

## SELF MANAGEMENT DATA COLLECTION

Self-management skills involve monitoring and assessing one's own behavior. Learning to self-manage enables students to rely less on parents and teachers and more on themselves to direct their behaviors. Some ways that students self-manage is by self-monitoring their behavior. There are numerous ways to self-monitor behavior but below are a few examples of when to self-monitor and how to self-monitor.

### Yes/No Data Collection:

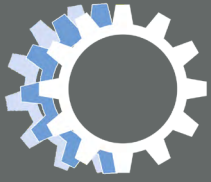
This is a great way to record behavior that either occurs or doesn't occur. Focus on discrete behaviors, or ones that you are not dependent on others occurring before or after to happen, that you only need to know if they happen or not.

- Examples
  - Classroom discrete behaviors such as turning in work on time, greeting peers when arriving to class, etc.
  - Work place discrete behaviors such as clocking in, asking for daily tasks, cleaning up station when finished, etc.
- Non-examples of discrete behaviors would be tying shoes, washing hands, or making a sandwich as these behaviors have steps that must occur in order for the next one to occur

### Tallies:

This is a way to record behavior where the amount of times it occurs is importance. Focus on frequent behaviors that you would like to reduce OR increase.

- Examples
  - Numbers of times something is completed (i.e. silverware rolled, pieces of mail delivered, number of pages read, etc.)
  - Number of behaviors exhibited (i.e. aggression, off task, etc.)
- Non-examples of behaviors to tally would be behaviors such as numbers of times brushing teeth, greeting coworker when arriving to work, or completing homework as these behaviors occur only a few times a day or infrequently



# Transition

## T E N N E S S E E

### Checklist:

This is way to record behavior for either a chained or discrete skill. This is great for a task analysis or step by step instruction to see what has and has not been completed.

- Examples
  - Chained behaviors (i.e. getting items, cleaning table, making a sandwich, etc.)
  - Discrete behaviors that can be broken into components (i.e. packing items, grocery shopping, etc.)
- Non-examples of behaviors to use a checklist would be behaviors that are discrete, occur frequently, and cannot be broken into smaller parts such as aggression, off task behavior, etc,

### Self-graphing:

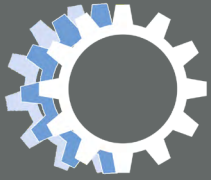
This provides a student with a visual picture of their behaviors. This can be with the above listed data collection methods to record the number of behaviors completed.

- Examples
  - Number of times behavior occurred (i.e. on task, getting started immediately, etc.)
  - Number of items completed (i.e. tables cleaned, books restocked, etc.)
  - Number of steps completed independently in a checklist (i.e. grocery shopping, packing, etc.)

### Calendar:

This is great way to track behaviors that either occur/do not occur once a day.

- Examples
  - Taking medication
  - Brushing teeth (divide the day in half for morning and evening)
  - Completing homework
  - Getting to school on time
- Non-examples of behaviors to use a checklist would be behaviors that are occur frequently such as number of items completed, on task behavior, etc.



# Transition

T E N N E S S E E

## Sample Data Sheets:

Yes/No

Check yes or no:

Classroom Behavior	Yes	No
1. Did I pay attention during instruction?		
2. Did I use a quiet voice?		
3. Did I raise my hand to ask a question?		
4. Did I write down my homework assignment?		
5. Did I follow directions?		
6. Did I do my best work?		
How many:		

+/-

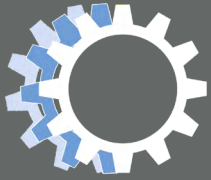
Write + if you did the behavior and - if you did not do the behavior

Classroom Behavior	+	-
1. Arrive on time		
2. Say "hello" to coworkers/boss.		
3. Ask for daily tasks.		
4. Get started immediately.		
5. Clean up my supplies		
6. Say goodbye to coworkers/boss.		
How many?		

Tallies

Draw a | for each silverware rolled

Silverware rolled	
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# Transition

T E N N E S S E E

## Checklist

Put a  when you complete each step

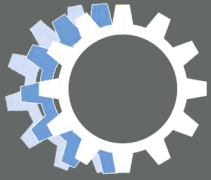
Self-graphing examples

Fill in the each time you start a task immediately

How many times I started a task immediately.					
5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday

ON TASK TIME					
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	

SCALE:  
 5 - ON TASK THE ENTIRE TIME  
 4 - OFF TASK 1-2 TIMES  
 3 - OFF TASK 3-4 TIMES  
 2 - OFF TASK 5-6 TIMES  
 1 - OFF TASK 6+ TIMES



# Transition

T E N N E S S E E

## Calendar

Use **green** for days you complete a behavior and **red** for days you don't.

AUGUST 2017						
SUN	MON	TUE	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		