# Log: Mid-Atlantic Comprehensive CenterLogo: Center on Great Teachers & Leaders American Institutes for ResearchLogo: State of New Jersey Department of Education

# SEL Competencies for School, Work, and Life: Self-Management Module Facilitation Guide

## Introduction

Administrators, instructional coaches, and teacher leaders can use this facilitation guide to provide school staff with professional development on social and emotional learning (SEL), specifically on the self-management competency. The guide is part of a larger online professional learning system, “SEL Competencies for School, Work, and Life,” which includes an “Introduction to Social and Emotional Learning” module as well as five other online modules, each focused on one of the five core SEL competencies: self-awareness, **self-management**, social awareness, responsible decision-making, and relationship skills.

This guide provides facilitators with a script, facilitation notes, activities, and a PowerPoint deck that will help the educators with whom they work to understand what SEL is, why it is important, and how it supports student success in school, work, and life. The information, knowledge, and tools included here can be used by professional learning communities focused on SEL and by administrators or other leaders or coaches to support the social and emotional competencies of their educators and students. Facilitators can also use this guide in a group context. If individuals want to engage in this learning on their own, it is recommended they watch the online video version of the training, which can be found on the New Jersey Department of Education (NJDOE)'s [Keeping Our Kids Safe, Healthy & in School: Social and Emotional Learning](https://www.state.nj.us/education/students/safety/sandp/sel/) webpage, http://www.state.nj.us/education/students/safety/sandp/sel/.

## Module Objectives

This module is the third of six in the series and focuses on a specific social and emotional competency: self-management. If you have not already engaged in the “Introduction to Social and Emotional Learning” module, you are encouraged to do so. The series is intended to be a source of professional learning about SEL so that participating educators, in turn, can support SEL for their students. The objectives for participants in this self-management module are the following:

1. Define self-management and how self-management develops over time.
2. Highlight research on the importance of self-management.
3. Learn educator strategies to explicitly support student development of self-management.
4. Identify ways to embed support for self-management into general teaching practices.
5. Develop action steps to begin to implement practices that support student self-management.

### How to Use This Facilitation Guide

Given that SEL is intrinsically a social endeavor, this module is best used in a group context. Such group settings may include schoolwide professional learning sessions, grade-level or content-based team meetings, or professional learning communities. A facilitator may use this guide, including the embedded script and activity notes, along with the accompanying PowerPoint slide deck, to guide participants through the content, activities, and opportunities for reflection.

The online module can take between 30 minutes and three hours, depending on how you use the module: individually or in a group, completing all activities or not, and completing the entire module in one session or across multiple sessions. The module can be customized to fit the learners’ needs and school’s schedule. A facilitator can split the module into segments, completing them with the group as time allows. The facilitator can also modify the module to fit the schedule of the educators engaged in the learning experience. In addition, if there is an activity, slide, or discussion that does not seem relevant for a given context, or that is redundant or similar to the group’s prior learning, the facilitator can skip that section of the module. To help determine if and how to modify the module to meet the needs of participants, facilitators should complete the module first on their own, using the online version.

Furthermore, notes throughout this guide provide the facilitator with background information and guidance on how to facilitate the module’s activities. The guide also includes links to videos, describes activities, and provides discussion prompts to make the training in a group setting more interactive, which is especially important when facilitating professional learning opportunities related to SEL.

### Materials

Depending on whether participants will have access to computers during the session and be able to read handouts online, a facilitator may want to print copies of the handouts beforehand and share them with participants for the purpose of each activity.

* PowerPoint Slides: SEL Competencies for School, Work, and Life: Self-Management
* Self-Management Handout 1a: Developmental Indicators Activity
* Self-Management Handout 1b: Developmental Indicators Activity – Answer Key
* Self-Management Handout 2: Student Vignettes
* Self-Management Handout 3: Educator Self-Reflection
* Self-Management Handout 4a: Educator Vignettes
* Self-Management Handout 4b: Educator Vignettes – Example Responses (optional, for use by the facilitator)
* Self-Management Handout 5a: SEL Lesson Planning Tool
* Self-Management Handout 5b: SEL Lesson Planning Tool – Sample Indicators and Teaching Strategies
* Self-Management Handout 6: Academic Integration Lesson Planning Tool
* Self-Management Handout 7: Observing Teaching Practices
* Self-Management Handout 8: Action Planning
* Self-Management Handout 9: Resources and References
* Pen and paper for notes
* Internet, projector, audio speakers

As this module also includes links to online videos, facilitators will want to have the videos prepared prior to engaging in the facilitated session.

**About Terminology in This Module:** The importance of students and adults being socially and emotionally competent — and, therefore, the importance of SEL — is widely accepted. However, even as the field matures, the terminology used in speaking and writing about this important concept continues to vary among and between educators, researchers, and policymakers. The two most commonly used terms for social and emotional strengths in the broadest sense are *skills* and *competencies.* Each is used as an umbrella term for a particular set of related knowledge, skills, and attitudes that contribute to someone being socially and emotionally competent in particular dimensions. In this context, New Jersey uses *competency* as the broadest term. In the context of these modules, the term *skill* is reserved for use only in its most granular sense — as something that contributes, along with knowledge and attitudes, to an individual’s social and emotional competency. These contributing factors of skills, knowledge, and attitudes are referred to here as *sub-competencies*,also in line with terminology in New Jersey.

