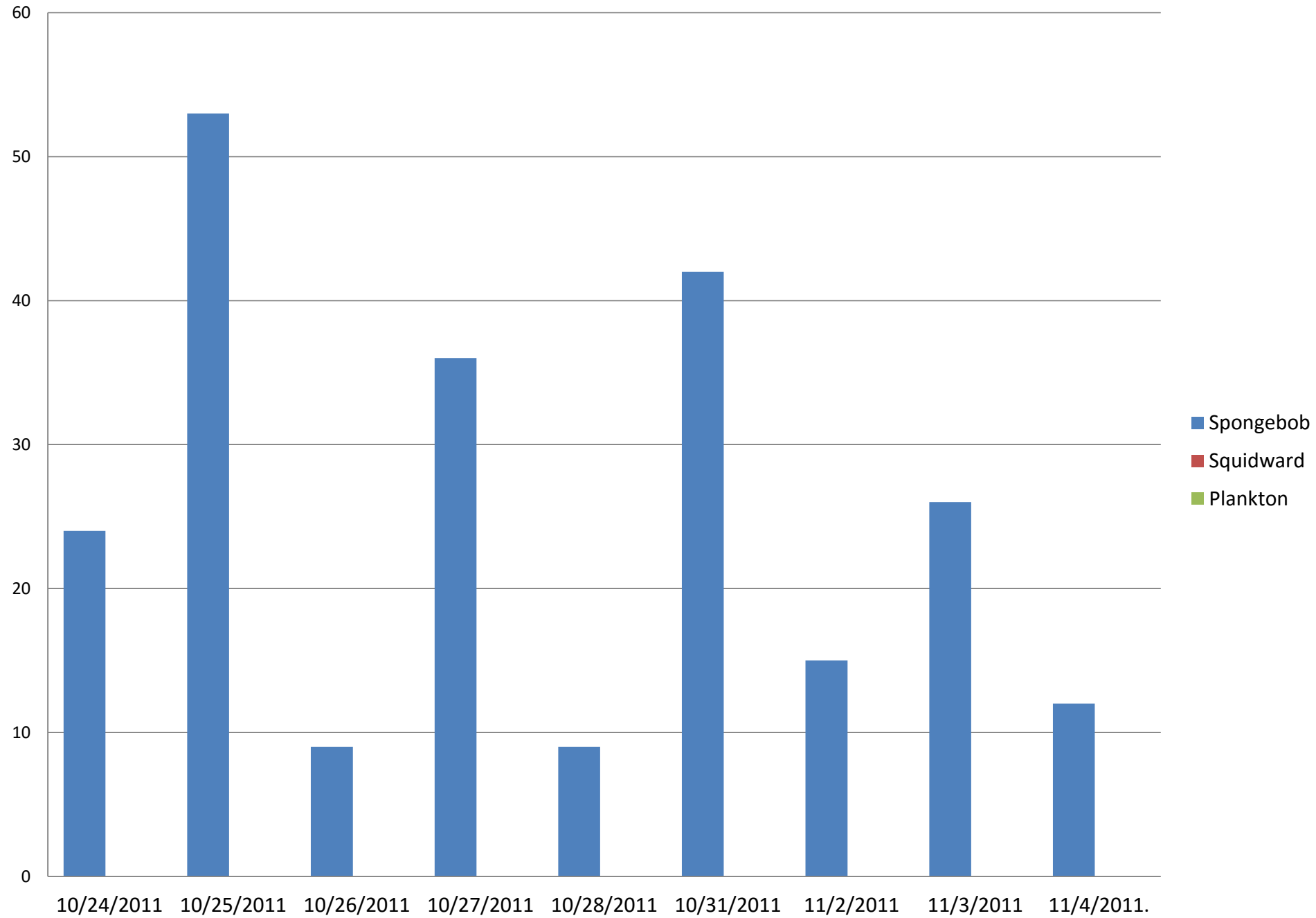
											
											
											

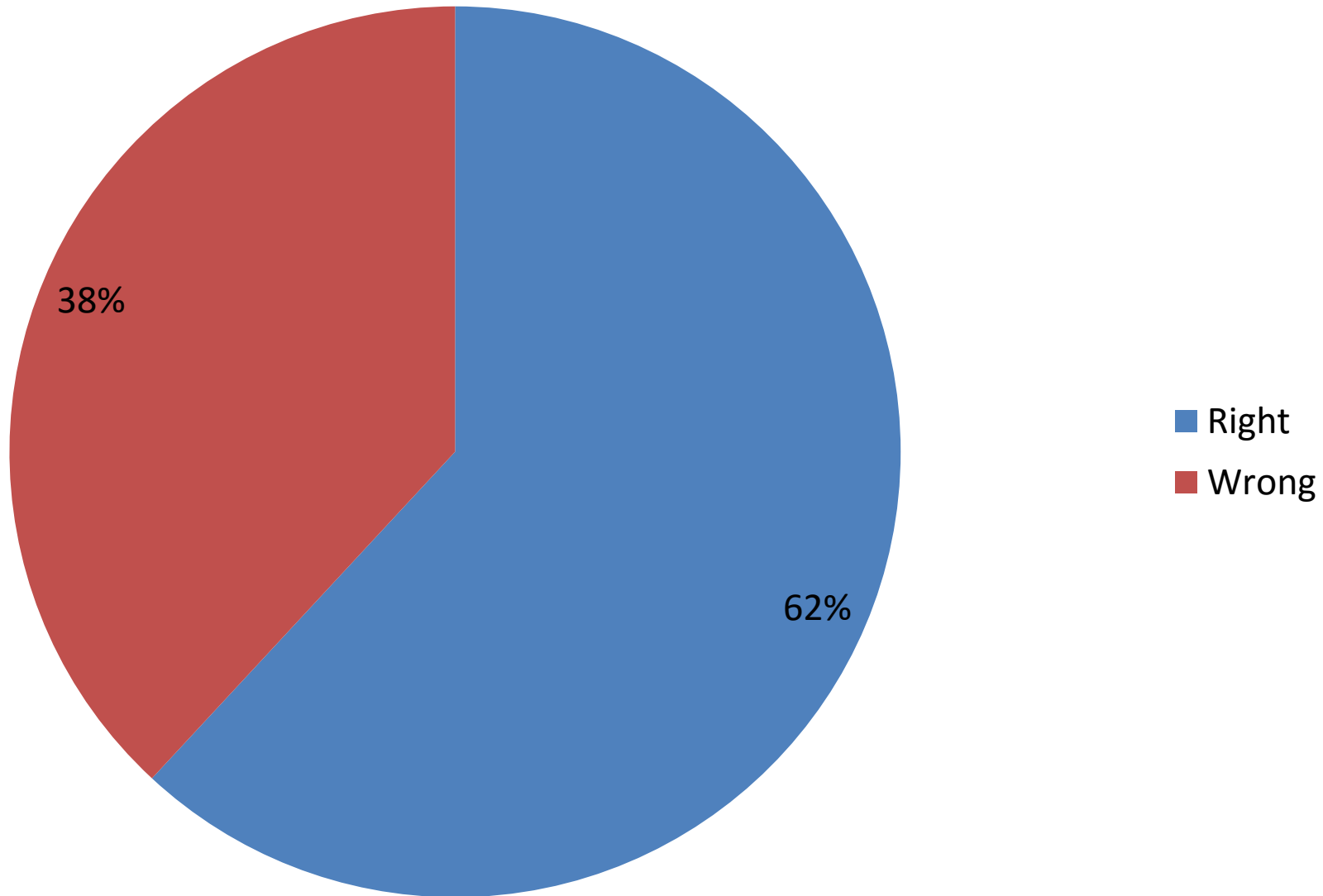
					
					
					

Reminders	Accuracy

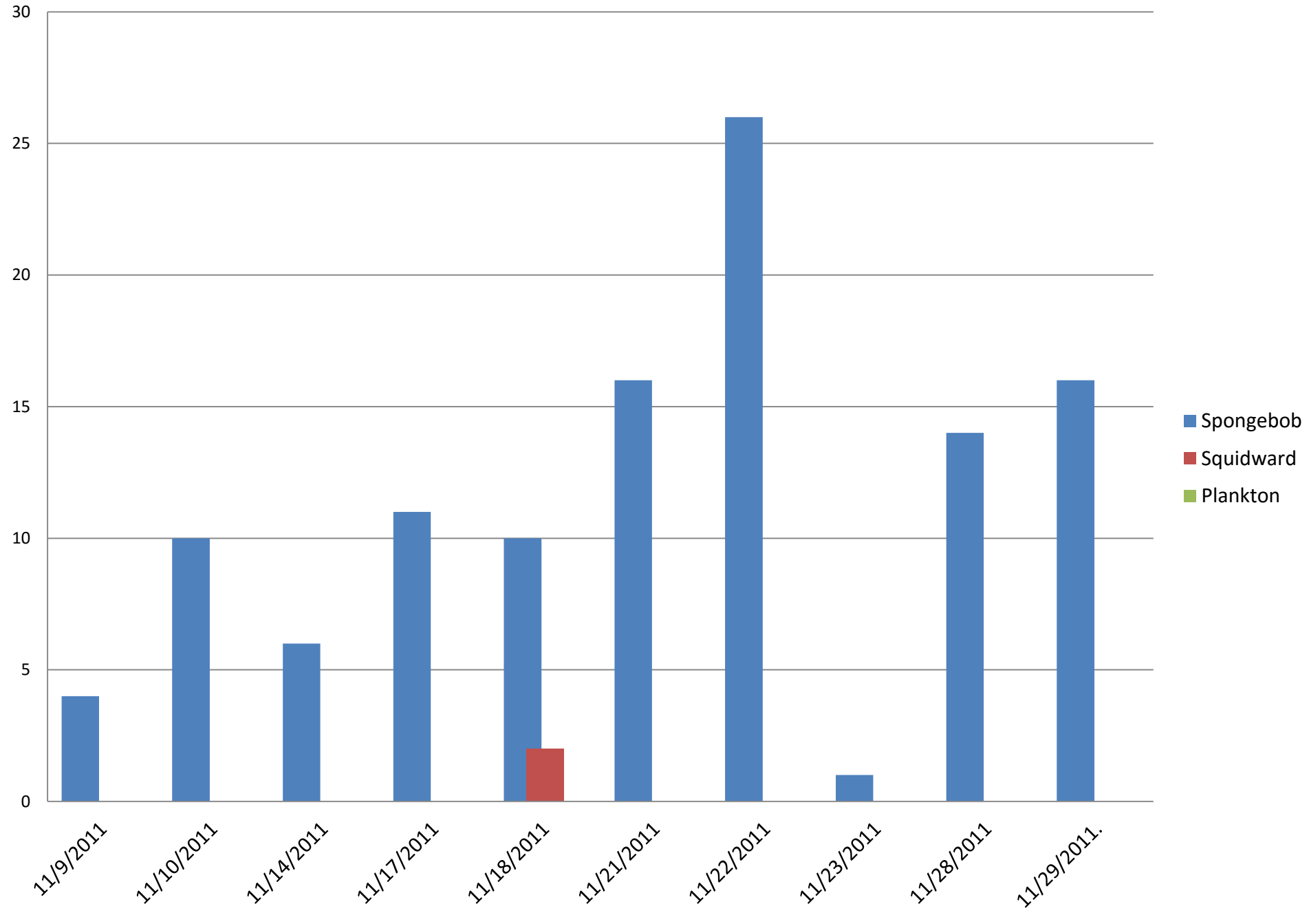
## How many times?



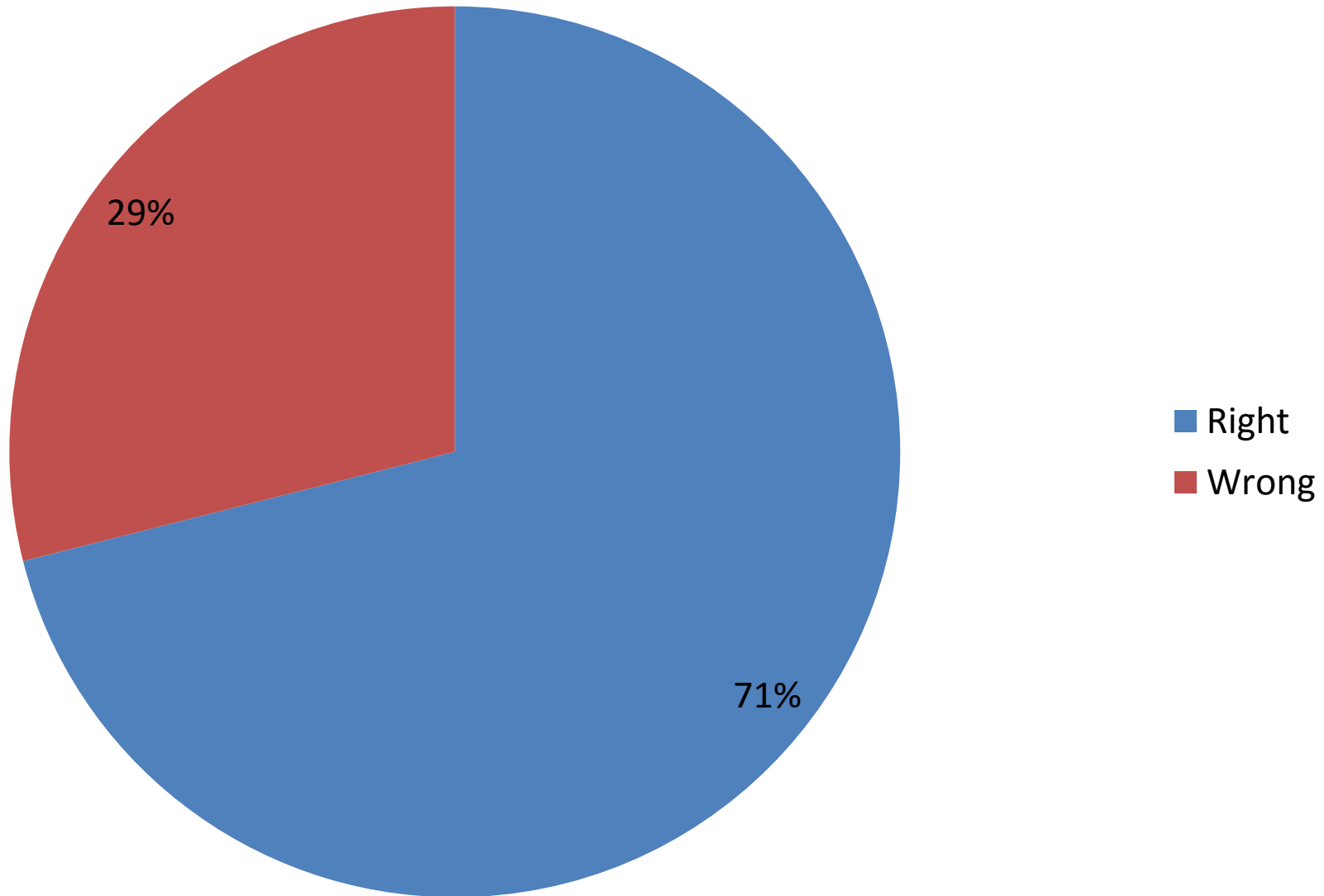
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**Oct 24-Nov 4**



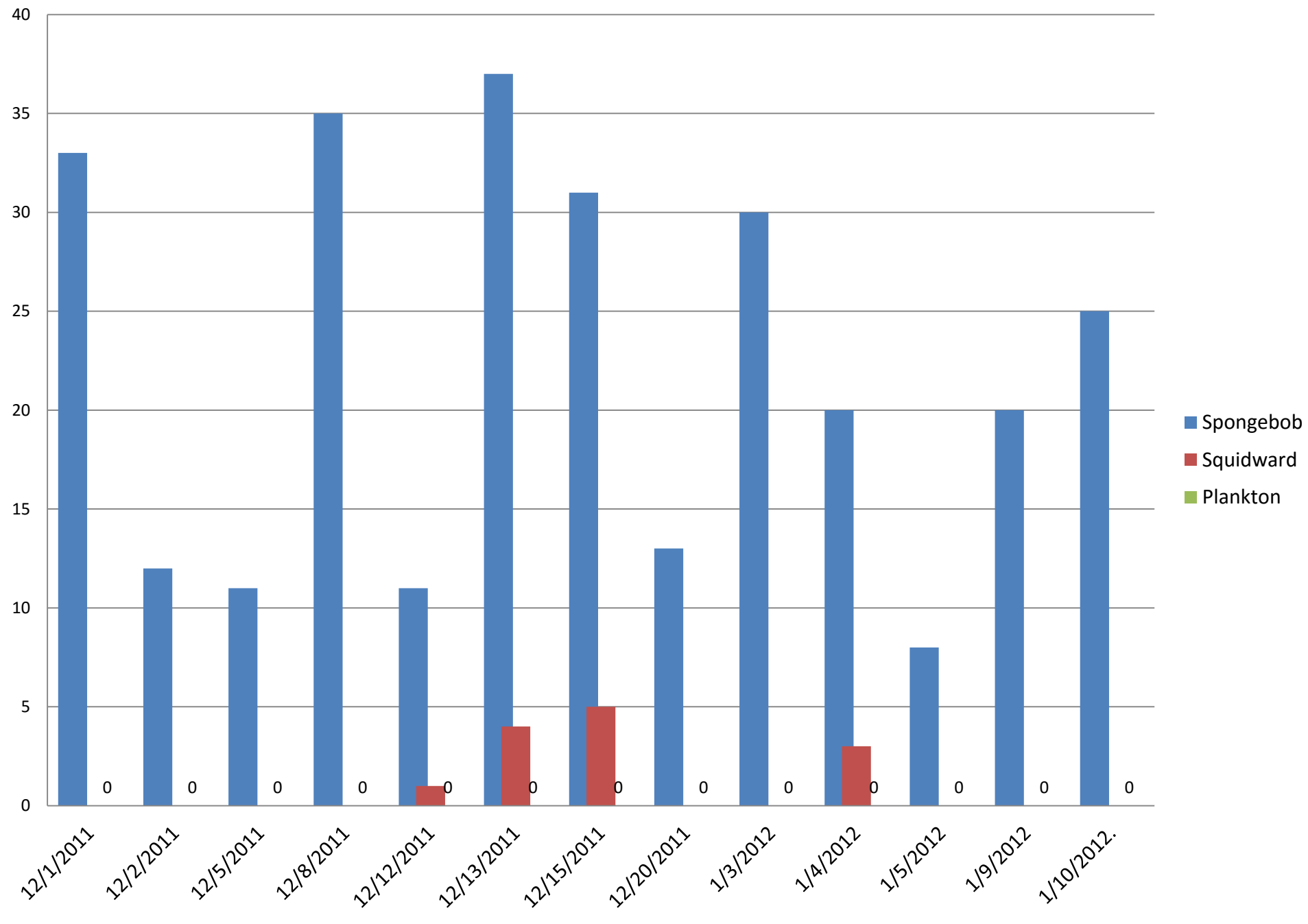
## How many times?



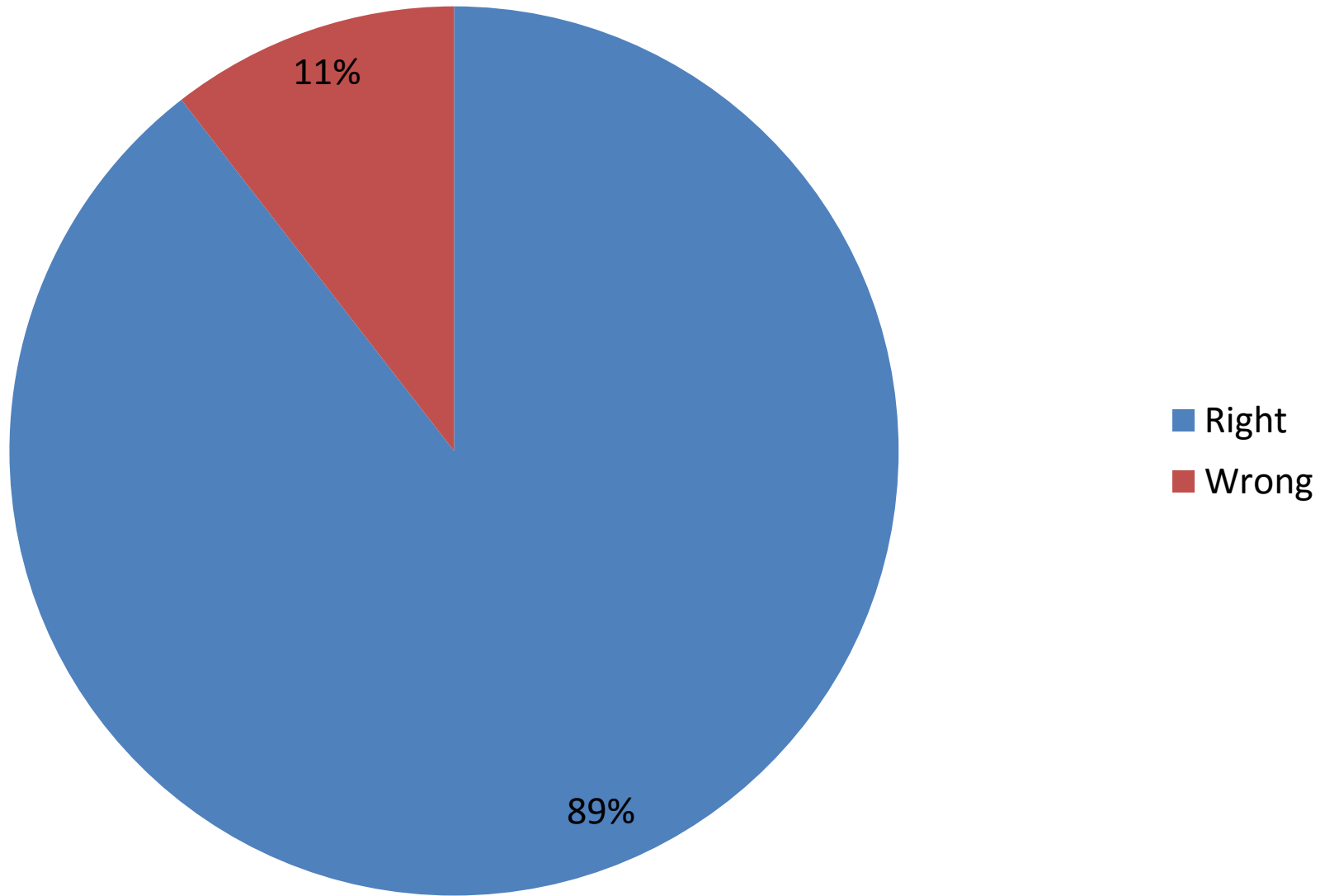
**Right and Wrong Responses**  
**Nov 9-Nov 29**



## How many times?

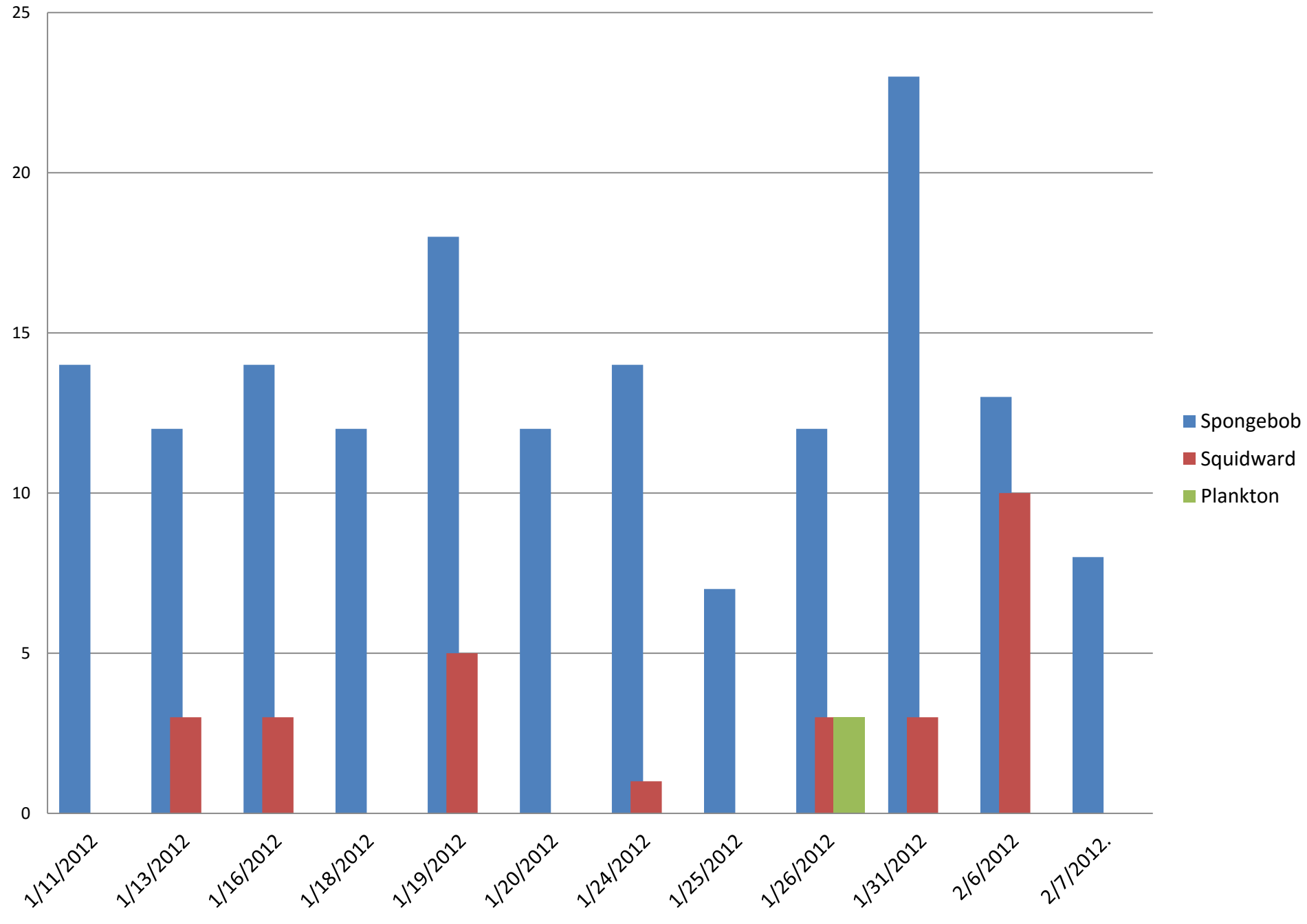


**Right and Wrong Responses**  
**Dec 1-Jan 10**

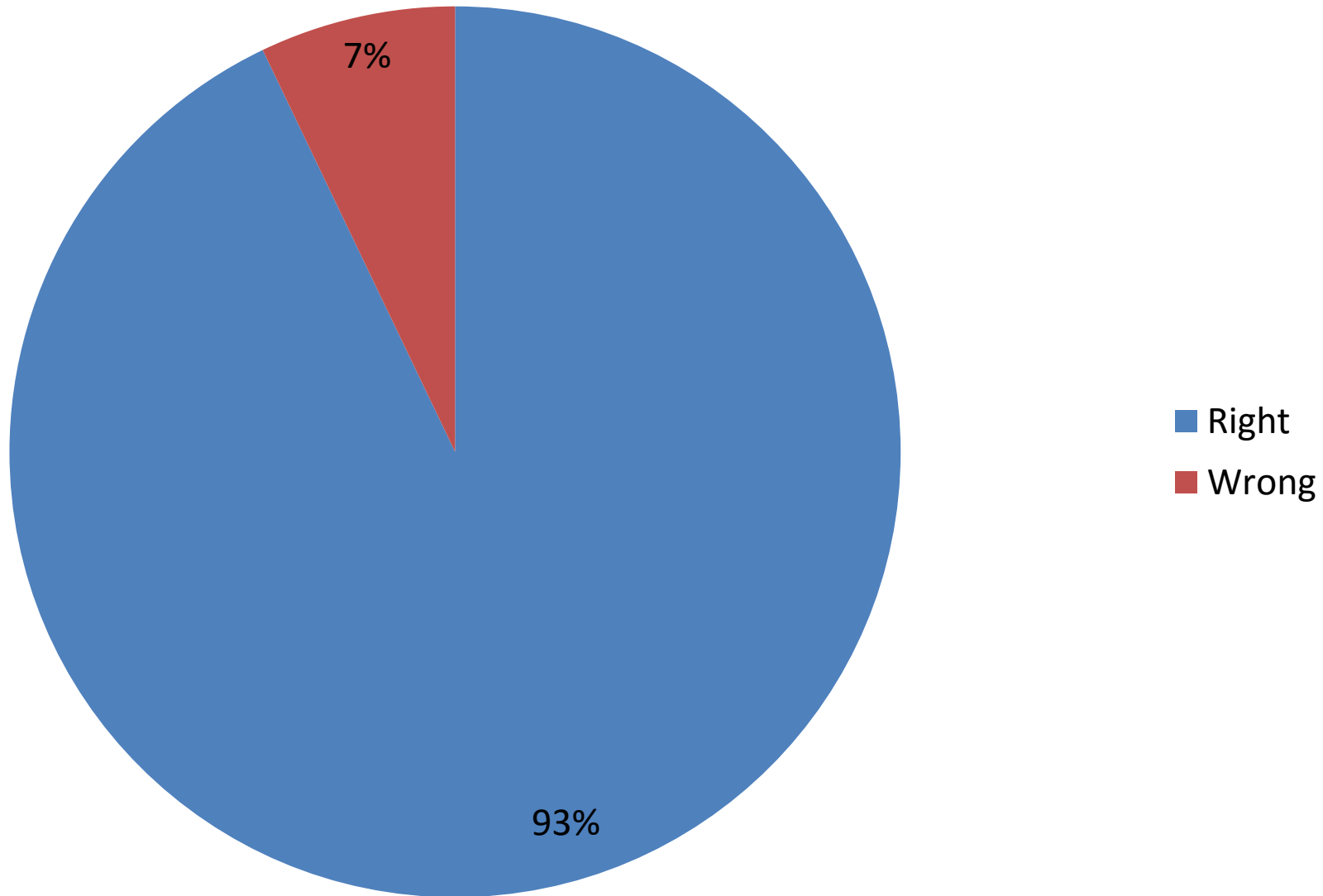




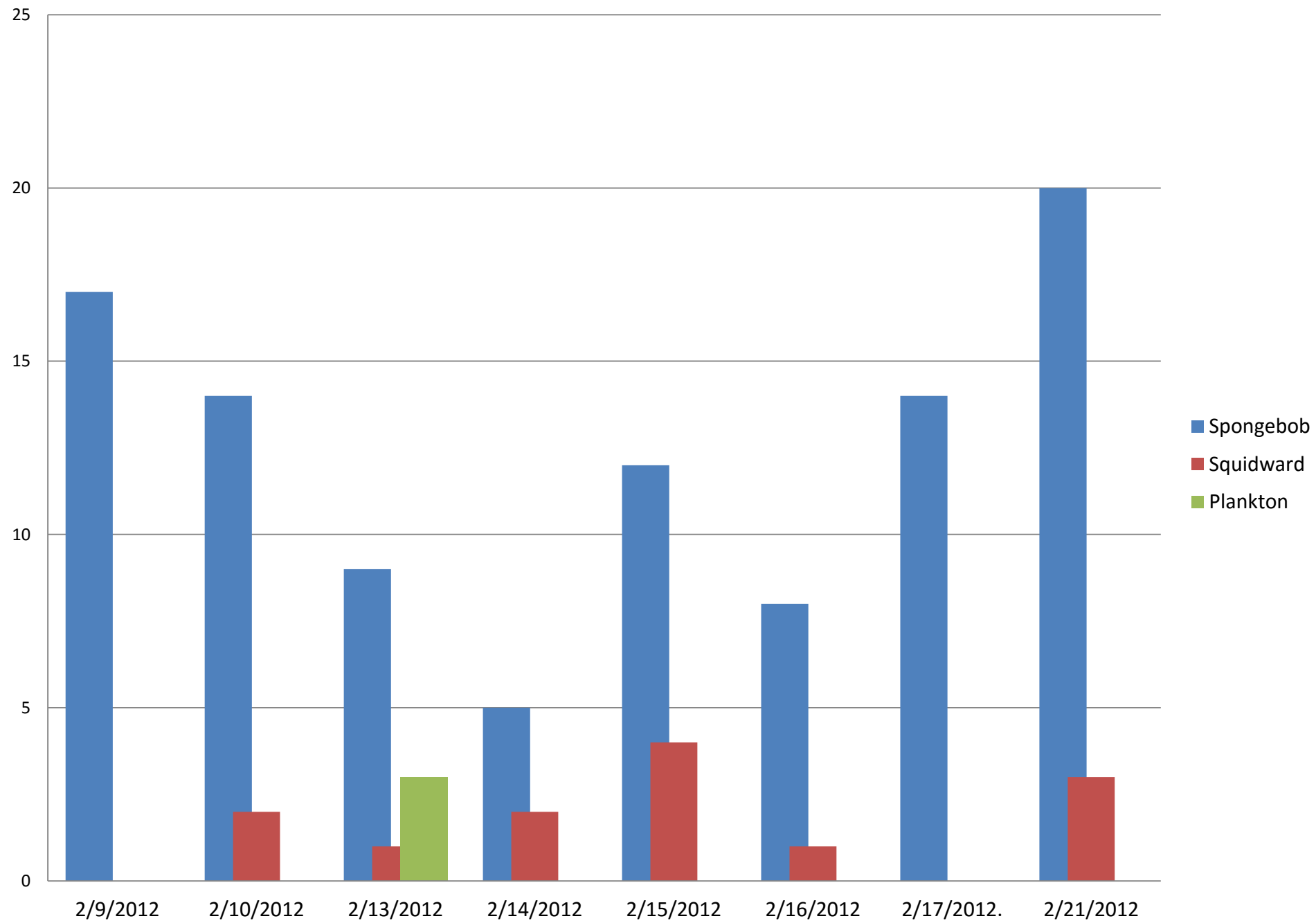
## How many times?



**Right and Wrong Responses**  
**Jan 11-Feb 7**

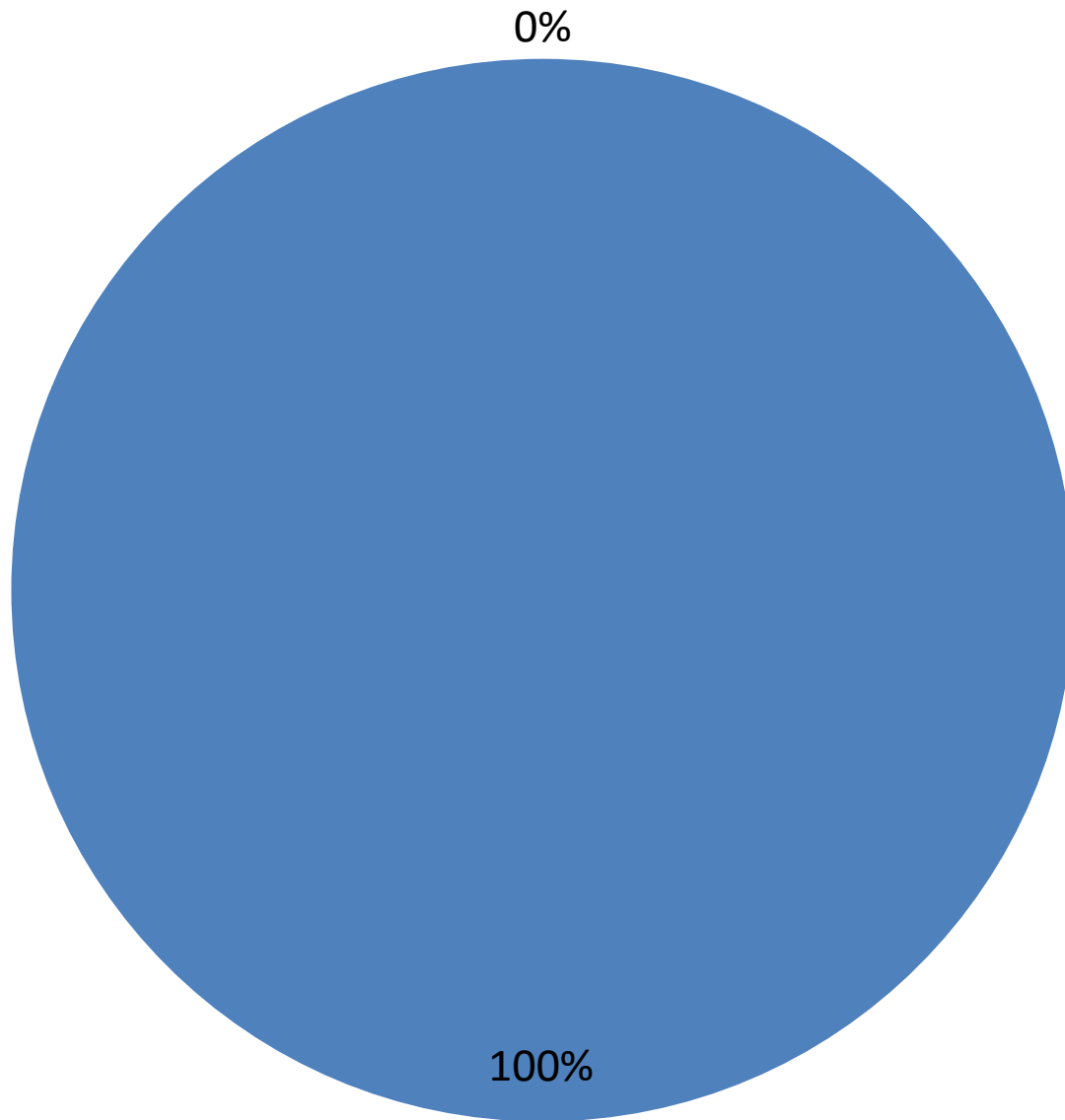


## How many times?



# Right and Wrong Responses

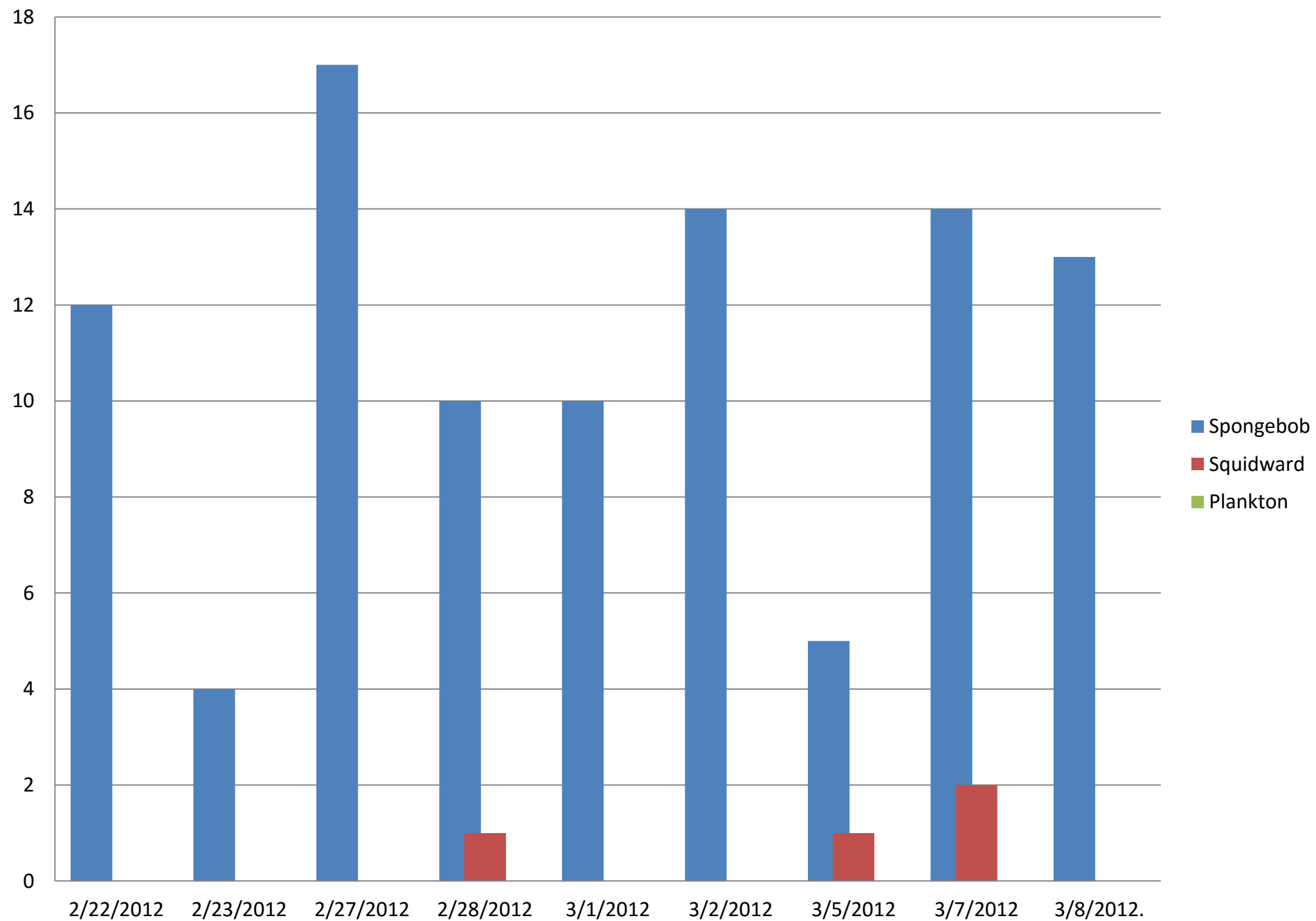
Feb 9-Feb 21



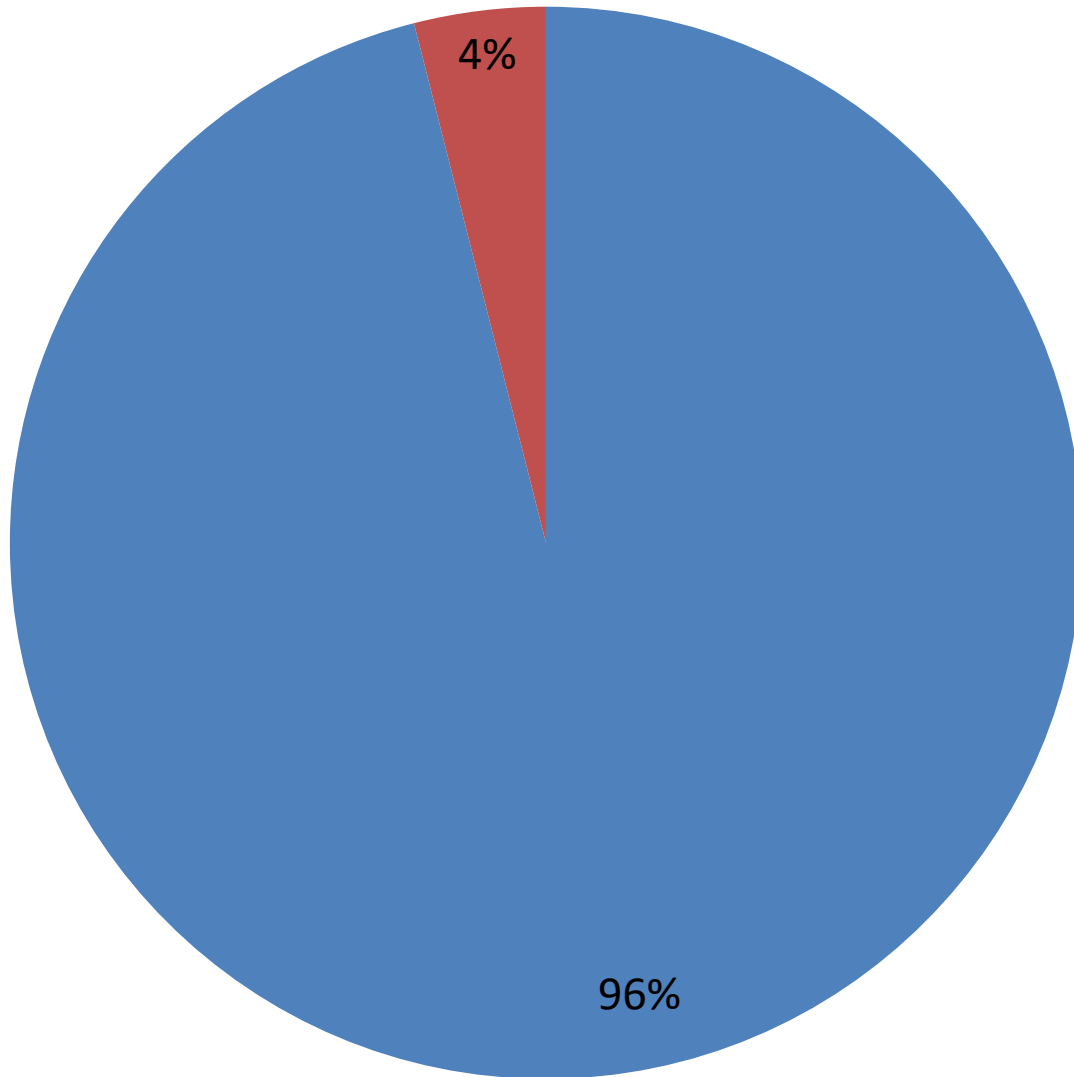
■ Right

■ Wrong

## How many times?

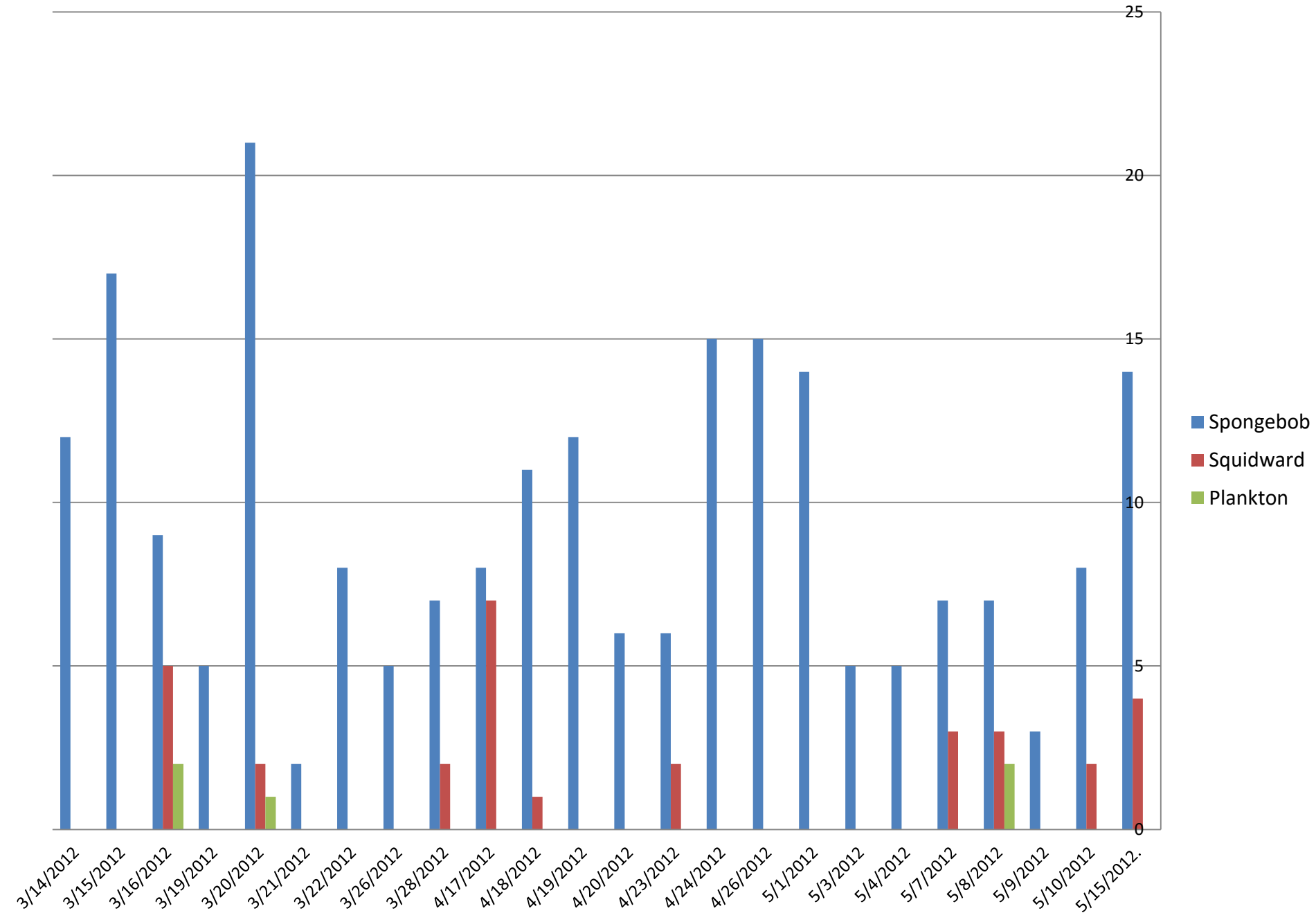


**Right & Wrong Responses**  
**Feb 22-March 8**

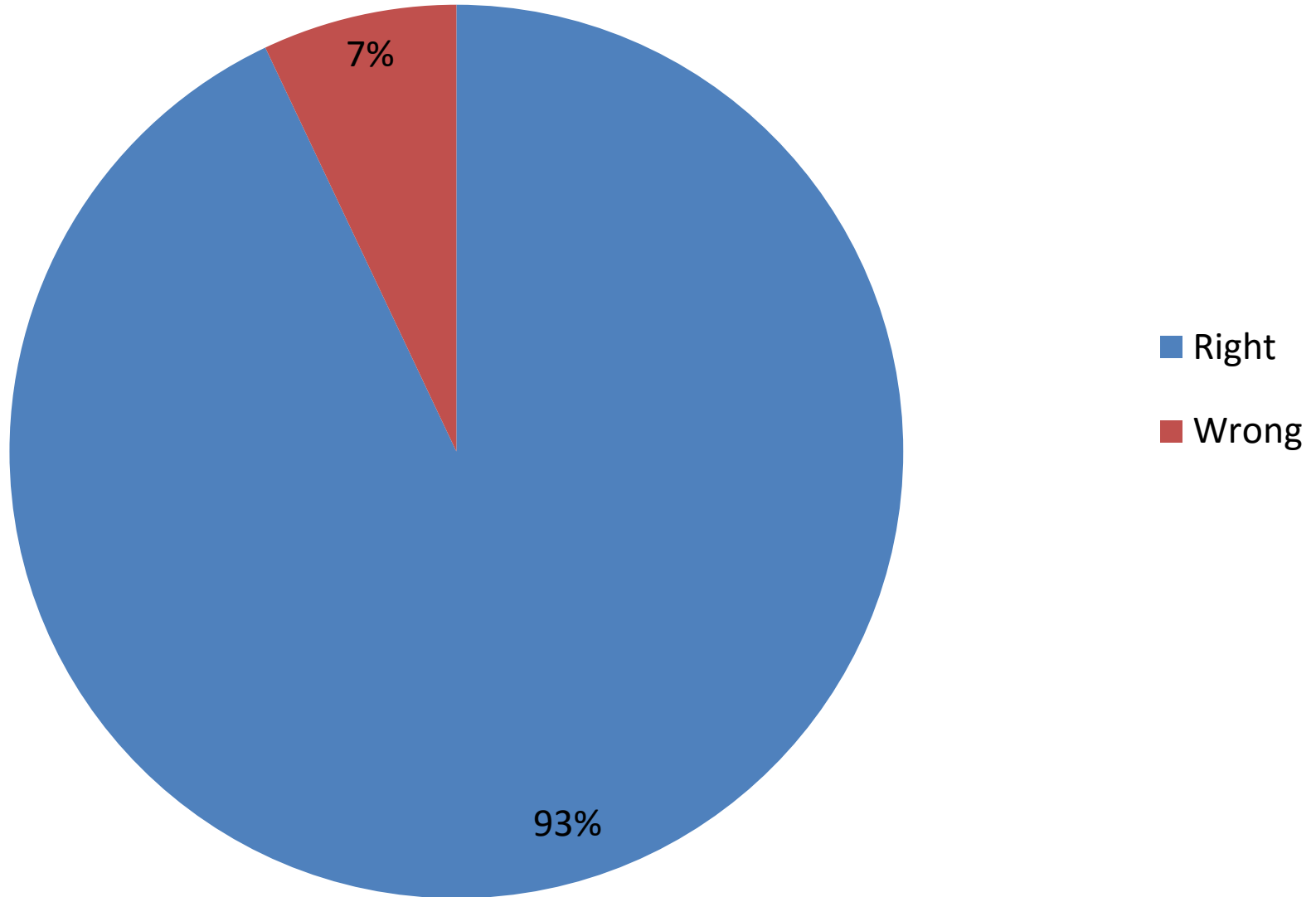


■ Right  
■ Wrong

# How many times?



**Right & Wrong Responses**  
**March 16-May 15**





# Conclusions

Clear Success

Short Timeframe

Simple Concept

- a. Social Script/Story

- b. Monitoring Sheet

- c. Data

Interests the student

**Student's Name**\_\_\_\_\_ **Date**\_\_\_\_\_

## **Appropriate and Inappropriate Verbal Exchange**

**Appropriate: Directions, Ask for Help, Questions about school work, Clarification of Confusing Social Situations,**\_\_\_\_\_, \_\_\_\_\_

**Inappropriate: Swear Words, Sexual Comments, Threatening Words,**\_\_\_\_\_

## **Jedi-Code - Self-Management System**

<b>Person I Talked To</b>	<b>Appropriate to Say To The Jedi Council</b>		<b>Check System</b>	
	<b>YES</b>	<b>NO</b>	<b>Agree</b>	<b>Disagree</b>
	<b>YES</b>	<b>NO</b>	<b>Agree</b>	<b>Disagree</b>
	<b>YES</b>	<b>NO</b>	<b>Agree</b>	<b>Disagree</b>
	<b>YES</b>	<b>NO</b>	<b>Agree</b>	<b>Disagree</b>
	<b>YES</b>	<b>NO</b>	<b>Agree</b>	<b>Disagree</b>
	<b>YES</b>	<b>NO</b>	<b>Agree</b>	<b>Disagree</b>



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

## Appropriate and Inappropriate Verbal Exchange

Appropriate: Directions, Ask for Help, Questions about school work, Clarification of Confusing Social Situations, \_\_\_\_\_, \_\_\_\_\_

Inappropriate: Swear Words, Sexual Comments, Threatening Words, \_\_\_\_\_

## Rock & Roll - Self-Management System

Person I Talked To	Rush Song Appropriate?		Found in Metallica song?		Check System	
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree



# GUESS WHAT?

**Kids at middle / high school swear!!!**



**Beyond Not No, Where and When**



# Process & Outcomes

- Had to get administration on board
- Had to talk to other families in the district at his age level
- Had to get mom and dad on board
- Outcomes: Swearing reduced significantly – system not needed as much but may need additional support in the future



Name: Alex

Date:

## My Self-Monitoring Form

Today in class . . .



Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Total number of Y (yes) = \_\_\_\_\_ My Goal = \_\_\_\_\_

Signed: \_\_\_\_\_

Student

Teacher

Parent



**5**



### **Screaming**

Emergency Voice  
Someone is hurt or you  
are in danger

**4**



### **Outside Voice**

Recess voice,  
Cheering at a game, or  
calling the dogs outside

**3**



### **Classroom Voice**

Talking voice

**2**



### **Whisper**

Soft voice / Library voice

**1**



### **No Talking**

It's time to listen



# Self Management

## Interruptions / Disruptions to Instruction





# A Series of Interruptions / Disruptions Questions

- **What is the target student doing that is interrupting instruction or disruptive compared to peers?**
- **Collect Data:**
  - Frequency or the duration of the disruption
  - Purpose or function of the disruption (e.g. get information (predict), derailment, talk about preferred interest (verbal fascination))
- **What strategy can be employed to put parameters (not eliminate) the interruption / disruption?**
  - NOT NO, WHERE AND WHEN
- **Who are the participants in the task or routine who may need to be included in the process?**
- **What are the student's interest areas?**
  - This will assist in the development of the system to promote engagement



Subject	Class Intervals						Hand Raising Questions		
<b>Class Meeting</b>							<div>HRQ</div>	<div>HRQ</div>	<div>HRQ</div>
<b>Science</b>							<div>HRQ</div>	<div>HRQ</div>	<div>HRQ</div>
<b>Math</b>							<div>HRQ</div>	<div>HRQ</div>	<div>HRQ</div>
<b>Spelling</b>							<div>HRQ</div>	<div>HRQ</div>	<div>HRQ</div>
<b>Lunch Recess</b>									
<b>Silent Reading</b>							<div>HRQ</div>	<div>HRQ</div>	<div>HRQ</div>
<b>Social Studies</b>							<div>HRQ</div>	<div>HRQ</div>	<div>HRQ</div>
<b>Writer's Workshop</b>							<div>HRQ</div>	<div>HRQ</div>	<div>HRQ</div>
<b>Class Meeting</b>							<div>HRQ</div>	<div>HRQ</div>	<div>HRQ</div>

## Jill's Schedule

Date: \_\_\_\_\_




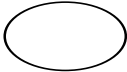
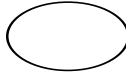
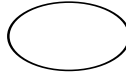





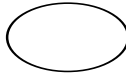
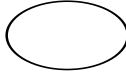
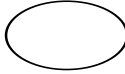
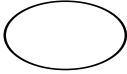






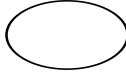
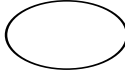

### The Rules

I raise my hand in class.  
I sit in my seat while teachers teach.  
I wait for my turn.  
It's OK if I don't get a turn.

