



Using Self-Management Instruction to Teach Initiation of Tasks

Objective: To teach initiation skills (i.e., greet staff, deliver parent-teacher notebook, put personal items away, clear desk, go to group,) using self-management instruction.

Setting and Materials:

Settings: Room in the school, home, and/or community

Materials:

- Picture cues (i.e., hand-drawn picture prompts) of targeted activities
- Student schedule notebook

Content Taught:

- Look at schedule
- Begin task
- Complete task
- Initial/Check when task is completed
- Complete all tasks on schedule
- Show staff checked-off schedule

Teaching Procedures.

- Assign each student with a certain number of activities/tasks to be completed at (dependent on individual student ability)
 - Students should currently be able to perform activities/tasks with prompting

Initial Instruction and Practice with Picture Cues

1. Using direct instruction (i.e., model-lead-test), system of least prompts, and direct reinforcement (i.e., praise) contingent on appropriate behaviors, teach student to respond to a variety of hand-drawn picture prompts (e.g., smile, stand up, touch a book)
 - a. Model each of the pictured behaviors (e.g., “watch me do it”)
 - b. Prompt student through each behavior (e.g., “now you do it”)
 - c. Wait for student to respond
2. Use above procedure to teach the use of a schedule with 5 hand-drawn routine activities/tasks (e.g., put away book bag, complete morning work, go to group) student is expected to do each morning upon arrival at school
3. After student performs a behavior, prompt student to place initials or a mark next to the picture of the activity
4. After all activities have been completed, review schedule with student and provide praise

- After student can demonstrate an ability to “walk through” the schedule with close supervision, student will begin to practice with picture schedule on arrival at school and during practice sessions:

Practice In vivo and Trainer Fading

1. Have student’s picture schedule on desk
2. Prompt student by saying “do your jobs”
3. Provide physical/verbal prompts as necessary and praise afterward
 - a. When fewer than two prompts are required per practice session, discontinue practice sessions and have student use picture schedule upon arrival each morning
4. Continue training until student independently initiates all tasks for five consecutive days
 - a. Gradually fade staff proximity to student after the second day with no errors until the fifth day when staff (who trained) is absent from the classroom
5. After completing all tasks on schedule, student should bring checked-off picture schedule to a school staff member to review each activity and sign-off on bottom of schedule
6. If student initiates all behaviors, provide pre-determined reinforcement
7. If student does not initiate a task(s), remind student, but do not reinforce completing the schedule
8. If student initiated each task but behavior needs improvement, remind of appropriate behavior, and credit with successful completion of the picture schedule

Evaluation

1. Record the number of jobs initiated and not initiated.
2. Document “+” for each job initiated and “-” not initiated within 90 seconds of previous task

Lesson Plan Based on:

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.

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