**A Note About Pronunciation:** SEL, the acronym for social and emotional learning, is pronounced in the field by its three individual letters — *S-E-L*, not “cell.”

**Assessment and Evaluation:** Throughout the module, participants will be expected to engage in self-assessment and self-reflection exercises to evaluate the effectiveness of their own practices and their impact on student engagement and outcomes. In addition, the module provides a link at the end to obtain participants’ feedback on the module.

**Image of speakerAudio Option:** The PowerPoint deck is available in two versions. The first version (available on the NJDOE website) has a voice-over narration that a facilitator may opt to use. The audio option does not include optional activities; however, the facilitator can still use them if desired. The second version has no voice-over and is intended for facilitators who wish to provide their own narration by following or adapting the script provided in the “Suggested Language for Facilitator” column in the following table.

## Self-Management Facilitation Guide

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| **Slide Number/Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
| **Slide 1** | **SEL Competencies for School, Work, and Life: Self-Management**  Each school day, students — from very young children to young adults — are expected to engage fully in learning, managing their emotions, thoughts, and behaviors in ways that add to a safe and supportive learning environment and allow the students to focus on their academic growth.  This is no small task! Students will encounter countless interactions in a school day and experience a range of emotions as a result. Students need support as they develop the knowledge, skills, and attitudes necessary to manage their own emotions, thoughts, and behaviors. Fortunately, educators can provide support intentionally.  This module is designed to help educators as they help students develop self-management, an important social and emotional competency. | **1 minute** |
| **Slide 2** | **Introduction to the Module Series**  This online professional learning module is the third in a series of six that are designed to support educators as they integrate academic, social, and emotional learning in the classroom. All modules in this series were created by NJDOE in collaboration with the Center on Great Teachers and Leaders and the Mid-Atlantic Comprehensive Center.  The NJDOE has adopted a framework of five core social and emotional competencies, including self-management, as well as self-awareness, social awareness, responsible-decision making, and relationship skills. This framework is modeled after the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning, or CASEL. Each competency is comprised of a set of sub-competencies — skills, knowledge, and attitudes — that guide student behavior.  Research and practice demonstrate that when schools and educators intentionally promote the development of social and emotional competencies, students gain academically, become more engaged in classrooms, and form more meaningful relationships. Developing social and emotional competencies enhances a student’s immediate learning experience as well as longer-term outcomes.  To learn more about the research base behind social and emotional learning or “SEL,” the key components of SEL, and strategies to support SEL in the classroom, including adult social and emotional competencies, please engage in Module 1, “Competencies for School, Work, and Life: Introduction to Social and Emotional Learning.” | **1 minute** |
| **Slide 3** | **Objectives of This Module**  In completing this module, you will define self-management with special attention to how students develop this competency over time. You will also learn about research supporting the importance of self-management for students and adults.  You will explore teaching strategies to promote students’ development of self-management, both through explicit instruction and through embedding self-management strategies into academic instruction.  Finally, you will develop action steps to implement teaching practices that support student self-management. | **1 minute** |
| **Slide 4**  **Activity** | **Activity: Thought Starter**  Before we get started, let’s reflect on why self-management is important in the classroom, both for educators and students. Individually or in pairs, reflect on the following two questions:   1. In what ways do you need self-management to be an effective educator?   Describe a time when you had to consciously manage your own emotions, beliefs, or behaviors at school.   1. In what ways do your students need self-management to be effective learners?   Describe a time when your students had to manage their own emotions, beliefs, and behaviors to accomplish a learning task at school. | **3 minutes**  **Facilitation note:**  This activity is a warm-up for educators to start thinking about self-management and the ways that students and educators use self-management in school. Encourage educators to not worry about the precise language related to the NJ social and emotional competencies at this point. This activity is meant to engage their background knowledge. |

