



Autism Focused Intervention
Resources & Modules

This overview
brief will
support your
use of the
evidence-
based practice:
Self-
management.

For more
information visit:
www.afirm.fpg.unc.edu

Self-management (SM) ---EBP Brief Packet---

Components of the EBP Brief Packet...

This evidence-based practice overview on Self-management (SM) includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The *SM Evidence-base* details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *SM Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor SM. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *SM Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *SM Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *SM Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of *CEC Standards* that apply specifically to SM.
10. **Module References:** A list of numerical References utilized for the SM module.

Suggested citation:

Sam, A., & AFIRM Team. (2016). *Self-management*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Self-management>

What Is Self-management?

Self-management systematizes self-regulation strategies for learners with ASD in order for learners with ASD to learn the rules and norms needed to act appropriately in a given situation. Self-regulation strategies can include self-monitoring, self-reflection, and adapting to a given context. Self-management is both a tool to teach other skills/behaviors and an important skill in itself.

Self-management teaches learners to:

- Discriminate between appropriate and inappropriate behavior,
- To accurately monitor and record their own behaviors, and
- To reward themselves for appropriate behavior or use of skill.

Evidence-base

Self-management meets the evidence-based practice criteria set by NPDC with 10 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Evidence-based practices (EBP) and studies included in the [2014 EBP report](#) detailed how Self-management can be used effectively to address: social, communication, behavior, school-readiness, play, vocational, and academic outcomes.

How Is SM Being Used?

Self-management can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use Self-management in the home.

**For more
information visit:
www.afirm.fpg.unc.edu**



---Evidence-base for Self-Management---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

--OVERVIEW--

Self-management systematizes self-regulation strategies for learners with ASD. Self-management meets the evidence-based practice criteria with 10 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how self-management can be used effectively to address: social, communication, behavior, school readiness, play, vocational, and academic outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies		Social		
		Communication		
		Behavior	Behavior	Behavior
	School Readiness		School Readiness	School Readiness
		Play	Play	
				Vocational
	Academic			

Early intervention (0-2 years)

No studies

Preschool (3-5 years)

Shogren, K. A., Lang, R., Machalicek, W., Rispoli, M. J., & O'Reilly, M. (2011). Self- versus teacher management of behavior for elementary school students with Asperger syndrome: Impact on classroom behavior. *Journal of Positive Behavior Interventions*, 13(2), 87-96. doi: 10.1177/1098300710384508

Elementary (6-11 years)

*Kern, L., Marder, T. J., Boyajian, A. E., Elliot, C. M., & McElhattan, D. (1997). Augmenting the independence of self-management procedures by teaching self-initiation across settings and activities. *School Psychology Quarterly*, 12(1), 23-32. doi: 10.1037/h0088944

Koegel, L. K., Koegel, R. L., Hurley, C., & Frea, W. D. (1992). Improving social skills and disruptive behavior in children with autism through self - management. *Journal of Applied Behavior Analysis*, 25(2), 341-353. doi: 10.1901/jaba.1992.25-341

*Koegel, R. L., & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self - management treatment package. *Journal of Applied Behavior Analysis*, 23(1), 119-127. doi: 10.1901/jaba.1990.23-119

Loftin, R. L., Odom, S. L., & Lantz, J. F. (2008). Social interaction and repetitive motor behaviors. *Journal of Autism and Developmental Disorders*, 38(6), 1124-1135. doi: 10.1007/s10803-007-0499-5

*Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self - management treatment package. *Journal of Applied Behavior Analysis*, 25(2), 447-459. doi: 10.1901/jaba.1992.25-447

Middle (12-14 years)

*Kern, L., Marder, T. J., Boyajian, A. E., Elliot, C. M., & McElhattan, D. (1997). Augmenting the independence of self-management procedures by teaching self-initiation across settings and activities. *School Psychology Quarterly*, 12(1), 23-32. doi: 10.1037/h0088944

*Koegel, R. L., & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self - management treatment package. *Journal of Applied Behavior Analysis*, 23(1), 119-127. doi: 10.1901/jaba.1990.23-119

Mancina, C., Tankersley, M., Kamps, D., Kravits, T., & Parrett, J. (2000). Brief report: Reduction of inappropriate vocalizations for a child with autism using a self-management treatment program. *Journal of Autism and Developmental Disorders*, 30(6), 599-606. doi: 10.1023/A:1005695512163

Middle (12-14 years continued)

*Newman, B., Buffington, D., O'Grady, M., McDonald, M., Poulson, C., & Hemmes, N. (1995). Self-management of schedule following in three teenagers with autism. *Behavioral Disorders*, 20(3), 190-96.

*Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self - management treatment package. *Journal of Applied Behavior Analysis*, 25(2), 447-459. doi: 10.1901/jaba.1992.25-447

High (15-22 years)

Ganz, J. B., & Sigafoos, J. (2005). Self-monitoring: Are young adults with MR and autism able to utilize cognitive strategies independently? *Education and Training in Developmental Disabilities*, 40(1), 24-33.

Moore, T. R. (2009). A brief report on the effects of a self-management treatment package on stereotypic behavior. *Research in Autism Spectrum Disorders*, 3(3), 695-701. doi: 10.1016/j.rasd2009.01.010

*Newman, B., Buffington, D., O'Grady, M., McDonald, M., Poulson, C., & Hemmes, N. (1995). Self-management of schedule following in three teenagers with autism. *Behavioral Disorders*, 20(3), 190-96.

* Research which included participants in multiple age ranges.



Autism Focused Intervention
Resources & Modules

Self-management (SM) ---Step-by-Step Guide---

BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about. . .?

- Identified the behavior...
- Collected baseline data through direct observation...
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

If the answer to any of these is “no,” review the process of how to select an EBP.



Autism Focused Intervention
Resources & Modules

For more information visit:
www.afirm.fpg.unc.edu



Now you are ready to start...

Step 1: SM Planning

The planning step explains important elements involved in preparing to use SM with a learner. Be sure to identify reinforcers and develop a data collection system for the learner to self-monitor behaviors.

1.1 Conduct a functional behavior assessment (if appropriate)

If the identified behavior involves an interfering behavior, which the team would like to decrease, then a functional behavioral assessment (FBA) is needed.

1.2 Identify reinforcers

To increase the likelihood that the learner with ASD will use self-management strategies, select reinforcers that are appropriate for the individual learner with ASD. If possible, reinforcers should be natural and related to the activity.



Use the Reinforcer Selection Checklist to identify potential reinforcers.

1.3 Develop a data collection system

Teachers and practitioners will work together to develop a data collection system. The data collection system can be a frequency or interval system.



Use the SM Recording Sheet to collect data.



Use the SM Interval Recording Sheet to collect data.

1.4 Determine initial criterion

The initial criterion for the target behavior should be based upon baseline data collected. Set the criterion low to ensure the learner is likely to be successful.

1.5 Select self-monitoring recording and cueing devices

Based upon characteristics of the learner and setting, a self-monitoring device should be selected. If an interval system of self-monitoring was selected, the learner will need a cueing device as well.

1.6 Teach learner to demonstrate correct behavior

Teach learner to demonstrate correct behavior by:

- (1) providing a description of the target behavior,
- (2) prompting the learner to demonstrate the behavior upon request,
- (3) reinforcing the learner for correct demonstrations, and
- (4) fading prompts for learner.

Step 1: SM Planning (continued)

1.6 Teach learner to demonstrate correct behavior (continued)

Once learners are able to demonstrate the correct target behavior, learners are taught to discriminate between occurrences of correct behavior versus incorrect behavior.

1.7 Teach learner to use self-recording system

Teach the learner to use the selected self-recording system by:

- (1) model examples of correct and incorrect behavior and prompt the learner (as needed) to accurately record at the appropriate time,
- (2) reinforce all accurate recordings at the appropriate time, and
- (3) prompt the learner until learner independently and accurately records behavior.

Step 2: Using SM

The using step explains how to cue and teach learners how to use the self-management system in the target setting.

2.1 Provide cues

After the self-management system is set up, the teacher or practitioner will provide the learner with a cue to begin using the self-management system. The cue could be a visual cue, verbal cue, or gestural cue, but should be easy for the learner to understand.

2.2 Teach learner to self-record behavior in target setting

Teachers and practitioners will teach the learner how to self-record specific behavior within the specified setting by:

- Prompting the learner (as needed) to self-record accurately at the appropriate time,
- Reinforcing all accurate self-recordings at the appropriate time (prompted and unprompted),
- Fading prompts until learners self-record (without prompts) with accuracy 80% of time.

2.3 Teach learner to gain access to reinforcement

Teach a learner to gain access to reinforcement when criterion is met by:

- Prompting learner (as needed) to acquire reinforcement when criterion is reached and
- Fading prompts until learners consistently and independently acquire reinforcement when the criterion is reached.

Step 3: Monitoring SM

The following process describes how the use of self-management can be monitored and how to adjust your plan based on the data.