Activity	Time in Class	2 Questions or Interruptions	Data Collection		
		<input type="radio"/> <input type="radio"/>	J did work assigned by teacher	Y	N
			J did not disrupt lesson	Y	N
			J entered/left class w/o problem	Y	N
		<input type="radio"/> <input type="radio"/>	J did work assigned by teacher	Y	N
			J did not disrupt lesson	Y	N
			J entered/left class w/o problem	Y	N
		<input type="radio"/> <input type="radio"/>	J did work assigned by teacher	Y	N
			J did not disrupt lesson	Y	N
			J entered/left class w/o problem	Y	N
		<input type="radio"/> <input type="radio"/>	J did work assigned by teacher	Y	N
			J did not disrupt lesson	Y	N
			J entered/left class w/o problem	Y	N
		<input type="radio"/> <input type="radio"/>	J did work assigned by teacher	Y	N
			J did not disrupt lesson	Y	N
			J entered/left class w/o problem	Y	N

# Zara's Schedule

Date: \_\_\_\_\_

Subject	Peer(s) Assigned	Minutes in G. E. Class	Behavior Plan		
<b>1st Hour</b> 8:00-8:50					
<b>2nd Hour</b> 8:54-10:02					
<b>3rd Hour</b> 10:06-11:14					
<b>Lunch</b> 11:14-11:44					
<b>4<sup>th</sup> Hour</b> 11:48-12:38					
<b>5th Hour</b> 12:42-1:35					
<b>6<sup>th</sup> Hour</b> 1:39-2:32					
<b>Enrichment</b> 2:34-3:00					

# **!!Stop Interrupting!!**

## **MOVE to a TABLE with STRANGERS**

- **Introduce Yourself**
- **Design a self-management system**
- **CASE STUDY:**
  - **6<sup>th</sup> Grader with ASD**
  - **Above avg cog and academic skills**
  - **Blurts out 12-15x per class period**
  - **Sometimes on topic; mostly off topic**
  - **Argues he is not interrupting**
  - **Has peer to peer support**
  - **PI: Building Hardware (e.g. hinges)**



ANXIETY  
REDUCTION



# Self Management

## Anxiety Reduction



# A Series of Anxiety Reduction Questions



- Does the student have anxiety that he/she is responding to in a problematic manner?
- What is creating anxiety for the student (FBA data)?
- What antecedent strategies might you use to reduce the variables creating the anxiety?
- What behavior does the student exhibit to reduce his/her anxiety?
- What do other students do when they are anxious?
- Will the strategies other students use, if taught to the target student, work to reduce his / her anxiety?
- If no, what object or task can be paired with the student's anxiety that help reduce it (e.g. allowable mistakes)—Something to teach to....
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement





Questions

# **What Additional Questions Might You Ask About Anxiety Reduction In Order to Prepare a System?**

## **Write Down at Least Two Additional Questions!**





INTERDEPENDENT

C35

1:00 - 10:50 - KAREN'S

0:50 - RECESS

12:00 - 12:25

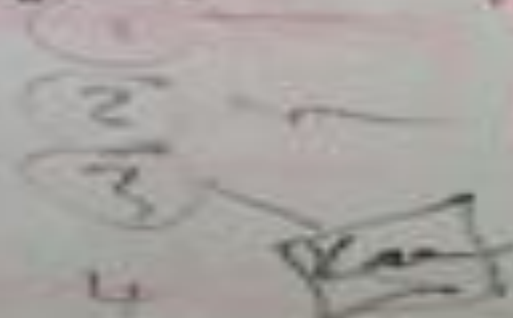
SILENT READING  
REST

1:15 - SCIENCE

3:00 - 3:45  
WRITING WORKSHOP  
PRESCHOOL READING

MIKE -  
GATHERING  
OF MATERIALS

MIKE ZONE



RULES  
OF  
COMMON  
PLAY

END  
IS  
NEAR

TRANSITION  
LEVEL 2

TASK  
RULES  
FOR  
LUNCH

# Reading to Younger Students



Schedule		I know she will be monitoring her activities. But do we allow 2 mistakes during activities that if she does start to fantasy talk without the card being flipped– that is all she is allowed? Then if she hits 3, she is taken out of the room?		
Activity		Mini Schedule Get expectations - talk with teacher		
Routine		Hang up Back Pack Hang up Coat	Y Y	N N
Activity - 4	Fantasy talk			
			Y	N
Activity - 4				
Y			Y	N
Activity - 4	Fantasy talk			
Workshop			Y	N
Activity - 4	Fantasy talk			
			Y	N
Activity - 4	Fantasy talk			
Workshop			Y	N
Activity - 4	Fantasy talk			
Workshop			Y	N
Activity - 4	Fantasy talk			
			Y	N
	Fantasy talk			
			Y	N
			Y	N
ies			Y	N
Activity - 4	Fantasy talk			
			Y	N
Activity - 4	Fantasy talk			

# Jana's Schedule

Date: \_\_\_\_\_

## The Rules

I raise my hand in class.  
I sit in my seat while teachers teach.  
I always wait patiently for my turn.  
It's OK if I don't get a turn.  
Adults can say "NO " to something, that's OK.

Activity	Time in Class	2 mistakes allowed	2 Questions or Interruptions	Data Collection		
Computer break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Video Break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Computer Break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Video Break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Computer Break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Video Break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Lunch				J did work assigned by teacher	Y	N
Feed the Pigs	Yes/No			J did not disrupt lesson	Y	N
Safety Patrol			○ ○	J entered/left class w/o problem	Y	N
Video Break		△ △	○ ○	Stand in Square	Y	N
				Quietly put cards in post	Y	N
				Leave Classroom w/o problem	Y	N
Read to 310	Yes/No	△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Computer Break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Video Break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N
Computer Break		△ △	○ ○	J did work assigned by teacher	Y	N
				J did not disrupt lesson	Y	N
				J entered/left class w/o problem	Y	N

Struggles with Making Mistakes – Allow 2 Mistakes Per Activity

Interrupted Teacher during Lecture. Allowed 2 Interruptions Per Lecture





























System to Determine if Student Was on Task During Activity and Used Break Appropriately

Comments from the C.E. and SpEd Teacher:

# Brian's Schedule

**The Rules**  
 I raise my hand in class.  
 I sit in my seat while teachers teach.  
 I scratch off circle if I sing Commercials.  
 It's OK if I make a mistake  
 Adults can say "NO " to something, that's OK.

Date: \_\_\_\_\_

Activity	Time in Class	2 mistakes allowed	2 Commercials	Mini-Schedule		
Arrival to School				Go To Brian's Locker	Y	N
				Hang Up Back Pack	Y	N
				Hang Up Coat	Y	N
				Go To LINK Locker	Y	N
				Go to Room 104	Y	N
ASD Classroom				B did work assigned by teacher	Y	N
TV Commercial				Commercial = Scratch O	Y	N
				Mistake = Scratch △	Y	N
Recess				Go to Brian's Locker	Y	N
				Get Jacket	Y	N
				Go Outside with LINKS	Y	N
ASD Classroom				B did work assigned by teacher	Y	N
TV Commercial				Commercial = Scratch O	Y	N
				Mistake = Scratch △	Y	N
Recess				Go To Brian's Locker	Y	N
				Get Jacket and Lunch	Y	N
				Put Lunch in Bin	Y	N
Lunch				Go Outside with LINKS	Y	N
Silent Reading				Brian Read with LINK	Y	N
				Commercial = Scratch O	Y	N
				Mistake = Scratch △	Y	N
Science				B Sat at Desk	Y	N
				B Listened to Teacher	Y	N
TV Commercial				Commercial = Scratch O	Y	N
				Mistake = Scratch △	Y	N
Social Studies				B Sat at Desk	Y	N
				B Listened to Teacher	Y	N
				Commercial=Scratch O	Y	N
				Mistake = Scratch △	Y	N
Class Meeting				Brian Sat with LINK	Y	N
				Commercial = Scratch O	Y	N
Support				Brian Sat at Desk	Y	N
				Brian Completed Work	Y	N
Departure				Go to Brian's Locker	Y	N
				Get Coat and Backpack	Y	N
				Go to LINK Locker	Y	N
				Go to Room 104	Y	N
						



# Self Management Time





# A Series of Time Questions



- Does the student have difficulty understanding or managing time increments (FBA DATA)?
- What does the student do that indicates an issue with time management? EX: asking multiple times about the time something will occur or leaving the environment because in student's mind, activity is over.
- How can you visually organize the time management issue in a way the student can understand and take ownership over it.
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement



# Jacob's Schedule

Date: \_\_\_\_\_

Subject	Homework Yes/No	Minutes in Class	Behavior	Comments	LAPS TO GO
<b>PIT STOP</b> 7:35-7:45					
<b>LAP 1</b> Language Arts 7:45 - 8:15 <b>PIT STOP</b> 8:15 – 8:50					
<b>LAP 2</b> LINKS 8:50 - 9:20 <b>PIT STOP</b> 9:20-9:51					
<b>LAP 3</b> Math Class 9:54-10:24 <b>PIT STOP</b> 10:24-10:55					
<b>LAP 4</b> Clean the Track 10:55-11:17					
<b>LAP 5</b> Lunch 11:17 -11:40	Inhaler Bathroom				
<b>LAP 6</b> Social Studies 11:40-12:10 <b>PIT STOP</b> 12:10-12:25					
<b>LAP 7</b> Science 12:28-12:58 <b>PIT STOP</b> 12:58 – 1:29					
<b>LAP 8</b> Reading Strategies 1:29-2:01 <b>PIT STOP</b> 2:01-2:32					
Comments:					



# Matt's Time Sheet

Date: \_\_\_\_\_

Subject	Time Passage Chart (Block Clock)								Minutes in Class

Comments: \_\_\_\_\_

# ESPN SCOREBOARD

LIVE FROM HAMILTON  
2014-2015

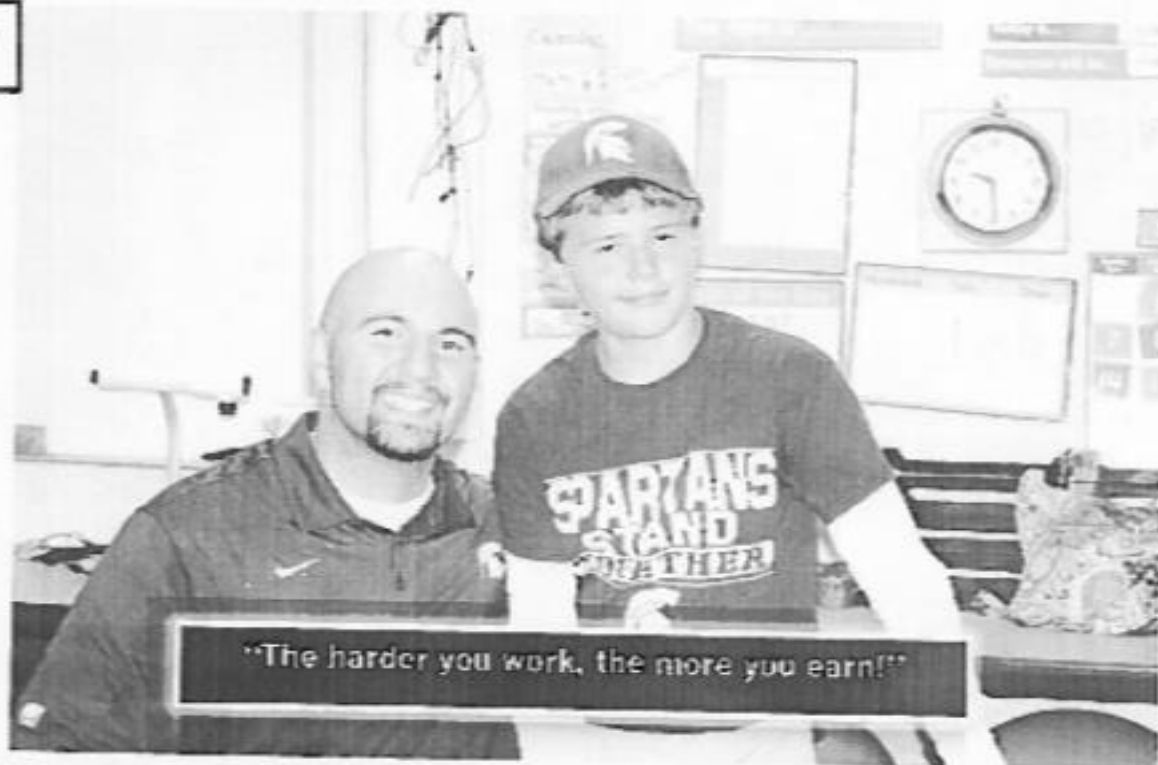


Reporting takes  
time to report  
SC

Rushing through  
work leads to  
mistakes

Work hard to  
show what you  
know

NSU signs  
for  
science fair



"The harder you work, the more you earn!"

SPN.com reports...

earns TCB and good grades for slowing down...Showed

SCOREBOARD

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

RUSHED

USED  
TIME

RUSHED

USED  
TIME

RUSHED

USED  
TIME

RUSHED

USED  
TIME

RUSHED

USED  
TIME



# Self Management Organization



# A Series of Organization Questions

- What is the target student doing or not doing that suggests he/she is lacking organizational skills?
- What are peers doing to keep themselves organized?
- What visual system can be employed to impose organization on the student?
  - USE THE STUDENT'S NEED FOR RULES AND STRUCTURE IN DEVELOPING THIS SYSTEM
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement



# **What Additional Organization Questions Might You Ask To Better Prepare for Creating an Organization Self-Management System?**

## **Group Discussion**



how  
where  
what  
when  
why  
whose  
who



Subject Area	Student	Teacher
<b>Math</b> 1. Did you raise your hand and answer 1 question? 2. Did you participate with the group? 3. Did you finish the organization system? 4. Do you have homework? 5. Did you need to ask for help?	Yes No Yes No No Group Yes No No System Yes No Yes No	     <hr/> Initial
<b>Language Arts</b> 1. Did you raise your hand and answer 1 question? 2. Did you participate with the group? 3. Did you finish the organization system? 4. Do you have homework? 5. Did you need to ask for help?	Yes No Yes No No Group Yes No No System Yes No Yes No	     <hr/> Initial
<b>Science</b> 1. Did you raise your hand and answer 1 question? 2. Did you participate with the group? 3. Did you complete the organization system? 4. Do you have homework? 5. Did you need to ask for help?	Yes No Yes No No Group Yes No No System Yes No Yes No	     <hr/> Initial
<b>Social Studies</b> 1. Did you raise your hand and answer 1 question? 2. Did you participate with the group? 3. Did you finish the organization system? 4. Do you have homework? 5. Did you need to ask for help?	Yes No Yes No No Group Yes No No System Yes No Yes No	     <hr/> Initial
<b>Lunch/Recess</b> 1. Did you talk to 2 people at lunch? 2. Did you talk to 2 people at recess? 3. Did you play a game during recess? 4. Name one person you played with today?	Yes No Yes No Yes No _____	    <hr/> Initial

Date\_\_\_\_\_

Additional Information\_\_\_\_\_

**Date**\_\_\_\_\_

[illegible]

**Date**\_\_\_\_\_

[illegible]



## **Schedule Directions #1**

Student will use a schedule to visually organize his/her day and help him/her transition from one subject/activity to the next. The schedule will be taped to Student's desk every morning. Each subject/activity will be in order from top to bottom on the schedule. He/she will read the first subject/activity on the schedule, then participate in/complete that subject/activity. When it is time to move to the next subject/activity Student will check off the previous subject/activity on his/her schedule. Student will then read the next subject/activity on the schedule, participate in/complete that subject/activity etc.

There will be a different schedule for each day of the week. If there is a need to change the schedule to reflect a special activity or an unexpected change, the teacher will hand write the changes on Student's schedule.

The teacher will remind Student to "check your schedule" to help signal the beginning of a new subject/activity.



### Wednesday

### Thursday

___ Lunch Choice	___ Lunch Choice
___ Turn in papers	___ Turn in papers
___ Vote	___ Vote
___ Bell Work	___ Bell Work
___ Writer's Workshop	___ Writer's Workshop
___ Spelling practice	___ Spelling
___ Carpet/(Book Clubs)	___ Carpet/(Book Clubs)
___ Break	___ Break
___ Literacy Centers	___ Literacy Centers
___ Story	___ Lunch/Recess
___ Lunch/Recess	___ Quiet Reading      Get a book and one animal
___ Quiet Reading      Get a book and one animal	___ Art
___ Math	___ Math
___ Gym	___ Social Studies
___ Science	___ Clean and do Jobs
___ Clean and do Jobs	___ Dismissal
___ Dismissal	

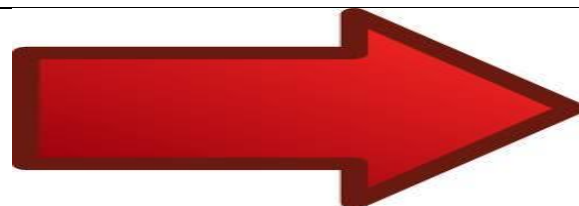
# **Danny's Schedule**

Date: \_\_\_\_\_

<b>Subject</b>	<b>Self-Management Plan (SMP)</b>	<b>Homework* Yes/No</b>	<b>Comments</b>		
<b>(SMP) A Plan</b>	<b>A Plan</b> Prior to leaving for any class or lunch the following items are needed: 1. <b>Put Pencil/Pen in Backpack</b> 2. <b>Hook Water Bottle to Backpack</b> 3. <b>Pick Up Binder</b> 4. <b>Pick Up Backpack</b> 5. <b>Leave for Class</b>  <b>B Plan</b> Before leaving class do the following: 1. <b>Put Pencil/Pen in Backpack</b> 2. <b>Hook water bottle on backpack</b> 3. <b>Pick up binder</b> 4. <b>Pick up backpack</b> 5. <b>Leave for Class</b>	-----	<b>(SMP) A</b>	<b>YES</b>	<b>NO</b>
<b>1<sup>st</sup> Hour</b> 7:50 - 8:45 Biology Huard Room 305					
<b>(SMP) B Plan</b>		-----	<b>(SMP) B</b>	<b>YES</b>	<b>NO</b>
<b>2<sup>nd</sup> Hour</b> 8:50 - 9:45 AC Sucess Hoffman Room 222					
<b>(SMP) B Plan</b>		-----	<b>(SMP) B</b>	<b>YES</b>	<b>NO</b>
<b>3<sup>rd</sup> Hour</b> 9:50 - 10:45 English 2A Hoffman Room 222					
<b>(SMP) B Plan</b>		-----	<b>(SMP) B</b>	<b>YES</b>	<b>NO</b>
<b>Lunch</b> 10:50 - 11:15		-----			
<b>(SMP) B Plan</b>		-----	<b>(SMP) B</b>	<b>YES</b>	<b>NO</b>
<b>4<sup>th</sup> Hour</b> 11:20 - 12:20 Adjusted PE Malkewitz Room 303					
<b>(SMP) B Plan</b>		-----	<b>(SMP) B</b>	<b>YES</b>	<b>NO</b>
<b>5<sup>th</sup> Hour</b> 12:25 - 1:20 Geometry Logel Room 221					
<b>(SMP) A Plan</b>		-----	<b>(SMP) A</b>	<b>YES</b>	<b>NO</b>
<b>Go to Bus</b>					

\*If there is homework "Yes," remember to fill out a homework slip and put it in the folder on the board at Danny's desk.

# Michael's Arrival Schedule


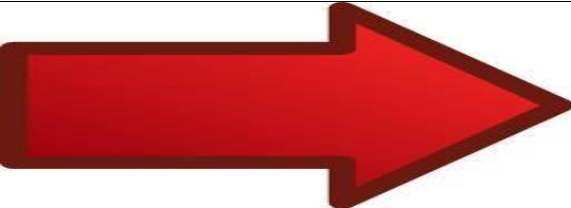











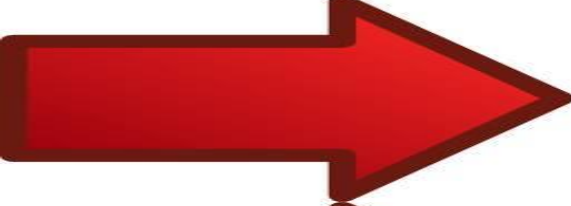


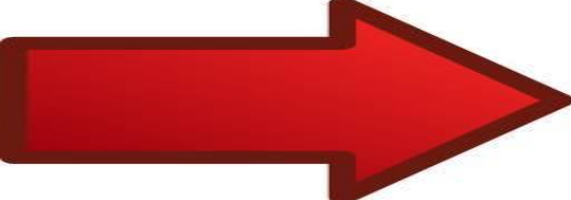



Go to Desk





# Michael's Departure Schedule

		
		
		
		 <small>SZ Wholesale Center Connecting People with Suppliers</small>
		
		

# Morning Routine Checklist

<b>Wake Up</b>	
<b>Bathroom</b>	
<b>Shower</b>	
<b>Dry Yourself</b>	
<b>SHAVE</b>	
<i>Put on Underwear</i>	
<i>Put on Socks</i>	
<b>Put on Shirt</b>	
<b>Put on Pants</b>	
<i>Comb Your Hair</i>	
<b>Put on Deodorant</b>	
<b>Brush Your Teeth</b>	
<b>Go Downstairs</b>	

## Cue Cards

- A cue card will be placed on Student's desk to visually remind him/her to "Keep working"
- A cue card will be placed on Student's desk to visually signal when it is "O.K. to ask questions" or will be flipped over to visually signal when it is time to "Listen"

Keep working

O.K. to ask  
questions

Listen



# Journal/Trucking Log

Notes

## Today's driving schedule

3:30 Snack and listen to the radio and relax  
4:00 Homework  
4:15 Chores  
4:30 Rest Break  
5:00 Homework  
5:15 Chores  
5:30-6:30 Dinner  
6:30 Homework  
6:45 Chores  
7:00-8:00 Video games  
8:00 Bed  
Violations/Tickets: 1 2 3 4 5 6 7 8 9 10

DRIVING: Chores

OFF DUTY: Free time  
Dinner

ON DUTY: Homework

SLEEPER BERTH: Bed time



## DRIVER'S DAILY LOG

(24 HOURS)

(Month) (Day) (Year)

TEDDY'S TRANSPORT

Route of Center of Gravity

4201 LINCOLN RD. HOLLAND, MI 49423

Route Driver Address

RECAP  
Summary of  
end of entry.

Signature  
Today

Signature  
Today

Subtotal

Signature  
Today

1. OFF DUTY	2. SLEEPER BERTH	3. DRIVING	4. ON DUTY (NOT DRIVING)	REMARKS
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

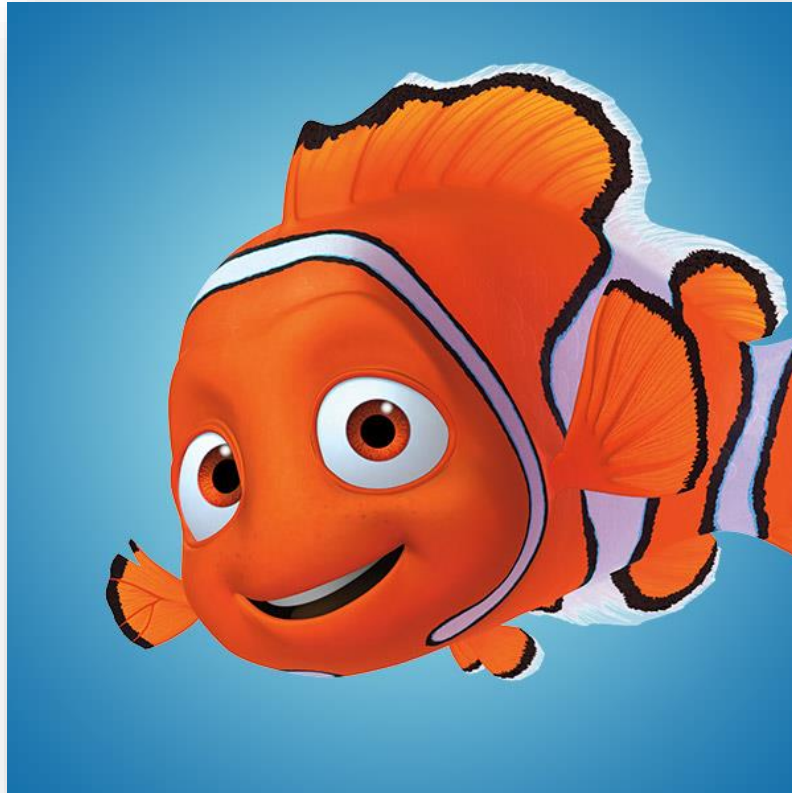
Signature





# Design a Organization Self Management Plan for Nemo

- Step 1
- Step 2
- Step 3
- Step 4
- Step 5
- Step 6
- Step 7





# **Self Management**

## **Expectations**





## PJHS School Expectations



Be **P**ositive  
Be **A**ccountable  
Be **R**esponsible  
Be **R**espectful  
Be **O**ptimistic  
Be **T**rustworthy  
Be **S**afe





# O.W. Best Middle School Behavior Expectations Matrix

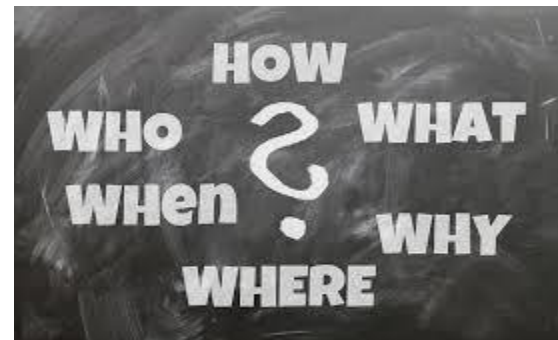
	Media Center	Classrooms	Bathrooms	Office	Cafeteria	Arrival/Departure	Hallways
BE RESPECTFUL	<ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Use appropriate language and volume</li> <li>• Wait your turn</li> <li>• Treat materials with care</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language and tone</li> <li>• Raise your hand and wait to be called on</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Respect privacy and property of others</li> </ul>	<ul style="list-style-type: none"> <li>• Use your manners and appropriate tone</li> <li>• Wait quietly and patiently</li> <li>• Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• Use indoor voice and manners</li> <li>• Treat the lunch staff with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language and volume</li> <li>• Respect that class is in session</li> <li>• Follow adult directions</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Push your chair in</li> <li>• Return your books on time</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time and prepared (including Signature Card and Planners)</li> <li>• Follow direction the first time they are given</li> <li>• Follow classroom procedures</li> <li>• Recycle when possible</li> </ul>	<ul style="list-style-type: none"> <li>• Flush the toilet</li> <li>• Take the shortest path to and from the bathroom</li> <li>• Report damages/graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the truth</li> <li>• Make sure you have a pass</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up your area</li> <li>• Push in your chair when you leave</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Turn off all electronics and place them in your locker</li> <li>• Exit immediately at dismissal</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you have a pass</li> <li>• Get to class on time</li> <li>• Use your assigned locker and keep it clean</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>• Keep your hands, feet and objects to yourself</li> <li>• Ask staff for permission to leave</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands with soap</li> <li>• Take care of your business in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit through the front door</li> </ul>	<ul style="list-style-type: none"> <li>• No throwing food, drink or other objects</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit in a safe manner</li> <li>• Respect community property</li> <li>• Walk bikes and skateboards once on school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the flow of traffic moving and center isle clear</li> <li>• Keep your hands, feet and objects to yourself</li> <li>• Walk at a safe pace</li> </ul>



# A Series of Expectations Questions

- What are the expectations in the environment that the student is not following?
- Are the expectations clearly written (i.e. operationally defined), posted and have they been taught for all students? If not, do so.
- What visual system can be designed to remind the student the expectations and allow him/her to monitor following them?
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement





# **What Additional Expectation Questions Might You Ask to Better Prepare a Self-Management System?**

**Share 1 question with the  
participants at your table!**





Wyatt  
Skill: Self- Management  
Problem Solving

Date:	Activity/ Problem		Communicate on topic information	Take responsibility for assigned parts?	Respectfully communicate
		Wyatt's rating	3 2 1	3 2 1	3 2 1
		Teacher rating	3 2 1	3 2 1	3 2 1

Week of: \_\_\_\_\_

<b>Monday</b> 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 6 <sup>th</sup> 7 <sup>th</sup>	Completed Bell Ringer <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Completed in class assignments <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Wrote homework in planner <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<b>Tuesday</b> 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 6 <sup>th</sup> 7 <sup>th</sup>	Completed Bell Ringer <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Completed in class assignments <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Wrote homework in planner <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<b>Wednesday</b> 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 6 <sup>th</sup> 7 <sup>th</sup>	Completed Bell Ringer <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Completed in class assignments <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Wrote homework in planner <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<b>Thursday</b> 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 6 <sup>th</sup> 7 <sup>th</sup>	Completed Bell Ringer <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Completed in class assignments <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Wrote homework in planner <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<b>Friday</b> 1 <sup>st</sup> 2 <sup>nd</sup>	Completed Bell Ringer <div></div> <div></div>	Completed in class assignments <div></div> <div></div>	Wrote homework in planner <div></div> <div></div>



# Trevor's Schedule

Date: \_\_\_\_\_

Subject	Peer(s) Assigned	Minutes in G. E. Class	Comments	Data			
<b>1st Hour (B104)</b> 7:45 - 8:35 Social Studies 8:35-8:40 Barrel of Monkeys Ms. Ewen				Quiet in Class	Y	N	N/A
				Opened Book to Correct Page	Y	N	N/A
				Interacted with Modified Assignment	Y	N	N/A
				Went to Preferred Activity	Y	N	N/A
				Interacted with Preferred Activity	Y	N	N/A
<b>2nd Hour (A111)</b> 8:45-9:00 Hot Chocolate Preferred Activity Play Game				Made Hot Chocolate	Y	N	N/A
				Selected Game	Y	N	N/A
				Played with Game	Y	N	N/A
				Rinsed cup and spoon in sink	Y	N	N/A
<b>3rd Hour (B110)</b> 9:40-10:30 Language Arts				Quiet in Class	Y	N	N/A
				Opened Book to Correct Page	Y	N	N/A
				Interacted with Modified Assignment	Y	N	N/A
					Y	N	N/A
<b>4th Hour (B101)</b> 10:35-11:25 Resource Math				Quiet in Class	Y	N	N/A
				Interacted with Modified Assignment	Y	N	N/A
					Y	N	N/A
<b>Lunch</b> 11:30-12:00					Y	N	N/A
<b>5th Hour (B106)</b> 12:05-12:55 Science				Quiet in Class	Y	N	N/A
				Opened Book to Correct Page	Y	N	N/A
				Interacted with Modified Assignment	Y	N	N/A
					Y	N	N/A
<b>6th Hour (B107)</b> 1:00-1:50 Math				Quiet in Class	Y	N	N/A
				Open Book to Correct Page	Y	N	N/A
				Interacted with Modified Assignment	Y	N	N/A
<b>7th Hour (A111)</b> 1:55-2:45 Oriole Time							

## Brock's Checklist

1. Follow directions 
2. Participate and complete work 
3. Keep hands/feet to self 



Morning Routine



Morning Meeting



Writing



Specials



Reading



Lunch




Recess



Math



Successmaker

8 ✓ = 

Did I make my day? Yes or No  
Parent Signature:

\_\_\_\_\_

## Brock's Checklist

1. Follow directions 
2. Participate and complete work 
3. Keep hands/feet to self 



Morning Routine



Morning Meeting



Writing



Specials



Reading



Lunch




Recess



Math



Successmaker

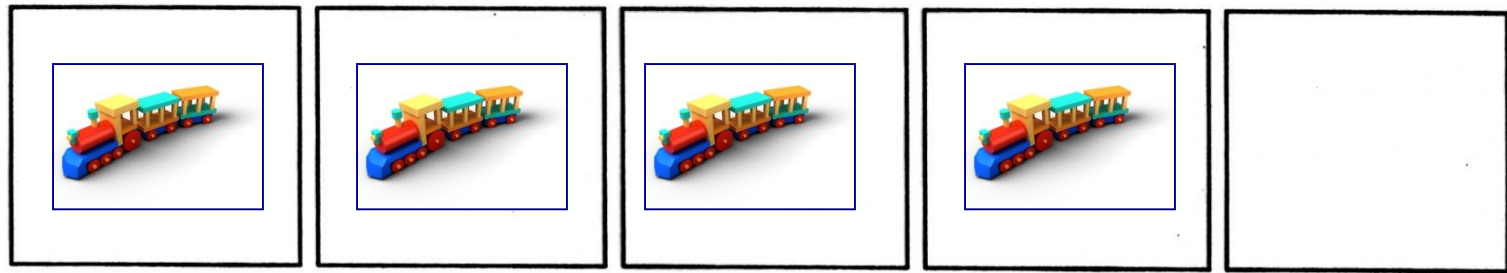
8 ✓ = 

Did I make my day? Yes or No  
Parent Signature:

\_\_\_\_\_



# Sample Token System



## My rules:

Raise my hand

Use nice words

## I am working for:

My Train book

I need 5 tokens.

# BENJAMIN'S TITANIC ADVENTURE

## WHITE STAR LINE



YOUR ATTENTION IS SPECIALLY DIRECTED TO  
BENJAMIN'S BEHAVIOR WHILE ABOARD THE TITANIC.


















- \*FOLLOW ALL RULES
- \*KEEP HANDS TO YOURSELF
- \*RESPOND TO STAFF AND PEERS REQUESTS

Second Class Passenger ticket per Steamship R.M.S TITANIC  
Sailing From SOUTH HAMPTON TO NEW YORK

DATE 10 APRIL 1912

Benjamin will earn 1 LIFEBOAT for each rule followed. Please CIRCLE the boat if he obeyed the Captain's orders. Please CROSS the boat out if he did not follow Captain's orders. If he earns \_\_\_\_\_ out of \_\_\_\_\_ he will take his break card to the fish room. Here will he play "Titanic Iceberg Escape Historical Ship Parking 3D Drive".

DATE: _____	FOLLOWS SHIP RULES	KEEPS HANDS TO SELF	RESPONDS TO STAFF AND PEERS
Reading			
Writing			
Math			
			
			



# Design A Self Management Expectation System for this Child



# What is your Expectation Self-Management for this Child

## Group Discussion





# **Self Management**

## **Behavior / Break**



# Define Break

- Does the student independently initiate a break when he/she is escalated?
- If not, have break procedures been developed and taught?
- Develop a visual system to assist the student in knowing when to initiate a break (i.e. paired with behaviors that suggest escalation).
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement



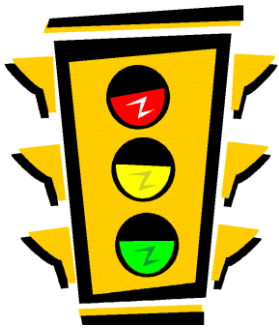


# Incredible 5-Point Scale

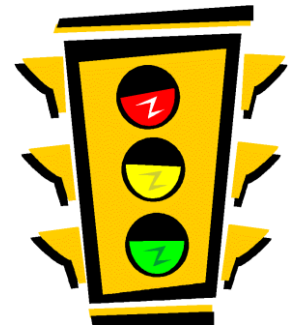
Level of Escalation	What the Student Says and Does
<b>5—Aggression</b>	<b>Physical aggression toward self/others</b>
<b>4—Anger</b>	<b>Verbal aggression, including threats of physical harm</b>
<b>3—Agitation</b>	<b>Noticeable increase or change in behavior</b>
<b>2—Anxiety</b>	<b>Slight change in behavior</b>
<b>1—Green</b>	<b>Appropriate behavior and following expectations</b>



Adapted from Kari Dunn Buron & Mitzi Curtis



# Script using a Scale



## Behavior Script

**Level 1:  
GREEN**

What  
student  
says / does

What staff  
says / does

**Level 2:  
Anxiety**

What  
student  
says / does

What staff  
says / does

**Level 3:  
Anger**

What  
student  
says / does

What staff  
says / does

**Level 4/5:  
Crisis**

What  
student  
says / does

What staff  
says / does

**Level 6:  
Recovery**

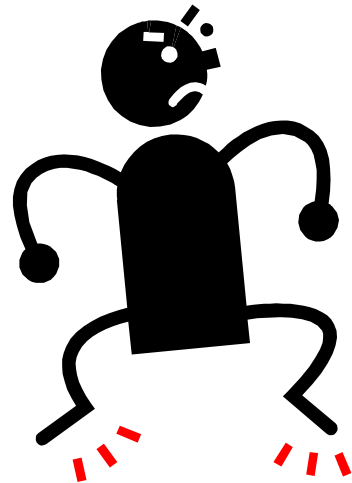
What student  
says/does

What staff  
says/does



# Components of a Script

- Non-verbal (paraverbals)
- Non-emotional
- Non-punitive
- Respect dignity
- Teaching component
  - Break
  - Strategies to reduce anxiety / frustration
- Levels with increasing restrictiveness
- Understanding of the stages and strategies in behavior escalation



# Script Using the Incredible 5 Point Scale

## Behavioral Response Script Using the Incredible 5-Point Scale

The “Incredible 5 Point Scale” (Kari Dunn Buron; <http://www.5pointscale.com>) is a visual system to assist students in understanding social, emotional, and behavioral concepts and expectations and to recognize varying levels of stress and anxiety. It is a cognitive behavioral method of teaching students how to recognize their own internal emotional states and then to practice successful responses to those emotions. Information on a variety of other uses of the scale can be found on the Autism Internet Modules website ([www.autisminternetmodules.org](http://www.autisminternetmodules.org)). For use in developing behavioral scripts for staff and a behavioral self-management system for students, the following steps should be followed:

- 1) Identify what the student says and does during each phase of a behavioral escalation and document on the scale form. Fewer levels can be used if 5 distinctive escalation levels does not exist. To use as a self-management system, have the student also identify how he/she feels during each phase of the escalation and document on the scale form. A fillable form is available below.
- 2) Develop a step by step script for staff to follow when the student begins a behavioral escalation. Key ideas and concepts for developing the script is noted in the example script below. When used as a self-management system, identify what the student can do at each level in the escalation to reduce stress or anxiety such as taking a break. Document on the scale form.
- 3) Teach and implement the system. Staff and students can begin to think and respond in terms of ‘being at’ a level 1, 2, 3, 4, or 5 using the scale as a visual prompt.

POINTS to remember:

- The PURPOSE of a script is to consistently respond to students in such a way to reduce the probability of further escalation while continuing to teach students the expectations and how to respond to varying emotional states.
- Scripts should be nonverbal (or minimal verbal), non-emotional, & non-punitive. Since the example script below is to help staff understand the basic steps in the process, more words are listed than one should use. Make sure to create basic visuals for all the steps so staff can limit words and use more visuals.
- When using the script, ensure staff monitor their paraverbal communication (e.g. not what it said, but HOW it is said), so the response does not come across emotional or punitive.
- If the crisis plan requires physical intervention or seclusion, be sure staff are well aware and follow procedures set forth by the Michigan Department of Education for the Emergency Use of Seclusion & Restraint ([http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint\\_247533\\_7.pdf](http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint_247533_7.pdf).)