## Understanding Self-Management

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| **Slide Number/Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
| **Slide 5** | **Understanding Self-Management**  The NJDOE defines self-management as the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This ability includes managing stress, controlling impulses, focusing attention, motivating oneself, and setting and working toward achieving personal and academic goals.  Developing self-management is an ongoing process — the skills students require and the types of situations they are asked to manage dramatically with different life experiences, in different academic situations, and as students progress through school. There are multiple ways that we as educators can support students throughout their school experience as they work to develop self-management competence and transfer their learning to their lives in and outside of the classroom.    Before we explore how teachers can support student development of self-management in the classroom, let’s develop a common understanding about what self-management is and the importance of developing self-management. | **1 minute** |
| **Slide 6** | **Defining Self-Management**  Self-management includes managing stress, controlling impulses, focusing attention, motivating oneself, and setting personal and academic goals and working toward achieving those goals.    As an individual, whether a young person or adult, develops self-management, they develop a combination of underlying attitudes, knowledge, and skills, or what New Jersey calls “sub-competencies.” Based on the available research, the NJDOE identified three self-management sub-competencies that individuals develop over time. These sub-competencies may be used differently depending on the context an individual is in and on the person’s cultural groups. The three sub-competencies are:   * **Understanding and practicing strategies for managing one’s emotions, thoughts, and behaviors,** which includes identifying how thoughts influence feelings and behaviors, and identifying ways to increase one’s positive emotions while setting up coping strategies to overcome negative emotions. * **Recognizing the skills needed to establish and achieve personal and educational goals**, which includes the ability to set both short- and long-term goals, establish structures to manage and achieve those goals, and effectively monitor progress and reflect on successes or challenges. * **Identifying and applying ways to persevere or overcome barriers through alternative methods to achieve one’s goals**, which includes understanding the personal factors that lead to goal achievement, recognizing resources and supports, and implementing specific strategies to support goal setting and achievement. | **2 minutes** |
| **Slide 7** | **The Importance of Self-Management**  As discussed in the introductory module, research demonstrates that when educators implement high-quality SEL programming with fidelity, students are more likely to succeed in and outside of school (Durlak et al., 2011).  Research supports the relationship between self-management and important school and life outcomes. For example, Moffitt and colleagues used longitudinal data from over a thousand individuals to analyze the relationship between children’s self-control and their long-term outcomes as adults. They found that a measurement of children’s self-control predicted their future physical health, financial well-being, and even the extent to which individuals were or were not in trouble with the law as adults (Moffitt et al., 2010). | **2 minutes** |
| **Slide 8** | **The Importance of Self-Management in the Learning Process**  Research has also demonstrated the importance of self-management for students in school, especially in light of increasingly rigorous college and career learning standards.  The ability to sustain one’s attention during academic instruction and tasks, for instance, requires self-management and is critical for learning. Research by Duncan and colleagues found that in young children from kindergarten age to 10 years, attentional skills were predictive of later reading and math achievement (Duncan et al., 2007).  Researchers Duckworth and Seligman studied “self-discipline,” their term encompassing several self-management sub-competencies. They found that eight graders who displayed higher levels of self-discipline on average demonstrated higher levels of academic achievement, including GPA and test scores. They also found that self-discipline was a better predictor of academic success than IQ. (Duckworth & Seligman, 2005). | **1 minute** |
| **Optional Activity** | **Optional Activity: Self-Management**  View this [video 1](https://youtu.be/Vf5yL7_A9Gw) or this [video 2](https://youtu.be/ObHQo_JnZbA) from Transforming Education [Meet Vy (Self-Management)](https://www.youtube.com/watch?v=Vf5yL7_A9Gw), (https://www.youtube.com/watch?v=Vf5yL7\_A9Gw) or [Meet Devon (Self-Management)](https://www.youtube.com/watch?v=ObHQo_JnZbA) (https://youtu.be/ObHQo\_JnZbA). The videos show high school students commenting on the importance of self-management in their ability to complete schoolwork and focus on learning.   * What do you hear students say that relates to self-management? * What are the various ways these students use self-management to aid their learning? | **3 minutes**  **Facilitation note:**  View video and have participants discuss the two accompanying questions as a group. |
| **Slide 9** | **The Importance of Self-Management in Learning Content**  Self-management competence is essential to academic content learning for students. While self-management and associated sub-competencies like emotion management, goal setting and achievement, and perseverance are not necessarily related to a single academic content area, they are essential to cultivating deeper understanding, identifying areas of challenge at school, and overcoming frustration or difficulty.  In order to complete a difficult task, read a long book, or go back and edit a completed essay or math test, students need to be able to maintain focus on a task despite distractions or challenge level. Managing distractions, both internal and external, and maintaining committed focus on a task is a critical self-management skill in the academic classroom.  Whether remembering to study for a test, completing a homework assignment on time, or figuring out how a particular math problem works, students need to be able to set both short- and long-term academic goals for themselves. Students also need to be self-aware enough to identify the specific strategies that will help them succeed and achieve those goals. Such strategies might include setting an alarm on their phone to remember to study at a certain time, writing reminders in a planner, creating a study group, staying after school with an educator, or putting on a certain song. The self-management strategies can be unique to the student and their needs — matching personal challenges with the right strategy for success.  Every student will struggle with something in their academic lives, although the particular barriers may be unique to the student. Recognizing the supports that exist to help them overcome those barriers, whether it’s extra time to complete a test, tutoring, or a helpful peer mentor, is an essential academic and life skill. Persevering through challenging academic situations and either overcoming the barrier or learning from the problem is also a critical skill set that is equally applicable to handling a challenging math problem, a difficult reading, a complicated essay prompt in history, and even workplace tasks.    We will learn more about self-management related to academic content later in this module. | **3 minutes** |
| **Slide 10** | **Developmental Nature of SEL Competencies**  Our environmental and cultural context — who we are with, where we are, what we’re doing — influences our behavior and attitudes. Individuals continually develop and refine self-management within their differing contexts over time.    Let’s consider the developmental nature of self-management by discussing one of its sub-competencies: the ability to manage one’s own emotions. Small children rely on adults to help them learn to convey their needs in ways that are effective, such as communicating with words, versus unhelpful behaviors such as grabbing or yelling. As children grow older, they increase their vocabulary to express what they need and learn to act on their needs before they are overwhelmed by them. By the teen years, young people usually develop a greater awareness of the causes of their negative emotions, such as stress or anger, and understand how to not only manage but actively anticipate and avoid those emotions by avoiding certain experiences. They also learn to actively increase positive emotions by engaging in experiences that they enjoy. Using intentional strategies to cope with strong emotions reflects an even more advanced level of development and can be crucial for adolescents. | **1 minute** |
