

Building Student Self- Management to Promote Independence



Building Student Independence

*Before we get started,
please re-introduce yourself
in the chat box!*

Name

District/State

Share a Celebration

Meet Your Presenter

Nicolette Lesniak has been helping parents, teachers and teams build students self-advocacy skills and meaningful special education plans that build student independence for more than 15 years.

She is a certified exceptional needs teacher and educational specialist in both Indiana and Illinois.

Nicolette is currently the intensive needs specialist at the School Town of Munster. She currently works in the Chicagoland area. You can contact her at lesniakiecoach@gmail.com.

Nicolette is a:

- Project SUCCESS Teacher Leader
- Moderate/Intensive Intervention Specialist



The Project SUCCESS Team



Meredith Keedy-Merk
mkeedymerk@pcgus.com



Amy Howie
ahowie@pcgus.com



Heidi Brett Baker
hbrettbaker@pcgus.com



Ashley Quick
aquick@pcgus.com



Mary Baker-Boudissa
mbakerboudissa@pcgus.com



Christine Krieger
ckrieger@pcgus.com

www.projectsuccessindiana.com



[Home](#) [About](#) [Resources](#) [Events](#) [Contact](#)



[Register](#)

Supporting higher academic outcomes for students with significant disabilities.

Agenda

- Self-Management
- Implementing 4 Steps to Increase Independence and Self-Management
- Prompt Hierarchy
- Fading
- Access to Resources

Objectives

Participants will be able to...

- Define self-management and how it relates to student independence.
- Implement 4 steps to increase independence and self-management with students with disabilities.
- Identify the benefits of using the prompting hierarchy.
- Fade prompts to obtain independence or move towards more student independence.
- Obtain resources and new ideas to support your role, as a paraprofessional.



List 5 reasons why learners need to become more independent in the classroom?

How does this impact life after high school?

Write down a task that you
complete daily.

Now list how many steps you did
to complete the task.



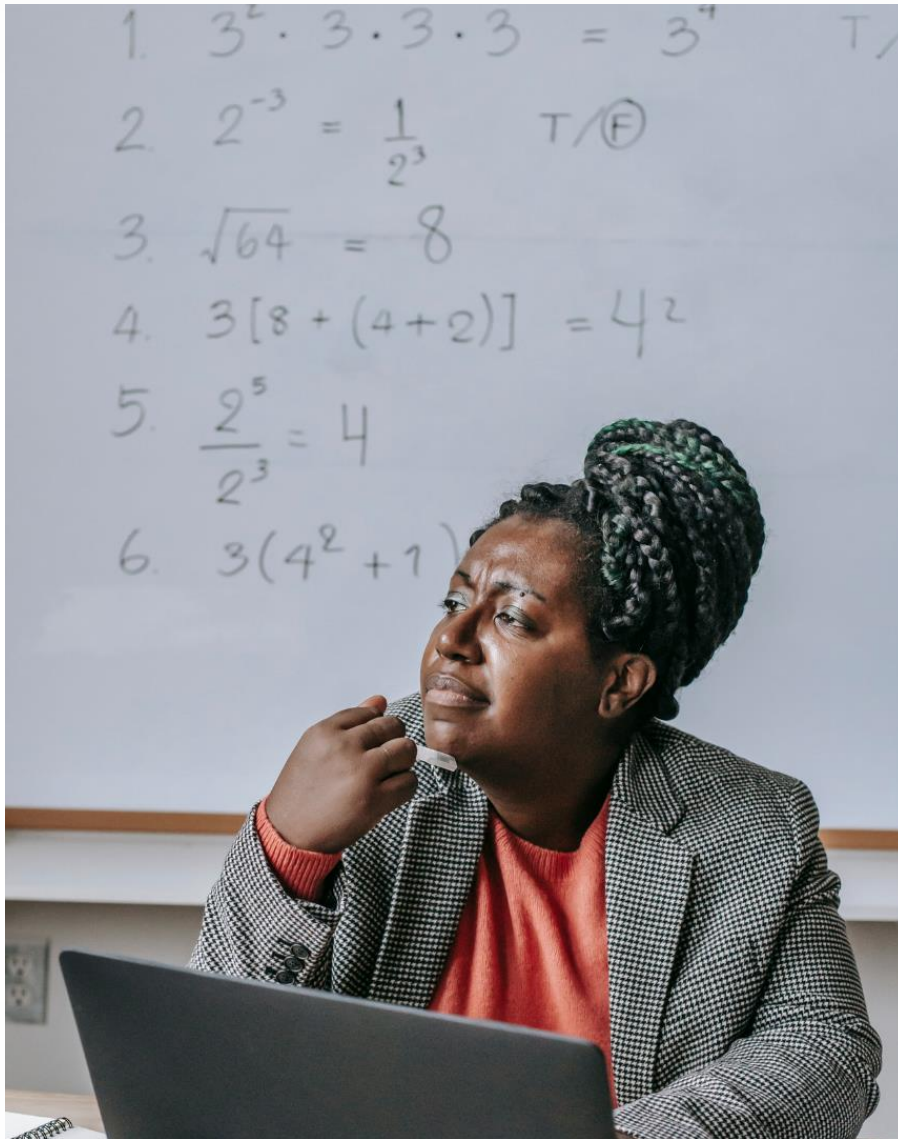
Self-Management plans are used to teach students to independently complete tasks and take an active role in monitoring and reinforcing their own behavior.

5 W's and H of Self-Management

Self-Management: Who Benefits, and How?



- **Who:** Preschool to high school students, emphasis on all ages and levels of students.
- **How:** Social communication, behavior and with play, and completing academic skills independently
- **How:** Supports school readiness, academic skills and vocational skills.



Self-Management Overview

- Build awareness and accountability for carrying out a task.
- Direct and immediate feedback.
- Teach multitasking.
- Decrease social stigma that occurs when adult assistance is required.
- Significant impact on the future.

Think about a skill that a student in your classroom is working on becoming more independent.


- What supports are needed for this student?
- Why is independence important in obtaining that skill(s)?

What is your role?

What steps need to take place to implement a plan?

- Anyone can implement a plan but needs to do so with fidelity.
- Strategies to use include reinforcing, prompting, and data tracking.
- Use open lines of communication with your cooperating teacher.
- Ask clarifying questions directly of your cooperating teacher.





How are you collaborating with your cooperating teacher to build student self-management?

How does self-management support SWD?



Reduces the occurrence of interfering behaviors.

Implements pro-social behaviors:

- Giving compliments
- Responding to others
- Sharing
- Increase on-task behavior
- Initiate interactions
- Promote daily living skills
- Increase play skill
- Conversing with others

Where can this strategy be implemented?



School



Community



Home

When do we use self-management?

Self-management is important. In order for a student to learn how to manage themselves, they need to know how to do the prerequisite skills to complete the task.



Implementing Independence and Self-Management with Students

Think about a student you work with; how would you assist them in breaking down a task into manageable steps?

What did you have to do to break down the tasks that you had to complete?

Paraprofessionals Learn the System

Learn the System



- 1) Collaborate with your co-teacher
- 2) Ask clarifying questions
- 3) Model the task to students
- 4) Use positive reinforces the student enjoys

Important: Review how the data is going to be collected, and if you have questions for your cooperating teacher.

Paraprofessionals Teach Students the System

Teach Students to Use the System

1. Use Core Words with the student
2. Model the desired action/task
3. Prompt as needed, according to their plan
4. Reinforce positive behavior
5. Fade prompts to independence with collaboration with your co-teacher



Student Implements the System

Implementing the System



1. Materials
2. Cue
3. Ownership
4. Prompting
5. Reinforcement
6. Fade or Revise Plan

**Promote Student Independence
with the System**

Promoting Independence with the System

1. Check-in with student
2. Use Core Words
3. Decrease level of prompting
4. Reinforce and motivate student
5. Collaborate with your your cooperating teacher.



Prompt Hierarchy

Prompt Hierarchy



1. Use the least amount of prompting necessary
2. Know when to use prompts – and when to avoid prompts
3. Implement a variety of rewards
4. Fade prompts quickly

[Download Interactive Guide](#)

Prompt Hierarchy

1) Visual



2) Verbal



3) Gestural



4) Modeling



5) Physical (Partial and Full)



Fading Prompts

Fading Prompts

The following are some key tips for using least to most prompting:

- Allow wait time
- Take data
- Use high powered reinforcers



Why Should We Fade Prompts?



The following are some key tips for using most to least prompting:

- With collaboration with your cooperating teacher set criteria for changing prompts.
- Once the criteria is hit move to the next type of prompt.
- Fade than switch the prompt type.

Q & A



Engagement Guide

Link is [here!](#)

www.projectsuccessindiana.com



[Home](#) [About](#) [Resources](#) [Events](#) [Contact](#)



[Register](#)

Supporting higher academic outcomes for students with significant disabilities.

The logo features a circular icon on the left containing a stylized white arrow pointing towards the top-right. To the right of the icon, the word "Project" is written in a light blue, sans-serif font. Below "Project", the word "SUCCESS" is written in a large, bold, lime green, sans-serif font.

Project SUCCESS

Questions?

Email:

lesniakiecoach@gmail.com