### Basic 5 Point Scale Script

Level of Escalation	What STUDENT says / does; How STUDENT feels	What STAFF says or does; What STUDENT can do (ex. Choices / Options)
Level 5—Aggression	Physical aggression toward self / others.	• CRISIS PLAN
Level 4—Anger	Verbal aggression including threats of physical harm	• Forced break / time away
Level 3—Agitation	Noticeable increase or change in behavior	• BREAK to reduce stress; evaluate environment for potential stressors
Level 2—Anxiety	Slight change in behavior	• Strategies to alleviate anxiety
Level 1—GREEN	Appropriate behavior & following expectations	• Provide positive feedback / reinforcement

<b>Level 3— Agitation</b>	<p>Student gets louder and starts saying “This is stupid” or “This is f’n stupid”; Voice is loud and behaviors from Level 2 are more exaggerated.</p>	<ul style="list-style-type: none"> <li>• This level often involves teaching the student to take a break. Remember, break is a time-limited reduction of demand to allow the student the opportunity to regain emotional control without pushing him/her to a higher level of escalation. As such, the team should establish break procedures in advance. The following should be considered and added to the script: <ul style="list-style-type: none"> <li>○ What activity or activities serve to calm the student but are not highly reinforcing. Examples include simply staying seated but demands are reduced, taking a walk, getting a drink of water, going to a calming area, etc.</li> <li>○ How long should break be? Typically no longer than 5 minutes.</li> <li>○ How will the student request a break (ex. Break card, hall pass, verbal request, etc.)</li> <li>○ If the student has not yet learned to request a break, how will staff prompt a break so he/she can learn over time to pair internal emotional states with the break.</li> </ul> </li> <li>• <b>EXAMPLE SCRIPT:</b> <ul style="list-style-type: none"> <li>○ Staff says “Johnny, it looks like you are at a level 3 &lt;or yellow level&gt;; it’s time to take a break.</li> <li>○ If student refuses to go to a break, staff says, “You can either &lt;indicated the expected work behavior&gt; or take a break (provide a visual choice; which do you want to do?”</li> <li>○ If student chooses, provide positive feedback and move on. If he does not choose and clearly still escalated, staff says, “Gavin, either you will need to choose or I will choose for you.”</li> <li>○ If student chooses, provide positive feedback and move on. If he does not choose, staff should prompt a break (“Gavin, it’s time for a break &lt;use visual&gt;”) and follow developed break procedures.</li> </ul> </li> </ul>
<b>Level 2— Anxiety</b>	<p>Student is off task, laughing or staring off into space; Whistling or clapping; Tone of voice may change; Puts head down and looks frustrated.</p>	<ul style="list-style-type: none"> <li>• This level is intended to prevent the probability of further escalation and as such, removal from the learning environment. Strategies will vary significantly depending on the needs of the student.</li> <li>• <b>EXAMPLE SCRIPT:</b> <ul style="list-style-type: none"> <li>○ When these behavior(s) occur, prompt student to the expectations: “Johnny, what does it mean to be respectful (or safe or responsible) in this environment?” or “It is respectful to &lt;indicate the expectation&gt;” (Point to the posted expectations).</li> <li>○ Once the expectations are pointed out, redirect to the current expected behavior: “It’s time to do your work quietly.” or “Your schedule says it’s time to go to group.”</li> <li>○ If student complies, provide positive feedback and move on.</li> <li>○ If student continues to engage in the behavior, but does not escalate to level 3, think in ABC / FBA to implement a strategy that will reduce the anxiety: What are the antecedents leading to the issue; What are the potential functions of behavior? Examples: <ul style="list-style-type: none"> <li>▪ Make changes to potential antecedents causing the problem?</li> <li>▪ Add visuals to clarify expectations.</li> <li>▪ Add modifications to reduce the level of demand or increase motivation to engage.</li> </ul> </li> <li>○ The team should decide a time frame or number of attempts staff will use to reduce the anxiety before prompting the student to a break. This will prevent over-prompting.</li> </ul> </li> </ul>
<b>Level 1-- GREEN</b>	<p>Student follows instructions, is actively engaged in the learning / social environment, and is not presenting with behavioral challenges.</p>	<ul style="list-style-type: none"> <li>• At this level, ensure staff are implementing Tier 1 interventions with fidelity</li> <li>• Ensure staff give students frequent positive feedback for expected behaviors such as “Thumbs up for completing your work!” or “Give yourself a coin (or other reinforcement system) for staying seated during the activity.”</li> </ul>

Level of Escalation	What STUDENT says / does; How STUDENT feels	What STAFF says or does; What STUDENT can do (ex. Choices / Options)
<b>Level 5-- Aggression</b>	Student kicks and hits others, throws objects, or bangs head.	<ul style="list-style-type: none"> <li>• This level involves an immediate time away for the protection of the student, peers and staff; Staff will need to develop time away procedures including: <ul style="list-style-type: none"> <li>○ How the student is informed he/she must go to time away</li> <li>○ Where time away will be located:</li> <li>○ How the student will get to the time away location, especially if he/she won't go alone:</li> <li>○ How long time away will last before evaluating readiness to return to schedule (no greater than 5 minutes) and procedures for evaluating readiness</li> <li>○ Procedures for exiting time away and returning to the schedule / work</li> </ul> </li> <li>• Wayne RESA Behavioral Guidelines document may assist in developing time away procedures (<a href="http://www.resa.net/downloads/special_education_guidelines/behavior_intervention.pdf">http://www.resa.net/downloads/special_education_guidelines/behavior_intervention.pdf</a>)</li> <li>• At this level, often a crisis plan is needed. Crisis plans should be developed when it can be anticipated that the student may become a danger to himself or others. If a pattern of behavior which requires seclusion or restraint, the team will need to develop an Emergency Intervention Plan (EIP). The plan must align to the procedures set forth by the Michigan Department of Education for the Emergency Use of Seclusion &amp; Restraint (<a href="http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint_247533_7.pdf">http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint_247533_7.pdf</a>).</li> <li>• EXAMPLE SCRIPT: <ul style="list-style-type: none"> <li>○ Once student is in time away, staff sets timer for 5 minutes and says “When you are calm, we will go back to your schedule.” Once the student knows this procedure, there is no need to say anything. REDUCE LANGUAGE, USE VISUALS, and say NOTHING MORE. At this level, staff should not engage or interact with the student at any level except when the timer goes off.</li> <li>○ When timer goes off, staff evaluates student’s readiness to return to schedule. Basic readiness is that the student has a calm body and voice. If student is ready (e.g. has calm body and voice—do not ask the student if he/she is ready, just use the evaluation), staff says “It’s time to return to the schedule.” The schedule should include a task that allows the staff to evaluate the student’s readiness to return to the schedule. This task should be short in nature, easy for the student to do, not non-preferred but not highly reinforcing.</li> <li>○ If student is not ready, set timer for 5 more minutes and follow the steps above until the student is ready to return to schedule, completes the evaluation activity and returns to schedule. Be sure to keep a log of this time out of the educational setting.</li> </ul> </li> </ul>
<b>Level 4— Anger</b>	Student screams, yells, swears; stomps feet, and threatens physical harm.	<ul style="list-style-type: none"> <li>• This level often involves removing the student from the setting to prevent escalation to level 5. Similar time away procedures as outlined in level 5 can be used, if needed.</li> <li>• If not a time away, a forced break can also be used at this level. Similar break procedures as outlines in level 3 can be used at this level as well.</li> <li>• EXAMPLE SCRIPT: <ul style="list-style-type: none"> <li>○ Immediately prompt a break, “Johnny, you are at a level 4 (or orange level). It is time to take a break (or indicate the break activity to do). If student responds to the break, follow break procedures and move on; If student refuses to take a break, prompt time away: “It’s time away” and follow time away procedures.</li> </ul> </li> </ul>

# Self-Management Plan

Student Name (DOB): Tom

School (ISD, District, Building): Anywhere

Date: 1-13

Level of Escalation	What I feel / think	What STAFF says or does; What STUDENT can do
Level 5-- Aggression	THINK: I want to be alone and people keep bothering me.	<ul style="list-style-type: none"> <li>• If I don't hurt myself or others, they will leave me alone.</li> <li>• I can sit down and ignore everyone.</li> <li>• I can go the Safe Place</li> <li>• If I hurt myself or others, they will have to help me.</li> <li>• If I leave the classroom and don't go to the Safe Place, they will have to help me.</li> <li>• When I am ready, I can return to the schedule at the next class period.</li> </ul>
Level 4-- Anger	THINK: I'm pressured to work when I don't want to; people won't leave me alone; I feel the need to escape.	<ul style="list-style-type: none"> <li>• Go the Safe Place OR</li> <li>• Class will leave the Classroom               <ul style="list-style-type: none"> <li>◦ When I am calm, I can rest, use the Rubic's Cube, or work in the classroom or</li> <li>◦ Go to the Safe Place</li> </ul> </li> <li>• I can return to class at the next class period</li> </ul>
Level 3-- Anxiety	THINK: Teacher is talking too much; I don't know the information; People keep asking me questions; Something bothering me but I can't talk about it; I'm not interested in the material; I already know the information; I can't talk when I want to.	<ul style="list-style-type: none"> <li>• Stay in the Classroom               <ul style="list-style-type: none"> <li>◦ Put my head down</li> <li>◦ Use the Rubic's Cube</li> <li>◦ Look up ideas in the encyclopedia</li> <li>◦ Take a walk</li> </ul> </li> <li>• Go to the Safe Place               <ul style="list-style-type: none"> <li>◦ When calm / ready, can return to class</li> </ul> </li> </ul>
Level 2-- Mild Anxiety	THINK: I am worried about something; I want to work and do well, but something is wrong; I don't understand the material/assignment; I can't talk when I want to.	<ul style="list-style-type: none"> <li>• Put my head down</li> <li>• Use the Rubic's Cube</li> <li>• Look up ideas in the encyclopedia</li> <li>• Take a walk</li> <li>• Go to the safe place</li> </ul>
Level 1-- GREEN	THINK: Life is Good; Nothing is bothering me!!	<ul style="list-style-type: none"> <li>• Do the classroom work</li> <li>• Participate in classroom activities</li> <li>• Listen to instructor / other adults</li> </ul>

# BREAK: Implementation Issues

- **PURPOSE of BREAK**

- Time w/out demands
- De-escalate

**SCHEDULE**

**BREAK**

- **GUIDELINES:**

- Activities / Choices Result in De-escalation
- Benign in Reinforcing Value / NOT Highly Preferred
- Student Initiated – Staff Prompted (TEACH)
- Break Procedures

**BREAK**

vs.

**Choice Time**





TO DO

☐

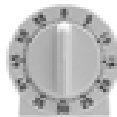
## Break Checklist

Remove yourself from task

DONE

☐☐

Identify break activity

☐☐

Set Timer for 5 min.

☐☐

Fill in thumbs up/sideways box

☐☐

Return to activity

☐



## Alex's Schedule



Date: \_\_\_\_\_

Level	Time in Level	Warp Pipe	Rescue Peach	Data Collection		
8-1				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
8-2				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
8-3				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
8-4 (Castle)				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
8-5				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
Lunch				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
8-7				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
8-8				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
8-9				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N
Rescue Peach				A was quiet in level	Y	N
				A accepted warp pipe from adult	Y	N
				A entered/left class w/o problem	Y	N

Comments from the G.E and SpEd Teacher:



Student's Name BenDate 2-10-15

## Self-Management System

Time	Hurtful words/Physical Threats	Pretend fighting/Weapon sound effects	Physically acting out	Check System A=Agree D=Disagree
8-8:15	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
8:15-8:35	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
8:35-9:05	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
9:05-9:35	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
9:35-10:05	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
10:05-10:35	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
10:35-11:05	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
11:05-11:25	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
11:25-11:45	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
11:50-12:20	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
12:20-12:50	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
12:50-1:20	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
1:20-1:50	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
1:50-2:20	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D
2:20-2:50	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	<input checked="" type="radio"/> A D



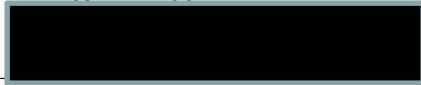


	What does it feel like	What does it look like
 <b>5</b>	<p><b>Out of Control</b></p> <p>Feels like you're a creeper and you're going to explode</p>	<ul style="list-style-type: none"> <li>Screaming</li> <li>Yelling</li> <li>Crying</li> <li>Throwing Things</li> <li>Kicking Things</li> <li>Breaking Things</li> <li>Hitting Things</li> </ul>
 <b>4</b>	<p><b>Starting to lose it</b></p> <p>Getting angry like a Zombie</p>	<ul style="list-style-type: none"> <li>Head feels like it's overheating</li> <li>Start to say mean or hurtful things</li> <li>Call people names</li> <li>Take things away from people</li> <li>Kicking Furniture</li> <li>Little Kid Brain tells you to do things that will get you in trouble</li> </ul>
 <b>3</b>	<p><b>Anxious/Worried/Scared</b></p> <p>Feels like an Enderman and you want to get away or jump right out of your skin</p>	<p><u>Anxious/Worried</u></p> <ul style="list-style-type: none"> <li>Don't want to talk about it</li> <li>A little scared</li> <li>Tummy starts to hurt</li> <li>Upset about something</li> <li>Repeating Words</li> </ul> <p><u>Over Excited</u></p> <ul style="list-style-type: none"> <li>Jumping up and Down</li> <li>Flapping hands</li> <li>Pulling on Things or People</li> <li>Repeating Words</li> <li>Can't stay in seat</li> </ul>
 <b>2</b>	<p><b>It's time to get down to business</b></p> <p>Feels like Steve who has to work hard to survive</p>	<p><u>Might be hard for me but</u></p> <ul style="list-style-type: none"> <li>I will try to do it</li> <li>I will Cooperate</li> <li>I will listen</li> <li>When I'm done it will make me feel good about myself for working so hard</li> </ul>
 <b>1</b>	<p><b>Just Right</b></p> <p>Like Notch</p>	<ul style="list-style-type: none"> <li>Happy</li> <li>Calm</li> <li>Peaceful</li> <li>Nothing bothers you</li> <li>Interested in something</li> </ul>

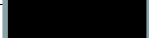
Date: Sept. 9, 2014

The following were in attendance for this meeting:

- Maureen Zeigler
- Erika Neumann
- Mary Johnson



## 5- Point Scale

When  behavior looks like this:	What is staff doing?
<b>5: Spits-Hits-Bites</b> <ul style="list-style-type: none"><li>• Runs out of room</li><li>• Skips, hops, spins</li><li>• Cries, swears, hits</li></ul>	<b><i>*Remember to stop talking</i></b> <ul style="list-style-type: none"><li>• Immediate removal from classroom</li><li>• Move to Resource Room</li><li>• Compliance Task (Word Search)</li><li>• AIMSweb Progress Monitoring Reading MAZE Probe ( Give her highlighter, not pencil)</li></ul>
<b>4: Blurting:</b> <ul style="list-style-type: none"><li>• Voice is escalated</li><li>• Fantasy talk continues</li><li>• Says “I want to go home.”</li><li>• Says “I’m hungry.”</li><li>• Moves to the SmartBoard</li></ul>	<b><i>*Remember to stop talking</i></b> <ul style="list-style-type: none"><li>• Time Away (<u>adult imposed</u>) in sensory room</li><li>• Flip sign on door to “Time Away”</li><li>• can have bean bag</li><li>• Card: Shoes on One lap in LGI Back to class</li></ul>
<b>3: Fantasy:</b> <ul style="list-style-type: none"><li>• Fantasy talk increases</li><li>• Refuses Sensory Kit</li><li>• Picks at skin/scabs</li><li>• She takes band-aids off</li><li>• Out of instruction</li><li>• Name-calling</li></ul>	<b><i>*Remember to stop talking</i></b> <ul style="list-style-type: none"><li>• Break in “head end” room (removal from expectations)</li><li>• Flip card to “Break Room”</li><li>• Rest on bean bag</li><li>• 10 min. Checks</li><li>• Say, “Jenna” and show her visual with words: “It’s time for class.”</li><li>• She puts shoes on as a compliance task</li></ul>
<b>2: Laps</b> <ul style="list-style-type: none"><li>• Begins to walk laps around room</li><li>• Fantasy Talk begins</li><li>• Picks at skin, scabs</li></ul>	<b><i>*Remember to stop talking</i></b> Offer these choices on card (or board): <ul style="list-style-type: none"><li>• LGI</li><li>• Read</li><li>• Sensory Kit</li></ul> <div>If she <u>doesn’t</u> choose, the sensory kit is offered by default.</div>
<b>1: Regulated Behavior ☺</b> <ul style="list-style-type: none"><li>• Attempts to talk to deskmate</li><li>• Responds to expectations</li><li>• Goes to desk</li><li>• Asks permission</li></ul>	<ul style="list-style-type: none"><li>• Jenna is smiling, happy, and approaches other children.</li><li>• Staff is just observing</li><li>• Give praise for her behavior</li></ul>

***\*Remember to stop talking when  is moving to level two or above.***  
***You want her to want your words.***

# CHECK IN

5



4



3



2



1



5

I am not safe.  
I need to leave  
before anyone  
gets hurt.



4

I am losing  
control. I need  
a Chillville  
break to calm  
down.



3

I am not fully  
in control.  
I need to take  
deep breaths.



2

Things are ok.  
I can handle it.



1

I feel  
super





5

I can't stand this and ready to explode.

I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.



4

I am getting too angry.

My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.



3

I am getting really irritated.

I need to walk away from a bad situation. I will tell my teacher that I need a break.



2

I am doing OK.

I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.



1

I am doing great.

I feel good about myself and about what is going on around me.



# My Upset Scale

Rating	Looks/Sounds Like	Feels Like	I can try to
5	Lots of distracting noises Lots of talking and thinking about violent things	I will explode People don't like me and are against me	Ask an adult to help me take a break out of the classroom
4	Some distracting noises Some talking and thinking about violent things	Mad	Ask an adult to help me take a break out of the classroom
3	A few distracting noises Thinking about violent things	Getting upset	Talk to Mrs. Rapp about how I am feeling Move away from classmates to quieter spot
2	One or two distracting noises	Starting to get annoyed with classmates	Talk to Mrs. Rapp about how I am feeling
1	Quiet Working Voice sounds friendly	I am happy	Keep it up

Class	Hmwk	Min. in Class	Money	Data and Comments:
<b>1<sup>st</sup> Hour</b> 7:30 – 8:20 Finance (Pohl)	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____ (person) (amt of time)
			Discussion with _____ for _____	
Talk to Chris and LINK in Commons (with Ms. McAuley)				
<b>2<sup>nd</sup> Hour</b> 8:35-9:25 English (Umstead)	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____
			Discussion with _____ for _____	
W123 for last 10 minutes (Ms. McAuley)				
<b>3<sup>rd</sup> hour</b> 9:45-10:35 Aquatics	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____
			Discussion with _____ for _____	
W123 for last 10 minutes (Ms. McAuley)				
Lunch 10:50-11:15			Yes  No	S. will not ask others for money when at school and record this on his daily schedule sheet on 4 out of 5 days
<b>4<sup>th</sup> Hour</b> 11:20-12:10 Consumer Ed.	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____
			Discussion with _____ for _____	
W123 for last 10 minutes (Ms. McAuley)				
<b>5<sup>th</sup> Hour</b> 12:25-1:15 Econ.	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____
			Discussion with _____ for _____	
W123 for last 10 minutes (Mrs. McAuley)				
<b>6<sup>th</sup> Hour</b> 1:30-2:20 Social Skills Practice W124	Yes		Yes	Discussion with _____ for _____
	No		No	Discussion with _____ for _____





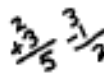






At the end of the week 1, if you have at least 60 checks (average 3 per class) you will earn 15 minutes of Wii time with a LINK of your choosing during 6<sup>th</sup> hour.

Daily Total: \_\_\_\_\_

When I


keep my hands to myself 	use nice words 	be nice to my friends 	listen to my teachers 
--	---	--	--

I will earn a ✓

put backpack away 		lunch 	
morning work 		recess 	
circle time 		math 	
whole group reading 		specials 	
independent work 		science/ social studies 	
table activity 		centers 	

10-12 ✓ =  Great Day, earn reward.



8-10 ✓ =  Ok Day, try again tomorrow.



7-0 ✓ =  Challenging Day, Call Dad.