| **Slide 11**  **Activity:**  Handouts 1a and 1b | **Activity: Developmental Progressions Related to Self-Management**  Let’s consider in more depth how students’ skills, knowledge, and attitudes that comprise self-management might develop over time.  Listed on Handout 1a are developmental indicators related to sub-competencies within the self-management competency. For each sub-competency, each column represents a different grade band, but the grade bands are not necessarily given in order from youngest to oldest. Your task is to read each row and, at the bottom of each column for that row, mark which grade band you believe the indicators in that column represent. The first sub-competency is already completed as an example.  After completing Handout 1a, use Handout 1b to check your answers. Your thoughts may differ from the answer key in some ways. That is okay! Note and/or discuss your thought processes. Also using Handout 1b, engage in the following reflections and, if in a group, discuss your responses:   * Did your answers differ from the ones on the Handout 1b answer key? Discuss your thought processes. * As students develop, how might they be expected to display each self-management sub-competency in their classrooms at each grade band? * Identify how the developmental indicators might change based on environmental context — at school versus at home versus with peers. Do you see your students differ in the use of these skills across contexts? How? * Reflect on how students may develop, apply, or demonstrate developmental indicators differently based on their cultural context. How might these differences appear in your classroom? | **20 minutes**  The purposes of this activity are to:   1. Pause to reflect thoughtfully on the developmental progression of indicators of each self-management sub-competency; 2. Illustrate how the development of attitudes, knowledge, and skills related to self-management may progress as students grow; and 3. Introduce Developmental Indicators: SEL in the K-12 Classroom compiled by the NJDOE.   Remember, although social and emotional competencies have developmental indicators, individuals are constantly learning and relearning competencies based on the context. |
| **Slide 12** | **Context Matters**  While students develop self-management over time, individuals may exhibit self-management skills, attitudes, and knowledge differently depending on the environmental context they are in and the cultures to which they belong.  An individual may or may not exhibit a particular social and emotional competency in one set of conditions, but that may not be a full representation of the individual’s competence in another context. You can probably think of ways in which your students exhibit self-management differently in the classroom versus when relaxing with their friends, participating in extracurricular activities, or at home with their families.  For example, an early elementary student may show a high ability to productively communicate their needs at the beginning of the school day but not when they return to the classroom tired after lunch and recess. A high school student may show a high ability to set long-term goals relating to their professional sports career aspirations but still struggle to set long-term goals for their academic success in high school.  It is important for schools to consider how the development of any social and emotional competency depends, in part, on the extent to which one’s environment is safe and supportive, and the degree to which students demonstrate their self-management in different locations and in different content areas. | **3 minutes** |
| **Slide 13** | **Culture Matters**  Culture, including the intersection of various cultures to which individuals belong, influences how students develop and apply self-management (Hecht & Shin, 2015).  For instance, cultural expectations may differ regarding how we communicate and manage our emotions during stressful situations. What is seen as appropriate and healing in one cultural context, such as sharing stories about mental stress or illness, may be seen as intrusive and inappropriate in another culture.  Careful consideration of cultural implications is vital for ensuring equitable treatment for all students. When a child encounters differences in the expectations and norms of a host (such as school) and their home, they experience “acculturative stress,” or the psychological impacts of experiencing and adapting to a new culture (Jagers et al., 2018). For example, mental health concerns can result for children who emigrate from another country as they encounter cultural differences between their new country and their home country. Cultural differences can also occur within one country, one community, and one school. An educator’s cultural awareness and responsiveness in this regard are key.  To promote equity, it is critical that educators recognize the impact of culture on students’ self-management, as well as educators’ own sense of self-management, and teach in a way that draws upon students’ unique strengths while orienting learning in relation to their cultural contexts. | **1 minute** |
| **Slide 14**  **Activity**  Handout 2 | **Activity: Student Vignettes**  Let’s consider student examples illustrating the ways in which students use their self-management skills, attitudes, and knowledge in different contexts. Be sure to bear in mind that many social and emotional competencies relate to each other, and we use multiple competencies in any single interaction. So, as you read the student vignettes provided on Handout 2, please pay specific attention to self-management and its sub-competencies in these examples but note that you will also probably see other social and emotional competencies at work. Use Handout 2 to consider the vignettes and answer the questions to reflect on your insights. | **10 minutes**  **Facilitation note:**  Ask participants to read each vignette individually and record their thoughts, then, in small groups, discuss the vignette. Repeat for each vignette***.*** |
| **Slide 15** | **Educators’ Self-Management**  Part of the complexity and challenge of being an educator is needing to be competent in social and emotional self-management skills to be successful in the classroom. Modeling active and intentional self-management is a teaching and learning opportunity.  Educators’ self-management involves multiple components. Educators have feelings and experiences that affect them every day — they need to set personal strategies in place so that their own emotional states and behaviors do not negatively impact their own productivity, the learners in their classroom or school, or the learning environment. Educators are in a unique position to model self-management for students by acknowledging, in age-appropriate ways, the emotions and stressors they are feeling and the specific choices or strategies they are using to manage those emotions. Educators must also be able to seek help when needed, whether it is to create a multidisciplinary project in collaboration with other educators, plan wellness activities for themselves before or after work, seek community partners to augment classroom projects, or look to a mentor within the school for support. Advocating for oneself and finding the external and internal supports to overcome challenges is a key element of self-management for educators as well as for students (Yoder, 2014). | **1 minute** |
| **Slide 16**  **Activity**  Handout 3 | **Activity: Educator Reflection**  At this point, pause to reflect on your own sub-competencies related to self-management.  Complete Handout 3. Revisit this tool periodically, updating your reflections and noting progress.  There is a heavy amount of reflection in this activity. Do not feel compelled to fill in every box on the handout at once. You can record your initial reflections now, and then revisit the worksheet repeatedly when you have more time or new insights.  After you complete Handout 3, consider the following questions: Which sub-competency was the easiest to reflect upon? The most difficult? What surprised you? Did you have any new ideas about the impact of self-management on your teaching?  This self-reflection may uproot deep-held feelings about your work. Remember the importance of self-care as you balance your efforts to continuously improve professionally with also staying attuned to your needs, personal well-being, and realistic expectations. | **20 minutes**  **Facilitation note:**  If participants are working in a group, give them time to complete the reflection individually before discussing in a group. They can use the handout to record their initial reactions now, and then revisit the handout later. When all participants finish, ask them to discuss their reflective process in small groups. |

