



## ***Using Self-management instruction to Teach Job Specific Skills***

### **What is the evidence base?**

A *moderate* level of evidence based on four acceptable quality single subject design studies

### **With who was it implemented?**

- Students with
  - Moderate intellectual disability (1 study, n=4)
  - Severe intellectual disability (2 studies, n=7)
  - Multiple disabilities (moderate to severe intellectual disabilities, deaf, and blind; 1 study, n=1)
- Ages ranged from 19 to 26 years
- Males (n=7), females (n=5)
- Ethnicity
  - None reported (n= 12)

### **What is the practice?**

Self-management is defined as a person acting in some way in order to change subsequent behavior (Cooper, Heron, & Heward, 2007) and involves strategies used to manage and direct own behavior in settings where other controls are either not present or feasible (Gifford et al., 1984).

In the studies used to establish the evidence base for using self-management to teach job specific skills, the self-management strategies included:

- self-delivered reinforcement (Berg & Wacker, 1989)
- self-instruction (Moore, Agran, & Fodor-Davis, 1989; Salend, Ellis, & Reynolds, 1989).
- self-monitoring (Irvine, Erickson, Singer, & Stahlberg, 1992)

## **How has the practice been implemented?**

- Self-management instruction (i.e., self-delivered reinforcement) has been used to teach packaging skills (Berg & Wacker, 1989)
- Self-management instruction (i.e., self-instruction) has been taught using a model, lead, test procedure to teach packaging combs (Salend et al., 1989)
- Self-management instruction (i.e., self-instruction) has been one part of a multicomponent training package (i.e., goal setting and self-reinforcement) to increase productivity of a vocational task (Moore et al., 1989)
- Self-management instruction (i.e., self-monitoring) has been part of a multicomponent training package (i.e., picture schedules and self-monitoring) to teach initiation of tasks (Irvine et al., 1992)

## **Where has it been implemented?**

- Sheltered workshop (1 study)
- Day treatment center (1 study)
- Community (1 study)
- School and home (1 study)

## **Where is the best place to find out how to do this practice?**

- None available at this time

## **How does this practice relate to Indicator 13?**

- Indicator 13 Checklist Item #3: Teaching job specific skills may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Performing job specific skills at a job site may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Teaching job specific skills may be part of an IEP goal that supports a student's postsecondary independent living goal(s)

## **How does this practice relate to Common Core Standards?**

- Speaking and Listening (Anchor Standards for Language, Grades 9-12)
  - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## **How does this practice relate to States' Career Cluster Initiative: Essential Knowledge and Skills?**

- Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability (Problem Solving and Critical Thinking)
  - Write realistic performance goals, objectives and action plans.
  - Monitor performance goals and adjust as necessary
  - Recognize goal achievement using appropriate rewards in the workplace

### **References used to establish this evidence base:**

- Berg, W.K., & Wacker, D.P. (1989). Evaluation of tactile prompts with a student who is deaf, blind, and mentally retarded. *Journal of Applied Behavior Analysis, 22*, 93-99.
- Irvine, A.B., Erickson, A.M., Singer, G.H.S., & Stahlberg, D.A., (1992). A coordinated program to transfer self-management skills from school to home. *Education and Training in Mental Retardation and Developmental Disabilities, 27*, 241-254.
- Moore, S. C., Agran, M., & Fodor-Davis, J. (1989). Using self-management strategies to increase the production rates of workers with severe handicaps. *Education and Training in Mental Retardation, 24*, 324-332.
- Salend, S. J., Ellis, L. L., & Reynolds, C. J. (1989). Using self-instruction to teach vocational skills to individuals who are severely retarded. *Education and Training in Mental Retardation, 24*, 248-254.