3.1 Conduct checks to determine if learner accurately self-records

When beginning to use a self-management system, teachers/practitioners will frequently conduct checks to determine if the learner is accurately self-recording and acquiring reinforcements when criterion is met. As learners become fluent in using the self-management system, teachers/practitioners will check learner's accuracy in recording behaviors and acquiring reinforcements during 20% of all sessions.



Use the *SM Recording Sheet* to record target behaviors.

3.2 Increase criterion, session length, and interval length

When a learner consistently earns reinforcement at the initial criterion, teachers/practitioners should gradually increase the criterion. As the criterion increases, the teacher/practitioner should simultaneously increase the session length to promote independence. As the session length increases, teachers/practitioners can gradually increase the interval length.

3.3 Determine next steps based on learner progress

Collecting data will help team members determine if a learner is making progress. If a learner is making progress based upon data collected, team members should continue to use self-management.

If the learner with ASD is not showing progress with self-management strategies, ask yourself the following questions:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- If needed, was a functional behavior assessment conducted?
- Are the reinforcers appropriate for learner?
- Can the learner demonstrate the behavior?
- Is the learner using the self-recording system accurately?
- Does the learner understand how to record behaviors in the target setting?
- Is the criterion, session length, and interval length appropriate for the learner?
- Is self-management used with fidelity (based on the implementation checklist)?

If these issues have been addressed and the learner with ASD continues to now show progress, consider selecting a different evidence-based practice to use with the learner.



Self-management (SM) ---Implementation Checklist---

*To find out
more
information
about...*

- Establishing a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.
- Identifying evidence-based practices

*Refer to the
"Selecting EBPs"
section on the
website:
afirm.fpg.unc.edu*

	Observation Date	1	2	3	4
	Observer's Initials				
Step 1: Planning					
1.1 Conduct a functional behavior assessment (if applicable)					
1.2 Identify reinforcers					
1.3 Develop a data collection system					
1.4 Determine initial criterion					
1.5 Select self-monitoring recording and cueing devices					
1.6 Teach learner to demonstrate correct behavior					
1.7 Teach learner to use self-recording system					
Step 2: Using					
2.1 Provide learner with cue to begin using self-management system					
2.2 Teach learner how to self-record behavior in the target setting					
2.3 Teach learner to gain access to reinforcement when criterion is reached					
Step 3: Monitoring					
3.1 Conduct intermittent checks to determine if learner accurately self-records					
3.2 Increase criterion, session length, and interval length					
3.3 Determine next steps based on learner progress.					



---Positive Reinforcer Selection---

Learner's Name: _____

Date/Time: _____

Observer(s): _____

Target Skill/Behavior: _____

Positive Reinforcer Selection Checklist

Questions to Consider	List Potential Reinforcers	Age Appropriate?
What natural reinforcers could be used?		
What activities, objects and foods does the learner select independently?		
What phrases or gestures seem to produce a pleasant response from learner with ASD?		
What does the learner say s/he would like to work for? (if appropriate)		
What reinforcers were identified by parents or team members as being successful in the past?		
What items did the learner select as part of the reinforcer sampling?		

For more
information visit:
www.afirm.fpg.unc.edu



Autism Focused Intervention
Resources & Modules

Self-management

---Recording Sheet for Learner---

Learner's Name: _____

Date/Time: _____

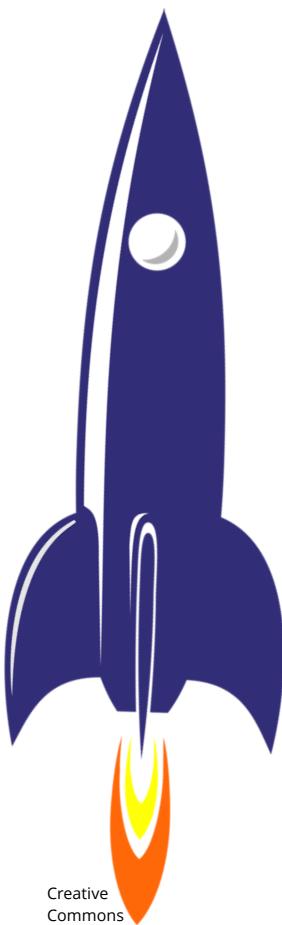
Classroom/Setting: _____

Target Behavior/Skill: _____

Directions:

Each time you do the target behavior/skill, circle a number. Start at '4!' and countdown to '1!' or 'Blastoff'.