## Strategies to Support Student Self-Management

| **Slide Number/ Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
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| **Slide 17** | **Strategies to Support Student Self-Management**  Educators can intentionally and effectively support student self-management.  Researchers Dignath, Buettner, and Langfeldt (2008) conducted a meta-analysis of the effectiveness of 48 classroom interventions intended to promote self-regulated learning in elementary students. Their findings indicate an overall positive effect of the interventions on student motivation, use of learning strategies, and academic performance. The study also identified practices associated with more positive outcomes, including educator reflection and feedback.  Educators can also support student self-management through practices and strategies that relate to, but are distinct from, SEL, for example through character education, restorative practices, trauma-informed or healing-informed care, positive behavioral interventions and supports (PBIS), and response to intervention (RTI). | **1 minute** |
| **Slide 18** | **Three Integrated Classroom Approaches**  Educators can intentionally and effectively support student self-management. As noted previously, social and emotional learning is a process, and there are multiple ways to implement it in the classroom. You may remember from the introductory module that there are three classroom-based approaches to SEL:   * You can provide instruction that explicitly targets specific social and emotional competencies, focusing on the underlying knowledge, attitudes, and skills that constitute each competency. * SEL instruction can and should be integrated with core academic content. * You can help students to develop social and emotional competencies through pedagogy — in particular, regular teaching practices that encourage social and emotional learning within a safe and supportive learning environment.   For our purposes in this module, we will learn about each approach, one at a time. However, these approaches are not mutually exclusive; they can be used together to reinforce each other, as each supports the development of knowledge, attitudes, and skills. | **1 minute** |
| **Slide 19** | **Teaching Strategies to Support Self-Management**  First, let’s consider teaching strategies that explicitly target the development of student self-management and corresponding sub-competencies.  From research, we know that we have to be purposeful in our SEL instruction. In the introductory module, we discussed the “SAFE” approach to ensuring a systematic approach to SEL implementation. As a reminder, the SAFE approach to instruction is:   * Sequenced, following a specific scope and sequence of when social and emotional competencies will be taught and reinforced; * Active, with students engaging in activities that allow them to practice and apply the targeted social and emotional competencies; * Focused, with instruction concentrating on only one or two social and emotional competencies, sub-competencies, or skills, at a time; and * Explicit, with students made aware of, and able to identify, the specific social and emotional competencies, sub-competencies, or skills they are learning and using.   Social and emotional skills can be taught through whole-class instruction, as well as through individualized teaching and learning for those students who may need more support. | **1 minute** |
| **Slide 20** | **An Example Teaching Strategy**  Let’s consider an example of an explicit teaching strategy to support students’ development of self-management.  As you listen to the example of Ms. Ryan’s class, consider the following questions:   * What does Ms. Ryan do to support students’ development of self-management? * What do the students do to apply self-management?   Ms. Ryan teaches an advanced 7th grade math class. She regularly incorporates social and emotional learning into her lessons, including intentionally helping students to recognize how they react socially and emotionally in response to different experiences. Lately, Ms. Ryan has noticed that her students are exhibiting signs of anxiety related to their schoolwork, especially on test days. Her observations are confirmed when she asks students to write a quick, formative assessment on the topic, asking them to explain 1) how they feel on test days, 2) what specifically triggers their feelings, and 3) what they think might help. Now, on content review days prior to tests, Ms. Ryan models, and asks students to practice, anxiety-reducing strategies such as deep breathing, counting, self-talk, and mental rehearsal. When she passes tests back to go over answers following tests, she asks students to write a few sentences about one strategy they used to feel calm and ready for the test.  Now, reflect:   * What did Ms. Ryan do to support students’ development of self-management? * What did the students do to apply self-management? | **2 minutes** |
| **Slide 21**  **Activity**  Handouts 4a and 4b | **Activity: Educator Vignettes**  You can find additional examples of teaching strategies at the elementary and high school levels in Handout 4a. Use the handout to consider the vignettes and answer the reflection questions. | **10 minutes**  **Facilitation note:**  Ask participants to read each vignette individually and record their thoughts on Handout 4a. After they finish, discuss as a group. You may choose to use Handout 4b as a resource document to help participants consider more teaching practice examples. |
| **Slide 22**  **Activity**  Handouts 5a and 5b | **Activity: Design a Lesson to Support Student Self-Management**  Now that you have considered examples of direct instruction supporting student self-management, brainstorm one way you might target support for student development of self-management in your classroom.  Use Handout 5a for planning and Handout 5b to reference sample, grade-banded learning objectives and sample teaching strategies for each self-management sub-competency.  For this activity, you will be designing a sample lesson that uses a self-management teaching strategy. Choose one sub-competency on Handout 5b and read through the column for your students’ grade band. Choose a learning objective for a lesson. Then, choose one of the teaching strategies listed or another strategy you are aware of that will support the development of the learning objective you selected. As you decide which objective and strategy to choose, keep your students and the content you teach in mind.  Using the chosen teaching strategy as a starting point, use the lesson planning template in Handout 5a to design a lesson to explicitly teach the learning objective. You can modify this template; its purpose is to prompt thinking on how to support student self-management. | **10 minutes**  **Facilitation note:**  If working in a group,have participants discuss their answers and share the lesson they designed. |