# DISCUSSION / Questions





# Self Management

## Engagement / Academics



# Academics Questions

- **What is the student doing or not doing relative to academics (e.g. initiating tasks, completing work, turning work in)**
- **Who are the participants in the task or routine who may need to be included in the process?**
- **What are the student's interest areas?**
  - This will assist in the development of the system to promote engagement





**What are your biggest academic challenges with students with ASD?**

**PAIR SHARE**



**Find a partner you do NOT know –  
Share – Return to table and share  
your partner's challenge.**



Self-Monitoring for \_\_\_\_\_(student name)\_\_\_\_\_

Activity	I finished my work all by myself	I finished my work with help from a friend	I finished my work with help from my teacher
Reading			
Math			
Science			
Social studies			
Art			
<b>I earned:</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>



# Development of Self Management Systems for Academics

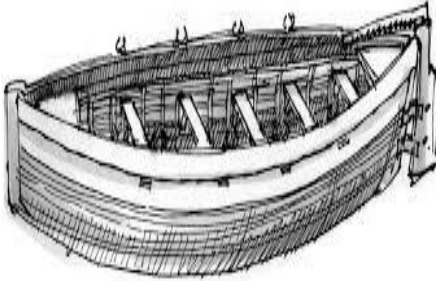
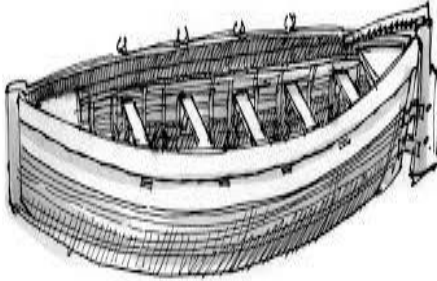
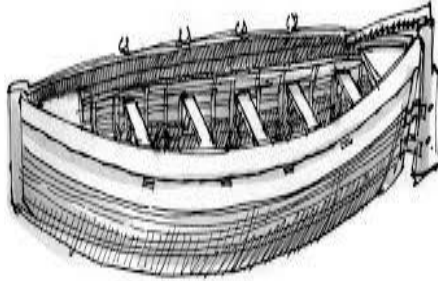
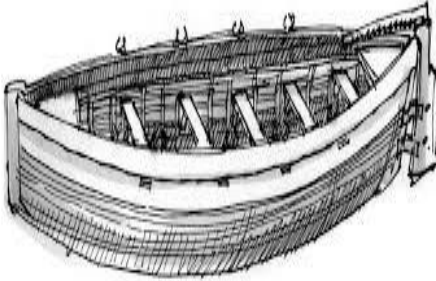
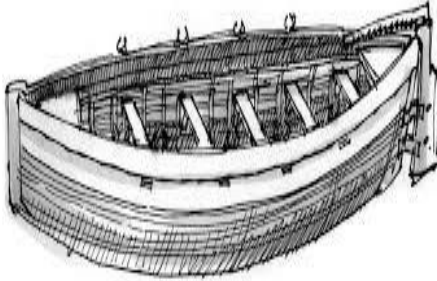
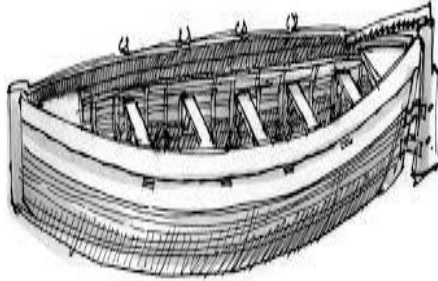
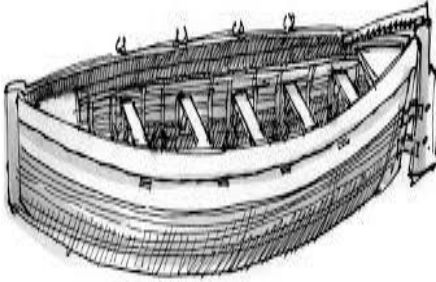
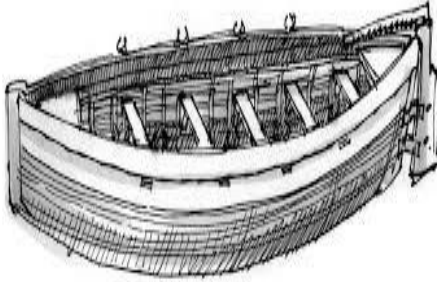
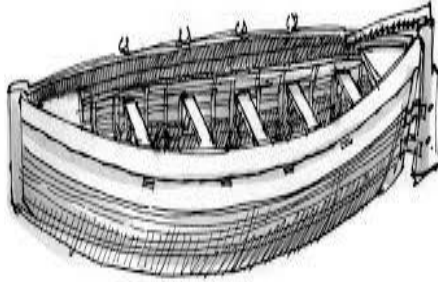
Step	Adaptation(s)
Write name at top of paper	<ul style="list-style-type: none"><li>• Use yellow highlighter to prompt Mark where to write his name</li><li>• Provide a cue card with Mark's name on it at his desk prior to the activity</li></ul>
Write answers next to each question	<ul style="list-style-type: none"><li>• Provide Mark with a calculator to complete the activity</li><li>• Use pink highlighter to identify where the answer to each question should be written</li></ul>
Take paper to teacher's desk	<ul style="list-style-type: none"><li>• Provide a written cue at the bottom of the page to remind Mark to take his paper to the teacher's desk ("Put paper in red folder on teacher's desk")</li><li>• Place a red folder on the teacher's desk for Mark to put his paper</li></ul>



# Titanic Life Boats

- **Intense Interest**
- **# of Survivors in Life Boats – 60 People**
- **Most boats had just a few people**
- **Each assignment – Student assigns the # of Survivors in the boat based on work completed**
- **Teacher determines # of Survivors based on work completed**
- **Teacher writes on assignment how much additional work must be completed to get to 60 Survivors in Boat**



Assignment	Sam's Boat	Teacher's Boat	Final Boat
			
			
			

Subject Area	Student	Teacher
<b>Math</b> 1. Did you raise your hand and answer 1 question? 2. Did you participate with the group? 3. Did you finish the organization system? 4. Do you have homework? 5. Did you need to ask for help?	Yes    No Yes    No    No Group Yes    No    No System Yes    No Yes    No	     <hr/> Initial
<b>Language Arts</b> 1. Did you raise your hand and answer 1 question? 2. Did you participate with the group? 3. Did you finish the organization system? 4. Do you have homework? 5. Did you need to ask for help?	Yes    No Yes    No    No Group Yes    No    No System Yes    No Yes    No	     <hr/> Initial
<b>Science</b> 1. Did you raise your hand and answer 1 question? 2. Did you participate with the group? 3. Did you complete the organization system? 4. Do you have homework? 5. Did you need to ask for help?	Yes    No Yes    No    No Group Yes    No    No System Yes    No Yes    No	     <hr/> Initial
<b>Social Studies</b> 1. Did you raise your hand and answer 1 question? 2. Did you participate with the group? 3. Did you finish the organization system? 4. Do you have homework? 5. Did you need to ask for help?	Yes    No Yes    No    No Group Yes    No    No System Yes    No Yes    No	     <hr/> Initial
<b>Lunch/Recess</b> 1. Did you talk to 2 people at lunch? 2. Did you talk to 2 people at recess? 3. Did you play a game during recess? 4. Name one person you played with today?	Yes    No Yes    No Yes    No _____	    <hr/> Initial

Date\_\_\_\_\_

Additional Information\_\_\_\_\_

**Date**\_\_\_\_\_

[illegible]

**Date**\_\_\_\_\_

[illegible]



For each sentence you write you will get a coin!





For every sentence you write you will save Princess Peach from Bowser.





# Self-Management for Academics

Post-Writing Checklist

Sentence #	Does this sentence make sense?		Did I write about any "Forbidden" topics?	
1	Y	N	Y	N
2	Y	N	Y	N
3	Y	N	Y	N
4	Y	N	Y	N
5	Y	N	Y	N
6	Y	N	Y	N
7	Y	N	Y	N
8	Y	N	Y	N
9	Y	N	Y	N
10	Y	N	Y	N

How many sentences do I need for this writing assignment? between _____ and _____		
Did I use a good introductory sentence?	Y	N
Did I use a good concluding sentence?	Y	N
<u>Forbidden Topics:</u>  <div>Pokemon, Digimon</div>		

- 4<sup>th</sup>-grade student with ASD
- Academically close to grade level
- Regularly wrote about Pokemon during any free-writing, but also incorporated Pokemon into almost every writing activity.
- Used the self-management system to reduce writing about Pokemon, help her learn to write about other topics

# Lexie's Self-Management System

## Post-Writing Checklist

Sentence #	Does this sentence make sense?		Did I write about any "Forbidden" topics?	
1	Y	N	Y	N
2	Y	N	Y	N
3	Y	N	Y	N
4	Y	N	Y	N
5	Y	N	Y	N
6	Y	N	Y	N
7	Y	N	Y	N
8	Y	N	Y	N
9	Y	N	Y	N
10	Y	N	Y	N


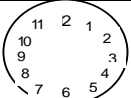


How many sentences do I need for this writing assignment? between \_\_\_\_\_ and \_\_\_\_\_

Did I use a good introductory sentence? Y N

Did I use a good concluding sentence? Y N

Forbidden Topics:

# Self-Management for Academics & Behavior

Date: _____		Page 1 of 2		
Time		I followed my rules	I did my work	I earned my 
9:30-9:45				
9:45-10:00				
10:00-10:15				
10:15-10:30				

## Rules:

Raise hand  
Answer 1 question  
No bell noise

- 4<sup>th</sup> grader in General education classroom
- Completed this form every 15 minutes, classroom aide completed one also
- Compared their answers
- Student earned rewards for achieving stars AND for correctly checking boxes

# Self Management System Examples

Name \_\_\_\_\_

## How was I?

## Mario

## Bowser



**Module:** Self- Management

**Student:** Matthew

**Target Behavior:**

During the school day, across 7 period, and given a self management system, Matthew will increase his organizational independence as evidenced by ( a )working independently for a period of 10 minutes without redirects (b) complete and turn in assignments on time without prompts in 3 out of 4 classes in 3 out of 4 weekly probes for a period of 1 month

**Date:**

Period	Work Independently (10 min)	Complete Work to teacher satisfaction	Assignments turned in	Ask for help?
1. Math	Yes NO	Yes No	Yes No	
2. Reading	yes no	Yes No	Yes No	Need paper and did not ask ind
3. Tutorial	Yes No	Yes No	Yes No	
4 Tutorial	yes No	Yes no	Yes no	

Every "yes" = 2 min of 3DS

Bonus pt when he asks for help= 1 min

Directions: 1st Step - Read the questions  
2nd Step - Read the passage  
3rd Step - Answer the questions

Name \_\_\_\_\_

## ANIMAL DOCTOR

Right now, my name is Lauren Ayana. When I grow up, my name is going to be Doctor Lauren Ayana, veterinarian to all animals.

I'm already working on my doctoring *skills*. I ask the veterinarian all kinds of questions when I take my pets to his office. I often check my cat and dog to make sure they seem *healthy*. I also care for two *reptiles* — a lizard and one snake with no *fangs*.

Some vets only treat pets or farm animals. That's too narrow for me. I plan to care for a very broad group of animals. My *patients* will include everything from pets to farm animals to wild animals.

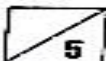
check if  
you need  
help.

- ☐ 1. Why is Lauren learning doctoring *skills*? \_\_\_\_\_
- ☐ 2. Who does Lauren ask questions about keeping animals *healthy*? \_\_\_\_\_
- ☐ 3. What kind of animals does Lauren have in addition to her cat and dog? \_\_\_\_\_
- ☐ 4. What kinds of *patients* are in the broad group Lauren plans to treat? \_\_\_\_\_
- ☐ 5. Why can you say Lauren will be a good veterinarian? \_\_\_\_\_

In the passage, highlight  
What Lauren does to show  
She will be good veterinarian.

### REMEMBER

Who: What or Which person  
What: Asking for information  
Why: for what reason or purpose



Directions: Answer each question by looking at information on the map.

# Michigan Map

Name \_\_\_\_\_

Key



Compass

Check your work

1. What is the capital of Michigan? \_\_\_\_\_
2. Which of the Great Lakes separates the upper peninsula of Michigan from most of the lower peninsula? \_\_\_\_\_
3. Which of the Great Lakes forms the northern border of the upper peninsula of Michigan? \_\_\_\_\_
4. Which of the two Great Lakes form most of the eastern border of the lower peninsula of Michigan? \_\_\_\_\_ and \_\_\_\_\_
5. What US state borders the upper peninsula of Michigan? \_\_\_\_\_
6. What two US states border the lower peninsula of Michigan? \_\_\_\_\_ and \_\_\_\_\_
7. What country is just across the water from Michigan? \_\_\_\_\_
8. What is the name of the large bay on the eastern coast of Michigan (off Lake Huron)? \_\_\_\_\_
9. The Mackinac Bridge is a 5-mile-long suspension bridge that connects the upper and lower peninsulas of Michigan. Which of the two Great Lakes meet in this area? \_\_\_\_\_ and \_\_\_\_\_
10. Gerald R. Ford, the 38th president of the United States, grew up in Grand Rapids. What river runs by this city? \_\_\_\_\_



# John's Schedule

Date: \_\_\_\_\_

Subject 6 <sup>th</sup> Marketing Period	Homework* Yes/No	Minutes in G.E. Class	Minutes on Task	Comments	Data			
1 <sup>st</sup> Hour 7:45 – 8:44 LINK  Room 224					Typing Program for 10 minutes	Y	N	N/A
					Request help when needed	Y	N	N/A
					Read aloud for 5 minutes	Y	N	N/A
					Participate in a non-preferred leisure activity with peer for 5 minutes	Y	N	N/A
					Ask a question to a peer (conversational)	Y	N	N/A
					Respond to a question asked by a peer	Y	N	N/A
2 <sup>nd</sup> Hour 8:49 – 9:48 Science  Room 115 Sensory								
					Request help when needed	Y	N	N/A
					Read aloud for 5 minutes	Y	N	N/A
					Ask a question to a peer (conversational)	Y	N	N/A
					Respond to a question asked By a peer	Y	N	N/A
3 <sup>rd</sup> hour 9:53 – 10:52 Fitness/ Health  Room 224								
					Request help when needed	Y	N	N/A
					Read aloud for 5 minutes	Y	N	N/A
					Participate in a non-preferred leisure activity with peer for 5 minutes	Y	N	N/A
					Ask a question to a peer (conversational)	Y	N	N/A
					Respond to a question asked by a peer	Y	N	NA/
Lunch 10:57 – 11:22  Sensory								
					Request help when needed	Y	N	N/A
					Read aloud for 5 minutes	Y	N	N/A
					Participate in a non-preferred leisure activity with peer for 5 minutes	Y	N	N/A
					Ask a question to a peer (conversational)	Y	N	N/A
					Respond to a question asked by a peer	Y	N	NA/
4 <sup>th</sup> Hour 11:27 – 12:26 Technology  Room 224								
					Request help when needed	Y	N	N/A
					Read aloud for 5 minutes	Y	N	N/A
					Ask a question to a peer (conversational)	Y	N	N/A
					Respond to a question asked By a peer	Y	N	N/A



# How can these ideas help your challenges from the Pair Share?





# Self Management

## Manage High Interest Area



# A Series of Manage Intense Interests Area Questions

- What is the student's intense interest?
- How is the student's intense interest interfering with expectations in the educational environment (e.g. self-talk)?
- Has the student been taught where and/or when he/she can engage in intense interest?
- What visual system can be developed to assist the student in determining where and/or when he/she can engage in intense interest?
- Does the visual system developed assist the student in monitoring his/her intense interest?
- Who are the participants in the task or routine who may need to be included in the process?



# Can Talk on Phone



# Can Not Talk on Phone...Universal No































# Brian's Schedule

## The Rules

I raise my hand in class.  
I sit in my seat while teachers teach.  
I scratch off circle if I sing Commercials.  
It's OK if I make a mistake  
Adults can say "NO " to something, that's OK.

Date: \_\_\_\_\_

Activity	Time in Class	2 mistakes allowed	2 Commercials	Mini-Schedule		
Arrival to School				Go To Brian's Locker	Y	N
				Hang Up Back Pack	Y	N
				Hang Up Coat	Y	N
				Go To LINK Locker	Y	N
				Go to Room 104	Y	N
ASD Classroom				B did work assigned by teacher	Y	N
TV Commercial				Commercial = Scratch O	Y	N
				Mistake = Scratch △	Y	N
Recess				Go to Brian's Locker	Y	N
				Get Jacket	Y	N
				Go Outside with LINKS	Y	N
ASD Classroom				B did work assigned by teacher	Y	N
TV Commercial				Commercial = Scratch O	Y	N
				Mistake = Scratch △	Y	N
Recess				Go To Brian's Locker	Y	N
				Get Jacket and Lunch	Y	N
Lunch				Put Lunch in Bin	Y	N
				Go Outside with LINKS	Y	N
Silent Reading				Brian Read with LINK	Y	N
				Commercial = Scratch O	Y	N
				Mistake = Scratch △	Y	N
Science				B Sat at Desk	Y	N
				B Listened to Teacher	Y	N
TV Commercial				Commercial = Scratch O	Y	N
				Mistake = Scratch △	Y	N
Social Studies				B Sat at Desk	Y	N
				B Listened to Teacher	Y	N
				Commercial=Scratch O	Y	N
				Mistake = Scratch △	Y	N
Class Meeting				Brian Sat with LINK	Y	N
				Commercial = Scratch O	Y	N
Support				Brian Sat at Desk	Y	N
TV Commercial				Brian Completed Work	Y	N
Departure				Go to Brian's Locker	Y	N
				Get Coat and Backpack	Y	N
				Go to LINK Locker	Y	N
				Go to Room 104	Y	N
						

Class	Hmwk	Min. in Class	Money	Data and Comments:
<b>1<sup>st</sup> Hour</b> 7:30 – 8:20 Finance (Pohl)	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____ (person) (amt of time)
				Discussion with _____ for _____
Talk to Chris and LINK in Commons (with Ms. McAuley)				
<b>2<sup>nd</sup> Hour</b> 8:35-9:25 English (Umstead)	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____
				Discussion with _____ for _____
W123 for last 10 minutes (Ms. McAuley)				
<b>3<sup>rd</sup> hour</b> 9:45-10:35 Aquatics	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____
				Discussion with _____ for _____
W123 for last 10 minutes (Ms. McAuley)				
Lunch 10:50-11:15			Yes  No	S. will not ask others for money when at school and record this on his daily schedule sheet on 4 out of 5 days
<b>4<sup>th</sup> Hour</b> 11:20-12:10 Consumer Ed.	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____
				Discussion with _____ for _____
W123 for last 10 minutes (Ms. McAuley)				
<b>5<sup>th</sup> Hour</b> 12:25-1:15 Econ.	Yes		Yes	Goal: Sit in your assigned seat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	No		No	Discussion with _____ for _____
				Discussion with _____ for _____
W123 for last 10 minutes (Mrs. McAuley)				
<b>6<sup>th</sup> Hour</b> 1:30-2:20 Social Skills Practice W124	Yes		Yes	Discussion with _____ for _____
	No		No	Discussion with _____ for _____

At the end of the week 1, if you have at least 60 checks (average 3 per class) you will earn 15 minutes of Wii time with a LINK of your choosing during 6<sup>th</sup> hour.

