

Effects of Self-Management Interventions on Students Challenging Behaviors

Self-management (SM) interventions are a widely-used cognitive behavioral approach used to address disruptive and challenging behaviors of students in school settings. The research underlying the effectiveness of SM interventions suggests their effectiveness at improving both academic and behavioral outcomes for school-aged children (Briesch & Chafouleas, 2009; Mooney et al., 2005). Although previous meta-analyses have indicated benefits for children, less is known about specific SM intervention components that drive intervention effects. This is problematic as many SM interventions involve a combination of self-assessment, self-monitoring, and self-regulation components. Thus, the purpose of our meta-analysis was to: (1) assess the impact of SM intervention on school-aged children's academic and behavioral outcomes and (2) determine what components of SM interventions are related to positive student outcomes. Synthesizing 212 effects across 68 single-subject design studies, preliminary results reveal that SM interventions had a significant positive impact on children's academic (e.g., achievement) and behavioral (e.g., on-task, disruptive behavior) outcomes. Further, key SM intervention components (e.g., self-administering reinforcements, self-determining performance goals) were revealed. These findings indicate the benefits of SM interventions to address student concerns and have implications for tailoring current interventions in order to include effective components.