## Embedding Self-Management in Instruction

| **Slide Number/ Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
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| **Slide 23** | **Embedding Self-Management in Instruction**  In the previous section, we learned that there are specific strategies that educators can use to support the development of self-management through explicit teaching of self-management skills, attitudes, and knowledge. In that section, we provided examples of activities that support student self-management. With those examples, we recognize that there are multiple and varied ways to teach self-management. For explicit skills instruction, using an SEL evidence-based program that is sequenced, active, focused, and explicit is beneficial.  In this section, we will discuss two additional approaches to SEL instruction: integrating self-management with academic content and implementing general teaching practices that support self-management. | **1 minute** |
| **Slide 24** | **Integrating Self-Management in Academic Learning**  It is necessary to integrate self-management with academic content; to some degree, success in all academic content requires that students demonstrate a variety of self-management skills. Remember that New Jersey further defines self-management in terms of three sub-competencies:   * the ability to understand and practice strategies for managing one’s emotions, thoughts, and behaviors; * the ability to recognize the skills needed to establish and achieve personal and educational goals; and * the ability to identify and apply ways to persevere or overcome barriers   Let’s consider specific examples of ways in which these self-management sub-competencies support deeper engagement with academic content. | **1 minute** |
| **Slide 25** | **Sample Strategies: English/Language Arts**  The New Jersey Student Learning Standards in English and Language Arts across grade bands call for students to be able to recall details from texts, analyze what the text says, and hold discussions about the text. To effectively engage with the ELA standards, students use self-management in a variety of ways. To complete any assignment, students need to manage their behavior, stay on task, and persevere through frustration or challenge. Specific to ELA, students need to be able to focus on lengthy or challenging texts and pull out the most essential elements for comprehension. Students need to persevere and seek support from educators or peers when it is needed. Students also must create literacy strategies for themselves around any areas of challenge, whether it is highlighting particular words or phrases, underlining sections of the text, using a finger or bookmark to guide their reading, or sounding out difficult words.  Given the importance of self-management in academic learning, educators can use multiple strategies to integrate self-management into ELA instruction. For example, ELA educators can:   * Practice role play situations in which young children use emotion vocabulary words to communicate needs and maintain control. * Discuss the strategies that literary characters used to handle their stressors, whether those strategies were positive or negative, and whether they connect to the students’ own experience using similar strategies. * Have students read non-fiction sources that describe how an individual has overcome feelings of rejection and ask students to reflect on their own experiences. * Use journal writing to have students identify issues of stress and concern and strategies to address these areas. * Ask students to write an advice column to younger students on how to positively adjust their feelings and thoughts in response to a stressor. * Have young students tell or write a short story about a moment when they were upset because things were not working out as expected, and what they chose to do next. | **2 minutes** |
| **Slide 26** | **Sample Strategies: Mathematics**  Similar to the ELA standards, the New Jersey Student Learning Standards in Mathematics across grade bands calls for students to be able to engage in multiple mathematics practices that require self-management, including making sense of problems and persevering through challenge, using appropriate tools strategically, and looking for repeated reasoning, to name a few. Students need to be able to recognize when they are challenged in mathematics, manage the emotions that come with that challenge, and set a plan for how they will move past the obstacle. How are they able to recognize their thought patterns as they solve complex problems? Are they able to recognize frustration when they encounter something that is difficult? Do they know when in mathematics they are comprehending the content relatively easily and when they need additional support? Are they able to create clear goals and plans for their mathematics work on a daily basis and more long-term?  Given the importance of self-management in mathematics classrooms, educators can use multiple strategies to support self-management in math instruction. For example, mathematics educators can:   * Help students become aware of the mathematical strategies they use to solve a problem. To do so, educators can ask students to reflect on each step of a mathematical problem to determine if the problem “makes sense” to students. * Teach productive strategies for managing frustration and anxiety in math class. When students struggle, remind them of the techniques you practiced. Provide specific time during high stress moments of class (before a big test, before starting a new unit) to practice some of the stress management techniques together as a class. Model these behaviors yourself. * Help students set individual goals for their own learning and growth in mathematics, emphasizing that students aren’t just naturally “good at math” as with everything, mathematical thinking requires practice and planning. | **2 minutes** |
