

Module: Self-Management

Self-Management Implementation Checklist

Busick, M., & Neitzel, J. (2009). *Self-management implementation checklist*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Instructions: The Implementation Checklist includes each phase in the self-management process. Please complete all of the requested information including the site and state, teacher being observed, and the learner's initials. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Teacher/practitioner: _____ Learner's Initials: _____

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 1. Preparing the Self- Management System		Score**							
1. To prepare the self-management system, teachers/practitioners and other collaborative team members engage in the following activities:									
a. identifying the target behavior to increase or decrease and									
b. developing a clear description of the target behavior that adults agree upon and is presented in a format that learners are able to comprehend.									
2. Teachers/practitioners identify reinforcers that reward the learner by:									
a. asking family members,									
b. asking or formally assessing the learner,									
c. using knowledge about the learner.									
3. Teachers/practitioners develop a data collection system by identifying:									

****Scoring Key:** 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable

Module: Self-Management

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 1. Preparing the Self- Management System (cont.)	Score**								
a. the type of data collection system (interval or frequency) and									
b. the initial criterion for the target behavior.									
4. Teachers/practitioners select self-monitoring recording and cueing (if interval system is used) devices that are appropriate based on learner characteristics and the setting in which the self-management system will be used.									
Step 2. Teaching Learners to Use the Self-Management System									
1. Teachers/practitioners instruct learners to demonstrate the correct behavior by:									
a. providing learners with a description of the target behavior in a comprehensible form,									
b. prompting learners as needed to demonstrate correct behavior upon request,									
c. reinforcing all correct demonstrations of behavior (prompted and unprompted).									
d. fading prompts until learners consistently and independently demonstrate correct behavior upon request.									
2. Teachers/practitioners instructs the learner to discriminate between examples of correct and incorrect behavior by:									

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Module: Self-Management

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 2. Teaching Learners to Use the Self-Management System (cont.)	Score**								
a. modeling examples and non-examples of the behavior;									
b. prompting the learner as needed to identify whether each modeled behavior is correct or incorrect;									
c. reinforcing all accurate identifications of correct and incorrect behavior (prompted and unprompted).									
d. fading prompts until learner can consistently and independently identify examples of correct and incorrect behaviors that are increasingly similar to correct behavior.									
3. Teachers/practitioners teach learners how to use self-recording systems by:									
a. modeling examples of correct and incorrect behavior and prompting learners as needed to record accurately at the appropriate time;									
b. reinforcing all accurate recordings at the appropriate time (prompted and unprompted); and									
c. fading prompts until learners independently and accurately record behaviors 80% of the time.									

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Module: Self-Management

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Implementing the Self-Management System		Score**							
1. Teachers/practitioners:									
a. provide learners with materials needed to use the self-management system at the appropriate time or									
b. teach learners to independently gather the necessary materials.									
2. Teachers/practitioners provide learners with cues (e.g., verbal instruction, visual aid) that signal them to begin using self-management systems.									
3. Teachers/practitioners teach learners how to self-record their behavior in the target setting by:									
a. prompting them (as needed) to self-record accurately at the appropriate time,									
b. reinforcing all accurate self-recordings at the appropriate time (prompted and unprompted), and									
c. fading prompts until learners self-record (without prompts) with accuracy 80% of the time.									
4. Teachers/practitioners teach the learner to gain access to reinforcement when the criterion is reached by:									
a. prompting learners (as needed) to acquire reinforcement when the criterion is reached and									

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Module: Self-Management

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Implementing the Self-Management System (cont.)	Score**								
b. fading prompts until learners consistently and independently acquire reinforcement when the criterion is reached.									
Step 4. Promoting Independence with the Self-Management System									
1. Teachers/practitioners conduct ongoing, intermittent checks to determine whether learners continue to accurately self-record and acquire reinforcement when the criterion is met.									
2. Teachers/practitioners gradually increase the criterion by ensuring that learners are successful at the current criterion before increasing it further.									
3. Teachers/practitioners gradually increase the session length while simultaneously increasing the criterion.									
4. Teachers/practitioners gradually increase the interval length as the session length increases.									

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Module: Self-Management

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
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