When you reach 'Blastoff!' you get a reward.



4! 3! 2!

1!

Blastoff!

You get a
reward!

For more
information visit:
www.afirm.fpg.unc.edu



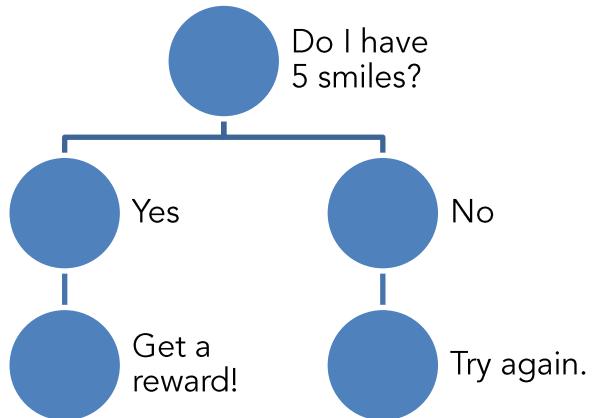
Autism Focused Intervention
Resources & Modules

Directions:

At the end of each of the 5 time intervals, circle whether you practiced the target behavior/skill. After the fifth or last time interval, determine if you get a reward.

1	2	3	4	5

How many smiles do I have: _____



Do I get a reward: _____

For more
information visit:
www.afirm.fpg.unc.edu



Autism Focused Intervention
Resources & Modules

Self-management

---Recording Sheet for Observer---

Learner's Name: _____

Date/Time: _____

Observer(s): _____

Target Behavior/Skill: _____

Directions:

Place an 'X' in the appropriate time interval if the learner is engaging in the target skill at any time. Following the observation, record the total number of intervals that the learner was engaging the behavior.

Date	Time						Setting
	1	2	3	4	5	6	

For more
information visit:
www.afirm.fpg.unc.edu

Self-management (SM) ---Tip Sheet for Professionals---

Self- management SM

Self-management...

- Is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3-22 years old that can be implemented in multiple settings.
- Systematizes self-regulation strategies for learners with ASD in order for learners to learn the rules and norms needed to act appropriately in a given situation.

Why Use?

- Learners with ASD often struggle with understanding unspoken rules and social norms.
- Self-management is highly generalizable, easily adaptable to many natural settings, and can be used for long periods of time without assistance from a teacher or practitioner.
- Once learned, self-management can be used to address a variety of skills or behaviors.

Outcomes

- The evidence-base for SM supports the use of this practice to address the outcomes below:

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies		Social		
		Communication		
		Behavior	Behavior	Behavior
	School- Readiness		School- Readiness	School- Readiness
		Play	Play	
				Vocational
	Academic			



TIPS:

- If needed, conduct a functional behavior assessment to identify a behavior that interferes with learning and the function of the behavior.
- Develop a data collection system that is easy for learners to use.
- Remember, to teach the learner to demonstrate the correct behavior by providing a description of the behavior, prompting, and reinforcing the behavior.



Self-management SM

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information visit:
www.afirm.fpg.unc.edu



Autism Focused Intervention
Resources & Modules

Self-management (SM) ---Tip Sheet for Professionals---

STEPS FOR IMPLEMENTING

1. Plan

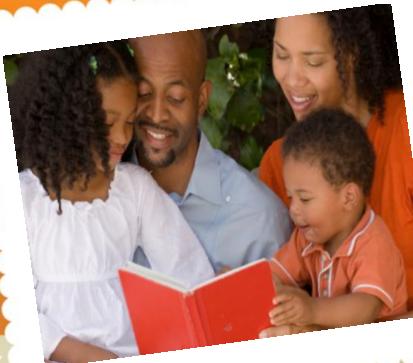
- Conduct a functional behavior assessment (if applicable)
- Identify reinforcers
- Develop a data collection system
- Determine initial criterion
- Select self-monitoring recording and cueing devices
- Teach learner to demonstrate correct behavior
- Teach learner to use self-recording system

2. Use

- Provide learner with cue to begin using self-management system
- Teach learner how to self-record behavior in the target setting
- Teach learner to gain access to reinforcement when criterion is reached

3. Monitor

- Conduct intermittent checks to determine if learner accurately self-records
- Increase criterion, session length, and interval length
- Determine next steps based on learner progress.



Autism Focused Intervention
Resources & Modules

Self-management (SM) ---Parent's Guide---

This introduction provides basic information about self-management.

What is SM?

- SM is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old.
- Self-management provides self-regulation strategies for learners with ASD to learn the rules and norms to act appropriately in a situation.

Why use SM with my child?

- Children with ASD often struggle with understanding unspoken rules and social norms.
- SM strategies can be used to help children with ASD understand unspoken rules and social norms.
- SM can be easily adapted to be used in multiple settings. For example, a self-management system used at school can be adapted for home use.
- SM can be used for long periods of time without assistance from a teacher or parent.
- SM can be used to address many different skills or behaviors.

What activities can I do at home?

- Create a checklist with words, icons, or pictures for your child to complete independently. When your child completes the task, provide your child with praise and reinforce your child with time with a favorite activity or toy.
- Talk with your child's teacher about ways the self-management system used at school can be adapted for use at home.

This parent introduction to SM was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how SM is used with your child, speak with:

For more information visit:
www.afirm.fpg.unc.edu

AFIRM

Autism Focused Intervention
Resources & Modules

Check out
these
resources to
support your
use of self-
management.

For more
information visit:
www.afirm.fpg.unc.edu

---Additional Resources---

Articles:

Aljadeff-Abergel, E., Schenk, Y., Walmsley, C., Peterson, S., Frieder, J., & Acker, N. (2015). The effectiveness of self-management interventions for children with autism-A literature review. *Research in Autism Spectrum Disorders*, 18, 34-50. doi:10.1016/j.rasd.2015.07.001

Carr, M. E., Moore, D. W., & Anderson, A. (2014). Self-management interventions on students with autism: A meta-analysis of single-subject research. *Exceptional Children*, 81(1), 28-44. doi:10.1177/0014402914532235

Douglas, K., Ayres, K., & Langone, J. (2015). Comparing self-management strategies delivered via an iPhone to promote grocery shopping and literacy. *Education and Training in Autism and Developmental Disabilities*, 50(4), 446-465.

Koegel, L. K., Park, M. N., & Koegel, R. L. (2014;2013;). Using self-management to improve the reciprocal social conversation of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 44(5), 1055-1063. doi:10.1007/s10803-013-1956-y

Lui, C. M., Moore, D. W., & Anderson, A. (2014). Using a self-management intervention to increase compliance in children with ASD. *Child & Family Behavior Therapy*, 36(4), 259-279. doi:10.1080/07317107.2014.967613

Liu, Y., Moore, D., & Anderson, A. (2015). Improving social skills in a child with autism spectrum disorder through self-management training. *Behaviour Change*, 32(4), 273-284. doi:10.1017/bec.2015.14

Palmen, A., Didden, R., & Verhoeven, L. (2013). Self-management strategies in improving and generalizing adaptive skills in adolescents and young adults with high-functioning autism spectrum disorder (HFASD). *European Child & Adolescent Psychiatry*, 22, S144-S144.

Schulze, M. A. (2016). Self-management strategies to support students with ASD. *Teaching Exceptional Children*, 48(5), 225. doi:10.1177/0040059916640759

Apps:



Choiceworks by Bee Visual. LLC (\$6.99)

Apps (continued):



Chore Pad by Nannek (\$4.99)



iPrompts® by Handhold Adaptive, LLC (\$49.99/ Pro-\$99.99)



Time Timer by Time Timer LLC (\$2.99)



Turn Taker - Social Story & Sharing Tool by Touch Autism (\$2.99)



Video Scheduler by MDR (\$12.99)



Wait Timer - Social Story & Visual Timer Tool by Touch Autism (\$2.99)

Websites:

BestPracticeAutism.com. (2015). *Self-management for students with autism*. Retrieved on June 16, 2016 from <http://bestpracticeautism.blogspot.com/2012/08/self-management-evidenced-based.html>

Buckmann, S. (2000). *Don't forget about self-management*. Retrieved on June 16, 2016 from <https://www.iidc.indiana.edu/pages/Dont-Forget-About-Self-Management>

Training and Technical Assistance Center at Old Dominion University (T-TAC). (2012). *Self-management for students with autism spectrum disorders*. Retrieved on June 16, 2016 from <http://ttac.odu.edu/self-management-for-students-with-autism-spectrum-disorders/>

AFIRM

Autism Focused Intervention
Resources & Modules

Self-management CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: <http://afirm.fpg.unc.edu/learn-afirm>

Below are CEC Standards that apply specifically to Self-management (SM) module.