| **Slide 27** | **Self-Management and Learning Through Failure**  Early in the module, we learned that self-management is about persevering through challenge, but also learning from failure. Consider this example.  Self-management is important as students set goals and work toward achieving those goals, and it is equally important for students when they encounter failure to be able to learn from that failure and continue with their learning process. Let’s pause to watch the first two minutes of this [video](https://youtu.be/qJyNxx82vGQ) from Edutopia [Reframining Failure as Iteration Allows Students to Thrive](https://www.edutopia.org/video/reframing-failure-iteration-allows-students-thrive) (https://www.edutopia.org/video/reframing-failure-iteration-allows-students-thrive), featuring a classroom that has students spend a week on “boss level” when they invent a complicated Rube Goldberg machine and continually iterate their design through challenges. | **2 minutes** |
| **Slide 28**  **Activity**  Handout 6 | **Activity: Design a Lesson Integrating Self-Management**  Use Handout 6 to think strategically about how you can integrate self-management within an academic lesson. You will use a lesson-planning template that is nearly the same as the last activity but with a different purpose. In the last activity, you designed a lesson that directly targeted a sub-competency of self-management as a learning objective. In this activity, you will design a lesson that integrates self-management skill building within an academic lesson.  Note: The goal is not necessarily to use the exact lesson plan template provided, as you may have a lesson-planning template you already use. Focus on the aspects of SEL integration encouraged by the template, rather than focusing on the exact template itself.  You may want to refer back to Handout 5b to refamiliarize yourself with sample learning objectives related to self-management competencies.  To ensure alignment of learning objectives, refer to the New Jersey SEL standards and the New Jersey academic standards as you complete the handout. Discuss your ideas with your grade-level or department team to identify ways in which you can create consistent structures to integrate self-management into your lessons. | **20 minutes**  **Facilitation note:**  If in a group, participants can complete the lesson planning template individually and then discuss or complete the activity together to collectively model the process. |
| **Slide 29** | **Implementing General Teaching Practices That Support Self-Management**  A third way for educators to promote the development of social and emotional competencies in the classroom is to implement general instructional practices that create a safe and supportive learning environment.  As discussed in the introductory module, content experts from the American Institutes for Research and a panel of expert reviewers compiled 10 research-based teaching practices that promote SEL. Implementing these evidence-based teaching practices in your classroom can help all students master academic standards while simultaneously helping them to develop social and emotional competencies.  An overview of the 10 practices is offered on this slide, and over the next two slides we’ll consider examples of how specific social teaching practices and instructional teaching practices support, and are enhanced by, students’ development and application of self-management skills, attitudes, and knowledge. | **1 minute** |
| **Slide 30** | **Social Teaching Practices That Promote Self-Management**  Students are required to use a variety of self-management skills as educators engage in social teaching practices. For example, for students to participate in student-centered discipline, which encourages educators to use practices that support students’ own ability to manage their behavior in the classroom, students first need to develop an understanding of their own feelings and how those feelings impact their behavior. As students engage in student-centered discipline, educators can help students reflect on their behavior and create productive “if-then” strategies to help them respond to similar situations in the future. It is critical that students have the time and space to become active and empowered participants in schools and classrooms if we are going to ask students to begin to manage their own behavior. | **2 minutes** |
| **Slide 31** | **Instructional Teaching Practices That Promote Self-Management**  Instructional teaching practices that promote SEL provide students opportunities to engage deeply with academic content with their peers and their teacher. Possessing self-management skills, knowledge, and attitudes is a driving force for students to be able to interact successfully within an academic environment. For example, providing balanced instruction whereby students need to plan, monitor, and reflect on their project completion provides students an opportunity to learn and apply a variety of self-management skills. Academic press sets high expectations for student learning, while also providing the necessary supports for students to achieve. Balanced instruction and academic press in the classroom allow students to (Yoder, 2014):   * Actively identify and solve problems, creating strategies to overcome obstacles and persist through challenges. * Seek support from peers in group or individual settings to solve problems. * Plan, monitor, and reflect on progress toward completion of a project or task. * Set academically challenging goals and strategies to achieve those goals, and focus on the task until it is successfully completed. | **2 minutes** |
| **Slide 32**  **Activity**  Handout 7 | **Activity: Reflect on Teaching Practices**  As you can see, the self-management competency is reflected not only in academic instruction, but in the interactions that educators have with their students within schools and classrooms. We encourage you to review one to two classroom videos that focus on the 10 teaching practices that promote SEL, which can be found on the [Appalachia Regional Comprehensive Center YouTube channel](https://www.youtube.com/playlist?list=PLjoWr_wxMaSdShazWcer9Endr4MXDcews). (https://www.youtube.com/playlist?list=PLjoWr\_wxMaSdShazWcer9Endr4MXDcews)  For this activity, individually or in a group:   1. Watch one to two videos focusing on different educator practices that promote SEL. 2. Identify the self-management skills, attitudes, or knowledge that students are using. 3. Identify how educators helped students develop or apply those skills in the video.   Use Handout 7 to record your thoughts. | **20 minutes**  **Facilitation note:**  If completed in a group, participants may complete the handout individually and then discuss as a group or complete the handout with a partner or small group. |

