



Using Self-Management to Teach Social Skills

What is the level of evidence?

- This is a Research-Based Practice for **students with disabilities** based on two methodologically sound single subject studies across 7 participants.
- This is a Promising Practice for **students with emotional behavioral disabilities** based on one methodologically sound single subject study with 3 participants with emotional behavioral disabilities.
- This is a Promising Practice for **students with severe intellectual disabilities** based on one methodologically sound single subject study with 4 participants with severe intellectual disabilities.

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

- Using Self-Management Instruction to Social Skills
 - [Game-related Social Skills \(Moore, Cartledge, & Heckaman, 1995\)](#)

With whom was it implemented?

- Students with
 - Emotional-Behavioral Disabilities (1 study, n=3)
 - Severe intellectual disability (1 study, n=4)
- Ages ranged from 11 to 19
 - Males (n=3), females (n=0), gender not specified (1 study, n=4)
- Ethnicity
 - None reported (n=4)
 - African American (n= 2)
 - White (n=1)
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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 self-management instruction to teach social skills, the self-management strategies included:

- self-instruction (Keogh, Faw, Whitman, & Reid 1985)
- self-monitoring (Moore, Cartledge, & Heckaman 1995)

How has the practice been implemented?

- Self-management (i.e., self-instruction) paired with response prompting and peer assisted instruction was used to teach giving positive feedback (Keogh et al., 1985)
- Self-management (i.e., self-monitoring) in combination with a social skills training package was used to teach appropriate reactions to peers (Moore et al., 1995)

Where has it been implemented?

- Separate School (1 study)
- Classroom (1 study)

How does this practice relate to Common Core Standards?

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (Comprehension and Collaboration; Speaking and Listening, Grades 9 – 10)
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (Comprehension and Collaboration; Speaking and Listening, Grades 11-12)
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives

How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information (Communications)
 - Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants

References used to establish this evidence base:

Keogh, D. A., Faw, G. D., Whitman, T. L., & Reid, D. H. (1984). Enhancing leisure skills in severely retarded adolescents through a self-instructional treatment package. *Analysis & Intervention in Developmental Disabilities, 4*, 333-351.

Moore, R.J., Cartledge, G., & Heckaman, K. (1995). The effects of social skills instruction and self-instruction and self-monitoring on game-related behaviors of adolescents with emotional or behavior disorders. *Behavioral Disorders, 20*, 253-266.

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