Daily Total: \_\_\_\_\_

Date:\_\_\_\_\_

## Garbage Truck Checklist

Time	Here	Not Here

## Recycling Truck Checklist

Time	Here	Not Here

## Yard Waste Removal

Time	Here	Not Here



Develop a High Interest Self  
Management System for this Student

# What Did You Develop

Share With Group



# Self Management

## Social



# A Series of Social Questions



- What are other students doing socially?
- What is the target student doing or not doing that the other students are doing or not doing?
- Which of these behaviors, if changed, will have the biggest social impact on the student (i.e. pivotal skills)
- Of these, what skill(s) does the team want to target?
  - Limit: NO MORE THAN 3
- Who are the participants in the social situation who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement





**TOP 3**



**SOCIAL**

**List the TOP 3 Social Challenges  
of your Students with ASD**



Self-Management: Indicate prompt level needed to complete routine checklist. V=Verbal Prompt Vi=Visual Prompt; G=Gestural Prompt; PP=Partial Physical Prompt; P=Physical Prompt

Level of Prompt: \_\_\_\_\_

TIME	ENGAGE RH GA CA	COM C A	RH Q	S	GOALS/OBJECTIVES	EXPECTATIONS
ARRIVAL					<p><b>I (Tom) completed a classroom web:</b></p> <p>Individually -- Small Group -- Whole Group</p> <p><i>Supports (word bank, resource, other)</i></p> <p><b>I initiated (started) a conversation with a peer</b></p> <p>Yes No</p> <p><i>*Supports (Visual, Verbal, Gestural, technology)</i></p> <p><b>I maintained (continued) a conversation with a peer</b></p> <p>Yes No</p> <p><i>*Supports (Visual, Verbal, Gestural, technology)</i></p> <p><b>I terminated (ended) a conversation with a peer</b></p> <p>Yes No</p> <p><i>*Supports (Visual, Verbal, Gestural, technology)</i></p> <p><b><u>I read at least 10 pages of a book today</u></b> ○</p> <p>*No support listed = independence</p>	<p>Each hour of the day I will:</p> <p>*Raise my hand to answer a question or share an idea in class. <b>RH</b></p> <p>*Participate by listening to the person talking, following along in the reading, and helping in my group. <b>GA</b></p> <p>*Complete the assignments <b>CA</b></p> <p>*Raise my hand to ask for help or ask a Peer <b>RHQ</b></p> <p>During recess, lunch, snack, and other down time I will:</p> <p>*Talk with my peers by: <b>C</b></p> <p>-asking them questions</p> <p>-commenting</p> <p>-telling stories</p> <p>*Play with my peers by: <b>A</b></p> <p>-Asking them to play a game or share an activity with me such as:</p> <p>--slide --swing --tag --soccer</p> <p>--basketball --outside game --run</p> <p>--exercises --stretches --kick ball</p> <p><b>**Every class that I do not script (S), I will earn 5 minutes of choice time at home. Choices include youtube, movies, cartoons, and video games. This equals 55 minutes.</b></p>
ELA						
SNACK						
MATH						
RECESS						
WRITING						
LUNCH						
SCIENCE						
WRAP UP						
INTERV.						
SPECIALS						

Today I played with: \_\_\_\_\_

One new thing I did today: \_\_\_\_\_

The new food I tried was: \_\_\_\_\_

I liked it ○

I didn't like it ○

PT \_\_\_\_\_

SLP \_\_\_\_\_

Self-Management: Indicate prompt level needed to complete routine checklist. V=Verbal Prompt Vi=Visual Prompt; G=Gestural Prompt; PP=Partial Physical Prompt; P=Physical Prompt

Level of Prompt: \_\_\_\_\_

TIME	ENGAGE RH GA CA	COM C A	RH Q	S	GOALS/OBJECTIVES	EXPECTATIONS
ARRIVAL					<p><b>I (Tom) completed a classroom web:</b></p> <p>Individually -- Small Group -- Whole Group</p> <p><i>Supports (word bank, resource, other)</i></p> <p><b>I initiated (started) a conversation with a peer</b></p> <p>Yes No</p> <p><i>*Supports (Visual, Verbal, Gestural, technology)</i></p> <p><b>Student identifies who he Played with at Recess. He was Also trying new food since he Had a limited choice of foods He would eat. He would fill out This sheet every day</b></p> <p><i>*Supports (Visual, Verbal, Gestural, technology)</i></p> <p><b><u>I read at least 10 pages of a book today</u></b> ○</p> <p>*No support listed = independence</p>	Each hour of the day I will:
ELA						*Raise my hand to answer a question or share an idea in class. <b>RH</b>
SNACK						*Participate by listening to the person talking, following along in the reading, and helping in my group. <b>GA</b>
MATH						*Complete the assignments <b>CA</b>
RECESS						*Raise my hand to ask for help or ask a Peer <b>RHQ</b>
WRITING						During recess, lunch, snack, and other down time I will:
LUNCH						*Talk with my peers by: <b>C</b>
SCIENCE						-asking them questions
WRAP UP						-commenting
INTERV.						-telling stories
SPECIALS						*Play with my peers by: <b>A</b>
Today I played with: _____ One new thing I did today: _____ The new food I tried was: _____ I liked it ○ I didn't like it ○ PT _____ SLP _____					--slide --swing --tag --soccer --basketball --outside game --run --exercises --stretches --kick ball  **Every class that I do not script ( <b>S</b> ), I will earn 5 minutes of choice time at home. Choices include youtube, movies, cartoons, and video games. This equals 55 minutes.	

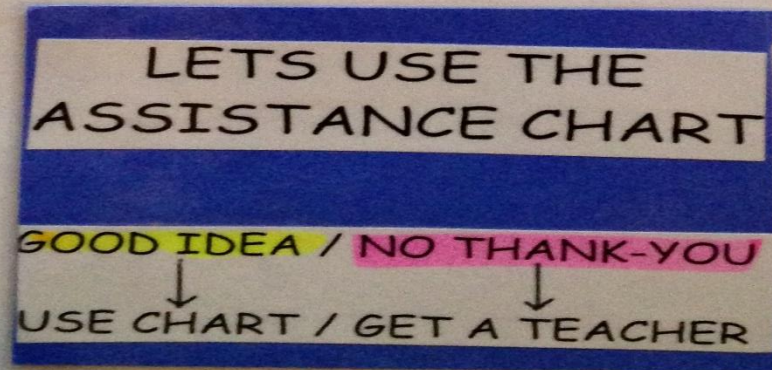


## Student's Assistance Chart Directions

Student will be assisted in the classroom by a group of his peers. He will use a flow chart with an assistant to help organize a strategy for solving situations in the classroom when he is unable to do so by himself.

Student or the assistant can initiate the use of the chart. Both Student and the assistants will have "Assistance Chart" cards. If Student needs assistance he will approach one of the assistants with his card. They will move to the assistance chart.

If one of Student's assistants notices that Student needs to use the chart, they may approach Student with their assistance chart card. Student will have the choice to either use the chart or say no thank-you. The assistant will get the help of a teacher if Student refuses assistance.





## IN CLASS ASSISTANCE CHART

Assistant: What do you need?

Student: I need...

---

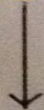
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Assistant: You could...

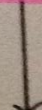
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Student: Good idea



/ No thank-you



Assistant: Work together on solution / Get a teacher

# Sharing

Today I shared a toy with a friend.

What toy did I share?: \_\_\_\_\_

My friend's name: \_\_\_\_\_

My Rules:

☐

Did I choose a different toy to play with?

☐

Did I wait for \_\_\_\_\_ minutes?

☐

Did I ask for my toy back using a nice voice and nice words when it was time?

# Playground Checklist (Elementary)

Day:\_\_\_\_\_ Date:\_\_\_\_\_

Student Name:\_\_\_\_\_

Did you play with other students at recess?

Yes

No

Did you have fun at recess today?

Yes

No

Did you break any of the recess rules?

Yes

No

If yes, please write down the rule broken

\_\_\_\_\_

(Please put the sheet in the yellow bin by the coat rack)

# Lunch Information Sheet

Today I ate lunch with \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I ate \_\_\_\_\_ and \_\_\_\_\_ for lunch.

At Lunch we talked about \_\_\_\_\_

\_\_\_\_\_

Do you have any questions about lunch today?

\_\_\_\_\_ YES \_\_\_\_\_ NO

If yes, what is the question \_\_\_\_\_

The best part about lunch today was: \_\_\_\_\_

\_\_\_\_\_

The hardest part about lunch today was: \_\_\_\_\_

\_\_\_\_\_

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

## Eugene's Morning Checklist

<b>Morning Work</b> (Esme)	Sit at my desk.	Take out my morning math.	Correct my morning math with a pen.
<b>Morning Meeting</b> (Paige)	Sit at the carpet and keep my legs crossed the whole time.	Listen to what Ms. Cardinal and my classmates are saying.	If I want to share a celebration or concern make sure to raise I hand.
<b>Reading</b> (Jake)	Sit at the carpet and keep my legs crossed the whole time.	Get my reading bin and go to my desk. Do my job for the day (on board) and start to read.	Find my partner when Ms. Cardinal says "It's time to meet with your partner."
<b>Writing</b> (Jari)	Sit at the carpet and keep my legs crossed the whole time.	Do my job for that day (on the board) and start to write.	Continue to write until Ms. Cardinal says to stop.
<b>WTW</b> (Emma) <i>Closed Sort: sit by Ms. Cardinal on the carpet</i>	Get out the materials I need to do my job for today.	Start to complete my job for the day.	Continue to work until Ms. Cardinal says to stop,

**If I don't know what to do:**

First, look around and see what my classmates are doing.

If I still don't know, ask a friend.

# Self-Management for Social Initiations

- 2<sup>nd</sup> grade student with ASD
- Academically performed well; social difficulties
- Practiced and role-played playground initiations
- Before each recess she wore three bracelets on her left wrist. Every time she initiated to a peer during recess, she moved a bracelet from her left to right wrist. She earned a reward when recess was finished if she had moved all bracelets to her right wrist.






# Card Questions

	Question	Answer
1	How many cars make up the chase for the race?	12
2	C.O.T.in 2007 stood for what?	Car of Tomorrow
3	C.O.T. in 2008 stands for what?	Car of Today
4	How many road races are run each year?	2
5	How many point races are in a season?	36
6	What's the biggest race of the year?	Daytona
7	What was Jr's old number?	8
8	What is Jr's new number?	88
9	What was Jr's old sponsor?	Budwiser
10	What is Jr's new sponsor?	AMP/Mt. Dew
11	What team does Jr. race for now?	Hendrick
12	Who are Jr's new teammates?	24- Jeff Gordon; 48 Jimmy Johnson; 5 Casey Mears
13	Who drove the #5 car last year?	Kyle Bush
14	What team does Kyle Bush drive for this year?	Joe Gibbs Racing
15	What is Kyle Bush's new number?	18
16	What kind of car does Jr. drive?	Chevy Impala
17	What new car manufacture started in cup series in 07?	Toyota
18	What team did Jr start his career with?	D.E.I./Dale Earnhart Inc
19	What kind of tires does NASCAR use?	Goodyear
20	What kind of car did the Chevy teams use last year?	Monte Carlo SS
21	Who is Jeff Gordon's sponsor?	Dupont
22	who is Jimmy Johnson's sponsor?	Lowe's

# Student Initiated Medium of Exchange

1. Which driver is #24?
2. What is Dale Earnhardt Jr.  
Nick Name?
3. Who won the Daytona 500  
in 2004?



A still from the TV show 'The Big Bang Theory' featuring Sheldon Cooper. He is standing in front of a whiteboard that has a complex flowchart drawn on it. The flowchart starts with a box labeled 'FLICK PHONE CALL', followed by a decision diamond 'HAPPY?'. If 'NO', it leads to 'CALL MOTHER' and then 'CALL FATHER'. If 'YES', it leads to 'DO YOU HAVE A HOT TOYFRIEND?'. This leads to another decision diamond 'WANT TO GET MARRIED?'. If 'NO', it leads to 'HOW DO YOU WANT TO GET MARRIED?'. If 'YES', it leads to 'DO YOU WANT TO GET MARRIED?'. This leads to a third decision diamond 'DO YOU WANT TO GET MARRIED?'. If 'NO', it leads to 'DO YOU WANT TO GET MARRIED?'. If 'YES', it leads to 'DO YOU WANT TO GET MARRIED?'. The flowchart is a parody of the 'How I Met Your Mother' opening sequence.

**HOW I MET YOUR MOTHER**  
NEXT

# DISCUSSION / Questions





# Self Management

## Job Task

## Vocational Task



# Job and Vocational Tasks Questions

- What is the student doing or not doing that is causing a problem in the work environment (e.g. accurately completing job task)?
- Does the student have a recognition of what he/she is doing or is not doing, how often, etc.?
- What visual system can be developed to assist the student in monitoring the accuracy of the job task?
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?
  - This will assist in the development of the system to promote engagement



Self-Management System

Date: \_\_\_\_\_

Task	Time	Self-Management System			# of Boats
Arrival	8:00-8:15	O	O	O	X
Group	8:15-8:30	O	O	O	X
Career Skills	8:30-9:00	O	O	O	X
Water					X
Dialysis - Boats	9:15-10:00 45 Minutes	O	O	O	
Dialysis – Conversation	10:00-10:05				X
Dialysis - Boats	10:05-10:50 45 Minutes	O	O	O	
Dialysis – Conversation	10:50-10:55				X
Dialysis – Boats	10:55-11:30 35 Minutes	O	O	O	
Lunch	11:30-12:00	Break Room		Sterling Cafe	
Dialysis - Boats	12:00-12:40 40 Minutes	O	O	O	
Dialysis – Conversation	12:40-12:45				X
Dialysis – Boats	12:45-1:25 40 Minutes	O	O	O	
Dialysis – Conversation	1:25-1:30				X
Dialysis - Boats	1:30-2:00 30 Minutes	O	O	O	
Reflection	2:00-2:30	O	O	O	X

# Self Management Systems

TRAINING  
ROOM

Eric  
(IN)  
F10-0-4-5-(enter)-\*-9-5-5-9-1-2-1-2-(enter)  
(OUT)  
F11-\*-9-5-5-9-1-2-1-2-(enter)

Target work schedule  
345-81110. Phone  
Target work schedule.

9:15 Bus drop off  
9:30 - 9:45 Fronting  
9:45 - 10:20 Return Merchandise  
10:20 - 11:00 Lunch  
11:00 - 12:00 Return Merchandise  
12:00 - 12:15 Punch Out / Draw  
12:15 - 12:30 Bus pick up

A - Health & Beauty / Snacks  
B -  
C - Housewares  
D - Domestic  
E - Chemicals  
F -  
G - Home Improvement

001251  
Return Merchandise  
Task Complete

scans  
12-15/16  
Morning  
misc. box ☒ 1/22



# Self Management Systems

## Return Merchandise

### Return Merchandise

Task Complete

Misc. Items



2 carts  
12-15 items  
1/22 morning

Misc. Items



9 items  
1/22 afternoon

Misc. Items



7 items

Housewares  
chemicals & Home



1/23  
2 Carts  
15 items

Housewares  
pet care &  
auto & Bath



1/23 morning  
15 items

Toys & Games  
Housewares



1/23  
8 items

Pet care  
Bath & Chemical



1/23  
9 items  
Afternoon

Toys, sports wear  
& Bedding



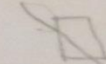
9 items

Home Repair  
Bath  
Kitchen & Seasonal



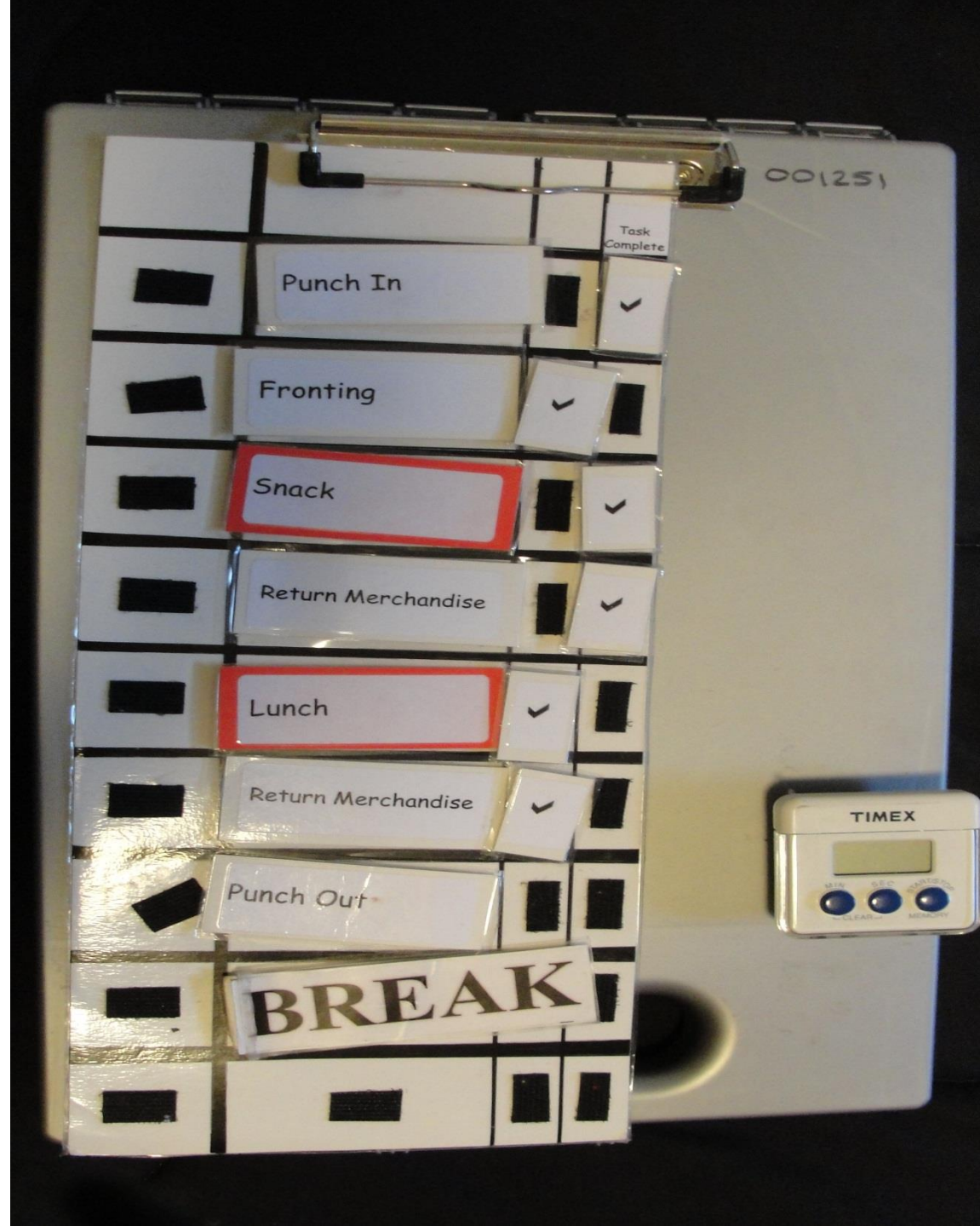
2/1/02  
morning  
items 9

Pet  
Bedding



7 items

# Vocational Self Management System for Adults with ASD





# Vocational Self Management System for Adults with ASD

Things to Do	Completed
Hang your coat	<input type="checkbox"/>
Put lunch and snack in fridge	<input type="checkbox"/>
Bathroom	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
Break	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
Bathroom	Bathroom

Updated 7/29/2014

## Top Priority

1. Change dirty pillowcases and sheets in rooms and the open areas that have been used. If time permits, sanitize the beds. Monitor Rooms A-G & 1-10 frequently
2. Check and empty soiled linen bags if full.
3. Restock rooms with linens.

## Mid Level Priority

1. Stock linen stations. (There are 4 linen stations.)
2. Make sure there are 8 bags of ice ready in ice machine.
3. Check/put away used hot packs and covers.

## Low Level Priority

1. Put away equipment that is out of place including weights, theraband, bolsters, **leave out at least two Styrofoam wedges for patient use.**
2. Sanitize exercise equipment. **Only if a patient is not using it. Never go to a machine in use. Do not stare at patients. Never ask someone to get off a machine so you can clean it.**
3. Make sure area near balance bar is clutter free. **Do not go near balance bar until patients are not present.**
4. Dust under beds, matt tables and mobilization tables in rooms and gym.

## **Arrival Checklist**

8:00-8:15

Put Backpack in Bin

Take Off Coat Hang Up on Hooks

Get Clipboard







Check E-Mail

## **Prepare for Work**

9:00-9:05

Get Lunch

Get Clipboard

TO DO		DONE
1. WASH <b>ALL</b> TABLE & DESK TOPS		
		
2. DUST <b>ALL</b> TABLE LEGS		
		
3. MOVE <b>ALL</b> TABLES TO SIDE OF ROOM		
		
4. VACUUM		
		
5. Hang “Cleaned by Drew” sign on the door knob		
		

ALL

TABLE

TABLE

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Morning Break – Vending Machine Selection

	
Food Selection	Drink Selection

Lunch – Vending Machine Selection

	
Food Selection	Drink Selection

Afternoon Break – Vending Machine Selection

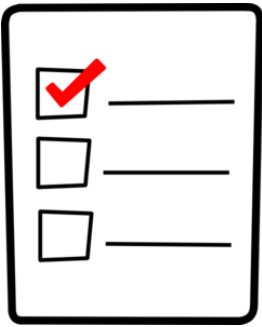
	
Food Selection	Drink Selection

# 5 Concepts – 5 Minutes

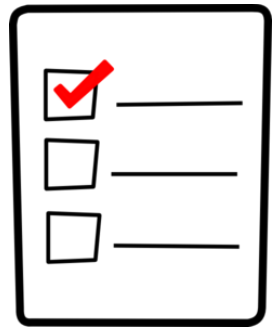


# A Self Management System Gone Horribly Wrong





# Thank You Checklist



- **Did we meet the goals of the session? Yes No**
- **Did you gain any information you can use? Yes No**
- **What populations of students can self-management support? All Students with IEPs Students with ASD**
- **Do you like Kelly? Yes No Maureen? Yes No**

