



Using Self-Management Instruction to Teach Job Specific Skills

What is the evidence base?

This is a research-based practice for **students with disabilities** based on two methodologically sound single-subject studies across 5 students with disabilities.

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

The best place to find out how to implement self-management instruction to teach job specific skills is through the following research to practice lesson plan starter:

[Using Self-Management Instruction to Teach Initiation of Tasks](https://www.transitionta.org/system/files/resourcetrees/LP_Self%20Manage%20Instr_JobSkills_2019.pdf?file=1&type=node&id=1745)

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With whom was it implemented?

- Students with:
 - Moderate intellectual disability (1 study, n=1)
 - Severe intellectual disability (1 study, n=3)
 - Multiple disabilities (1 study, moderate to severe intellectual disability, deaf, and blind; n=1)
- Ages 15-19
- Female (n= 3), males (n-20)
- Ethnicity
 - None reported

What is the practice?

Self-management is defined as a person acting in a specific way to change subsequent behavior (Cooper, Heron, & Heward, 2007) and involves strategies used to regulate and direct one's own behavior in settings where other controls are either not present or feasible (Gifford et al., 1984).

In the studies used to establish the evidence base for using self-management to teach job specific skills, the self-management strategies included:

- Self-management instruction (i.e., self-delivered reinforcement) has been used to teach packaging skills (Berg & Wacker, 1989)
- Self-management instruction (i.e., self-monitoring) has been part of a multicomponent training package (i.e., picture schedules and self-monitoring) to teach initiation of tasks (Irvine et al., 1992)

Where has it been implemented?

- Sheltered workshop (1 study)
- Day treatment center (1 study)
- Community (1 study)
- School and home (1 study)

How does this practice relate to Common Core Standards?

- Speaking and Listening (Anchor Standards for Language, Grades 9-12)
 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- www.corestandards.org

How does this practice relate to the Common Career Technical Core?

- Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability (Problem Solving and Critical Thinking)
 - Write realistic performance goals, objectives and action plans
 - Monitor performance goals and adjust as necessary
 - Recognize goal achievement using appropriate rewards in the workplace
- <https://cte.careertech.org/>

References used to establish this evidence base:

Berg, W.K., & Wacker, D.P. (1989). Evaluation of tactile prompts with a student who is deaf, blind, and mentally retarded. *Journal of Applied Behavior Analysis*, 22, 93-99.

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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