## Action Planning

| **Slide Number/ Materials** | **Suggested Language for Facilitator** | **Time/Facilitation Notes** |
| --- | --- | --- |
| **Slide 33** | **Action Planning**  In this module we have:   * Defined the self-management competency and sub-competencies; * Highlighted the importance of student self-management in life and learning; * Reflected on the importance of adult self-management; and * Explored three approaches to support student self-management.   You can now plan for incorporating into your teaching practice new insights and knowledge that you gained in this module. | **1 minute** |
| **Slide 34** | **Considerations for Action Planning**  As you begin to take action to more strategically incorporate self-management into your teaching, consider the following:   * Define learning objectives. Determine which social awareness sub-competency(s) you want to target in your instruction, and why? * Determine the social and emotional skills, knowledge, and attitudes you will need to teach the learning objectives well. * Integrate the three approaches to supporting student self-management: explicit teaching strategies, integrating with academic content, and embedding through general teaching practices. * Collect data that allow you to monitor the progress of your efforts. * Determine ways to sustain this work so that it is effective over time. |  |
| **Slide 35**  **Activity**  Handout 8  Handout 9 | **Activity: Action Planning**  For today’s purposes, we’ve allowed time to plan for individual shifts in teaching practice. If you are completing this module as a group, you will use this time to plan together for a collective instructional approach to supporting students’ development of self-management. You will want to think broadly about how this focus complements and enhances existing initiatives within your district and school, such as trauma-informed care, restorative practices, and positive behavior support in schools (PBSIS). In addition, it is critical to think about how self-management and SEL broadly fit within your school improvement plans — how the strategies and supports that you are identifying purposefully support SEL schoolwide.  To finish off the module, we provide an additional handout for action planning. Please refer to Handout 8 for a template to assist in the action planning process and Handout 9 for additional resources to review as you develop your action plan. You can engage in action planning on your own or in a team. As this planning exercise focuses on the classroom level, consider student and educator needs, as well as consistency and sustainability, when planning for moving forward. | **15 minutes**  **Facilitation note:**  This activity can be done individually or in a group. If in a group, allow adequate time for discussion. |
| **Slide 36** | **Evaluation**  Thank you for participating in this social and emotional learning module focused on self-management. We hope you find the SEL learning modules useful and that the suggestions they provide help you enhance your practice and support the development of students’ social, emotional, and academic competencies.  The NJDOE developed this online module in collaboration with the Center on Great Teachers and Leaders and the Mid-Atlantic Regional Comprehensive Center at WestEd, which are funded through a cooperative agreement with the U.S. Department of Education.  To learn more about SEL and the online modules, visit the New Jersey Department of Education (NJDOE)'s [Keeping Our Kids Safe, Healthy & in School: Social and Emotional Learning](https://www.state.nj.us/education/students/safety/sandp/sel/) webpage (https://www.state.nj.us/education/students/safety/sandp/sel/) or contact the NJDOE Office of Student Support Services at [SchoolClimate@doe.nj.gov](mailto:SchoolClimate@doe.nj.gov) .  We ask that you now complete the online evaluation of this learning module. We also encourage you to review the other online modules that provide knowledge, tools, resources, and strategies to embed social and emotional learning in your classroom**.** | **1 minute** |
| **Slide 37** | **General Resources to Support SEL** | **1 minute** |
| **Slides**  **38–40** | **References** | **1 minute** |
| **Slide 41** | **Thank You** | **1 minute** |

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