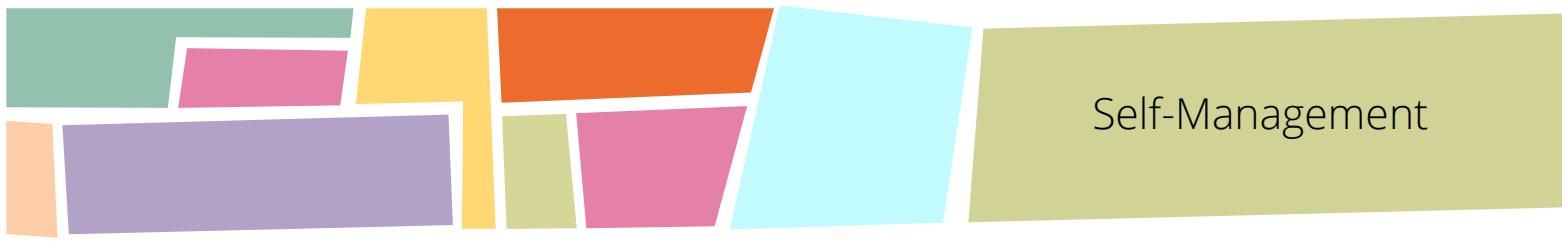
Standard	Description
Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
DDA1 K9	Impact of self-regulation on learning and behavior
Initial Preparation Standard 4: Assessment	
DDA8 S3	Conduct functional behavior assessments that lead to development of behavior support plans
Initial Preparation Standard 5: Instructional Planning & Strategies	
DDA5 S11	Provide instruction in self-regulation
ISCI 5 S17	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem

Standard	Description
Advanced Preparation Standard 3: Programs, Services, and Outcomes	
SEDAS3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS3.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
SEDAS3.S11	Identify evidence based strategies to increase self-awareness, and ability to self-regulate

For more information visit:
www.afirm.fpg.unc.edu

---Module References---

1. Ganz, J. B., & Sigafoos, J. (2005). Self-monitoring: Are young adults with MR and autism able to utilize cognitive strategies independently? *Education and Training in Developmental Disabilities*, 40(1), 24-33.
2. Koegel, L. K., Koegel, R. L., Hurley, C., & Frea, W. D. (1992). Improving social skills and disruptive behavior in children with autism through self-management. *Journal of Applied Behavior Analysis*, 25(2), 341-353. doi: 10.1901/jaba.1992.25-341
3. Kern, L., Marder, T. J., Boyajian, A. E., Elliot, C. M., & McElhattan, D. (1997). Augmenting the independence of self-management procedures by teaching self-initiation across settings and activities. *School Psychology Quarterly*, 12(1), 23-32. doi: 10.1037/h0088944
4. Mancina, C., Tankersley, M., Kamps, D., Kravits, T., & Parrett, J. (2000). Brief report: Reduction of inappropriate vocalizations for a child with autism using a self-management treatment program. *Journal of Autism and Developmental Disorders*, 30(6), 599-606. doi: 10.1023/A:1005695512163
5. Koegel, R. L., & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self-management treatment package. *Journal of Applied Behavior Analysis*, 23(1), 119-127. doi: 10.1901/jaba.1990.23-119
6. Loftin, R. L., Odom, S. L., & Lantz, J. F. (2008). Social interaction and repetitive motor behaviors. *Journal of Autism and Developmental Disorders*, 38(6), 1124-1135. doi: 10.1007/s10803-007-0499-5
7. Moore, T. R. (2009). A brief report on the effects of a self-management treatment package on stereotypic behavior. *Research in Autism Spectrum Disorders*, 3(3), 695-701. doi: 10.1016/j.rasd2009.01.010
8. Shogren, K. A., Lang, R., Machalicek, W., Rispoli, M. J., & O'Reilly, M. (2011). Self- versus teacher management of behavior for elementary school students with Asperger syndrome: Impact on classroom behavior. *Journal of Positive Behavior Interventions*, 13(2), 87-96. doi: 10.1177/1098300710384508
9. Newman, B., Buffington, D., O'Grady, M., McDonald, M., Poulson, C., & Hemmes, N. (1995). Self-management of schedule following in three teenagers with autism. *Behavioral Disorders*, 20(3), 190-96.



Self-Management

10. Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package. *Journal of Applied Behavior Analysis*, 25(2), 447-459. doi: 10.1901/jaba.1992.25-447
11. Wong, C., Odom, S. L., Hume, K., Cox, A. W., Fettig, A., Kucharczyk, S., Schultz, T. R. (2014). Evidence-based practices for children, youth, and young adults with autism spectrum disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.
<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/2014-EBP-Report.pdf>