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Overview of Self-Management


Self-management interventions help learners with autism spectrum disorders (ASD) learn to independently regulate their own behaviors and act appropriately in a variety of home, school, and community-based situations. With these interventions, learners with ASD are taught to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reward themselves for behaving appropriately. As learners with ASD become more fluent with the self-management system, some of the implementation responsibilities shift from teachers, families, and other practitioners to the learners themselves.

Evidence

Self-management meets criteria for being an evidence-based practice within the early childhood elementary, middle, and high school age groups. This practice can be used to promote the development of play, social, adaptive, behavior, and language/communication skills.

With what ages is self-management effective?

Self-management interventions can be used across the age range starting in early childhood through high school to help learners with ASD acquire key skills needed to interact with others, initiate and maintain conversations, develop self-help skills, and reduce interfering behaviors (e.g., stereotypic, disruptive behaviors).

What skills or intervention goals can be addressed by self-management?

Self-management interventions can be used to reduce inappropriate and interfering behaviors (disruptive behaviors, not completing school work and chores independently and efficiently, etc.) and to increase social, adaptive, and language/communication skills. Specific skills that were the focus of interventions in the evidence-based studies include giving compliments to others, responding to others, sharing, increasing on-task behavior, initiating interactions, reducing the occurrence of interfering behaviors, promoting daily living skills, increasing play skills, and conversing with others.

In what settings can self-management be effectively used?

Self-management interventions have been used effectively in clinical and school-based settings across preschool and high school age groups.
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Evidence Base

The studies cited in this section provide the basis upon which this practice was determined to meet the NPDC on ASD’s criteria as an evidence-based practice. This list is not exhaustive; other quality studies may exist that were not included.

Preschool


Elementary School Age


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Middle School


High School


Selected Additional References

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