Using Self-Management to Teach Academic Skills

For Self-Management Research to Practice Lesson Plan Starters, see:

- To teach academic accuracy and productivity
  Self-Monitoring (Carr & Punzo, 1993).pdf
- To teach appropriate verbal behaviors

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 were included
- Students with
  - learning disabilities
  - emotional/behavioral disorders
  - mental retardation
  - attention deficit hyperactivity disorder
  - severe disabilities
- Ages ranged from 13 – 16 years old
- 14 studies included samples that were predominately male, while 2 studies had samples that were predominately female, and 1 study did not report gender percentages
- Ethnicity/race information were not reported for all participants

What is the practice and where is the best place to find out how to do this 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 and 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)

References used to establish this evidence base:

Additional References:


