

Using Self-Management to Teach Academic Skills

What is the evidence base?

A *strong* level of evidence based on a high quality meta-analysis of 17 studies including 2 between group designs and 15 single subject designs.

With whom was it implemented?

- A total of 88 participants
- Students with
 - Learning Disabilities
 - Emotional and Behavioral Disabilities
 - Mental Retardation
 - Attention Deficit Hyperactivity Disorder
 - Severe Disabilities
- Ages ranged from 13 – 16 years old
- Males: 14 studies included samples that were predominately male, females: while 2 studies had samples that were predominately female
 - Gender not reported (1 study)
- Ethnicity/race information were not reported for all participants

What is the practice?

Defining characteristics of self-management interventions include “methods used by students to manage, monitor, record, and/or assess their behavior or academic achievement” (Reid, Trout, & Schartz, 2005, p. 362).

Self-management has also been called: self-monitoring (n=5 studies), self-evaluation (n= 2 studies), self-instruction (n=2 studies), goal setting (n= 1 study), strategy instruction (n= 1 study). In addition, components can be combined (n=7 studies).

- “Self-monitoring is a multi-stage process of observing and recording one’s behavior” (Mooney et al., 2005, p. 204).
- “Self-evaluation is a process wherein a student compares her/his performance to a previously established criterion set by student or a teacher and is awarded reinforcement based on achieving the criterion” (Mooney et al., 2005, p. 207).
- “Self-instruction refers to techniques that involve the use of self-statements to direct behavior” (Mooney et al., 2005, p. 204).
- “Goal setting generally refers to a process of a student self-selecting behavioral targets, which serve to structure student effort, provide information on progress, and motivate performance” (Mooney et al., 2005, p. 204).
- “Strategy instruction refers to teaching students a series of steps to follow independently in solving a problem or achieving an outcome” (Mooney et al.,

2005).

Where has it been implemented?

- Public secondary schools, mostly self-contained classrooms (n=14)
- Private schools (n=2)
- Summer school program (n=1)

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

For Self-Management Research to Practice Lesson Plan Starters:

- To teach academic accuracy and productivity (Carr & Punzo, 1993)
<http://www.nsttac.org/sites/default/files/assets/pdf/CarrPunzo1993SM.pdf>
- To teach appropriate verbal behaviors (DiGangi & Maag, 1992)
<http://www.nsttac.org/sites/default/files/assets/pdf/DiGangiMaag1992SMpdf.pdf>

How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas, (Anchor Standards for Speaking and Listening, Grades 6 – 12)
 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Key Ideas and Details, (Anchor Standards for Reading, Grades 6 – 12)
 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Grades 6-12)

How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice (Communications)
 - Determine the reading strategy or strategies needed to fully comprehend the content within a written document (i.e. skimming, reading for detail, reading for meaning or critical analysis)
 - Interpret information, data, and observations to apply information learned from reading to actual practice

References used to establish this evidence base:

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