Using Self-Management to Teach Academic Skills

What is the evidence base? This is a Research-Based Practice based on a high quality meta-analysis of 17 studies including 2 between group designs and 15 single subject designs; and an Evidence-Based Practice, as identified through the meta-analyses conducted by the What Works in Transition Research Synthesis project.


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

The best place to find out how to implement Peer Assistance is through the following research to practice lesson plan starters:

- Self-Monitoring - Academic - Lesson 1
- Self-Monitoring - Academic - Lesson 2

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:


