SPIN

Description:

Self-management interventions are a way for teachers to promote student independence by teaching students how to regulate their own behavior. There are three primary types of self-management:

1. Self-monitoring – Am I on task?
2. Self-evaluating – How well did I do?
3. Self-reinforcement – Did I earn my reward?

Self-management is good when students are inconsistent in performing behaviors but know how to correctly perform the behaviors. SPIN is a self-management framework developed by King-Sears and Carpenter in 1997.

Preparation:

- S – Select the behavior to self-manage
  - Identify and define behavior to be changed.
  - Determine mastery criteria.
  - Measure current performance levels of behavior.
- P – Prepare to teach the self-management system
  - Determine the type of self-management system.
  - Develop the self-management system.

Materials:

- Cue cards that parallel the instruction content
  - Words and pictures of good and poor work behaviors
- Self-management device – check sheet for student to fill out
  - 20 boxes – one box for each tone
  - Goal setting component
    - How many minutes intended
    - How many minutes actual
    - Did I meet my goal, yes or no
- Cassette tape with tones emitted every minute for a total of 20 minutes
- For training stage – Second cassette tape with tones every 10 seconds
- Menu of reinforcers for the student to use to identify what he was working to earn by meeting his goal.

Steps in Implementing this Intervention:

I. I – Instruct the Student about the self-management system
  A. Introduce the target behavior
    1. Identify and demonstrate examples and nonexamples of the target behavior.
    2. Discuss the importance of the target behavior.
    3. Provide practice of the target behavior and identify mastery criteria.
  B. Introduce the self-management system
    4. Describe the self-management system and its benefits.

        5. Model (think-aloud) the self-management device while performing the target behavior.

    C.   Provide practice and assess mastery
        6. Provide guided practice for using the self-management device while performing the target behavior within a role-player situation.
        7. Assess student's mastery of the self-management device for guided practice within the role-play situation.
        8. Discuss the actual situation in which self-management will be used.
        9. Provide independent practice opportunities for using the self-management device while performing the target behavior within the actual situation.
        10. Assess student's mastery of the self-management device for independent practice within the actual situation.

II.   N – Note short-term and long-term effects on student performance
    A.   Assess short-term performance of the behavior.
    B.   Assess long-term maintenance of the self-management system.
    C.   Promote generalization of the self-management system.

Considerations:

        The two sets of data supports the idea that less task latency leads to more on task behavior for this student, but it may not generalize to other students. There is flexibility in how you can implement the I stage; it can be done every day or two to three sessions a week. It can also be adapted to many behaviors. Do not stop right after step 5 of the I stage because the student, while having knowledge of self-management, may not have mastered that knowledge.

References:

King-Sears, M. E. (2008). Using Teacher and Researcher Data to Evaluate the Effects of Self-Management in an Inclusive Classroom. *Preventing School Failure*, 52(4), 25-36. Retrieved October 9, 2008 from EBSCOhost databases.