Using Self-management instruction to Teach Job Specific Skills

What is the level of evidence?

This is a Research-Based Practice based on two acceptable quality single subject design studies.

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

- Lesson plan in development – contact www.ntactmail@unc.edu to ask status.

With who was it implemented?

- Students with
  - Moderate intellectual disability (1 study, n=4)
  - Severe intellectual disability (2 studies, n=7)
  - Multiple disabilities (moderate to severe intellectual disabilities, deaf, and blind; 1 study, n=1)
- Ages ranged from 19 to 26 years
- Males (n=7), females (n=5)
- Ethnicity
  - None reported (n= 12)

What is the practice?

Self-management is defined as a person acting in some way in order to change subsequent behavior (Cooper, Heron, & Heward, 2007) and involves strategies used to manage and direct 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-delivered reinforcement (Berg & Wacker, 1989)
- self-monitoring (Irvine, Erickson, Singer, & Stahlberg, 1992)
**How has the practice been implemented?**

- 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

**How does this practice relate to States’ Career Cluster Initiative: Essential Knowledge and Skills?**

- 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

**References used to establish this evidence base:**
