What We Will Know and Do

● Build an understanding of self-management

● Leave with some strategies or techniques that you could try in the classroom to support your students in developing self-management skills
Social Emotional Competencies
Self-Management

Self-Management is the ability to manage your emotions, thoughts, and behaviors in different situations.
What Does this Look Like?

- Managing your emotions
- Delaying gratification
- Motivating yourself
- Focusing attention
- Setting and working towards goals
Higher self-management in young children is correlated with positive outcomes such as high school completion and higher income levels later in life. Lower self-management is correlated with chronic health problems, financial difficulties, substance abuse, and criminal involvement.
Video Example

Be a Mr. Jensen
Discussion

- What resonated with you in the video?
- What strategies have worked with your students in helping them build self-management skills?
Strategies to Promote Self-Management Skills
The most effective strategies are proactive.

- They involve action long before the distraction or decision point occurs.
- They can be practiced repeatedly long before they are needed.
Create Self-Management Expectations

Provide opportunities for students to track their own progress towards goals over time.

1. Readiness to Learn: Create a checklist and set aside time at the beginning of class for students to assess their readiness to learn. Track their results so students can see their progress over time.

1. Classroom Behavior: Have students track classroom expectations. At the end of each class, have students rate themselves and record their results.
Cognitive Strategies
What strategies did some of the kids use to resist temptation or increase their focus on the goal of getting 2 marshmallows?
The WOOP Method

The WOOP Method is a strategy that combines positive thinking with a dose of reality, containing four steps:

**Wish:** Students name an important but feasible wish or goal that they want to fulfill.

**Outcome:** Students imagine, as vividly as possible, what the future will be like once they fulfill this wish or reach the goal.

**Obstacle:** Students imagine the most critical personal obstacle that stands in the way of fulfilling that wish or reaching the goal.

**Plan:** Students name an effective behavior to overcome the obstacle and create a specific plan using an if-then statement: “If X happens, then I will Y.”
Instructions: Identify one of the strategies we have discussed (or one of your own ideas) that you would like to try. Pick something that will take relatively little effort to implement.

- Think about particular students you would like to use the strategy with

  ● Why did you pick the strategy you did?
  ● How would you put it in place or get started?
  ● How would you practice it? Or how would your students practice it?
  ● What will your immediate next steps be?
Team Talk: Review the “How”

How will you adjust your practices to support learning for students who have experienced trauma?

How will you involve families and students in practices?

*Fill this in on your Action Plan under “Objectives and Action Planning”*


https://www.psychbytes.com/woop-goal-setting/

References/Resources

https://youtu.be/4p5286T_kn0

https://youtu.be/QX_oy9614HQ