



# SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations, effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

**I AM IN CHARGE OF MYSELF.**

## SEL Academic Integrated Strategies

### Pre-K-6 Integrated SEL Strategies Self-Management

- Routinely practice self-management techniques as a regular part of the school day (e.g., taking a deep breath, counting to 10, self-talk, etc.).
- Routinely use simple challenges to help students focus their attention (e.g., ring a chime to bring students back to order after individual or group work, but ask them to quietly listen to the chime until they can no longer hear it and then raise their hand, holding it up until all hands in the class are raised).
- Routinely provide authentic praise to students when you observe them managing themselves appropriately.
- Help students learn to manage emotions through adult modeling including describing your own feelings, using a calm neutral tone of voice in the classroom, practicing mindfulness, and other self-calming techniques.
- Teach students that emotions are okay. However, recognize that how we respond to emotions may not be okay (e.g., It is okay to be mad, but it is not okay to hit someone when you are mad).
- Teach students a lesson on procedures for class transitions and create class goals for improving the time it takes to complete them.
- Establish a separate space in the classroom for individual self-management (e.g., calm space).
- Routinely work with the class to establish and complete class projects (e.g., a group project on a poem or story – set goals, break the goal down into weekly sub goals, lay out steps for achieving weekly goals, monitor progress toward achieving goals, celebrate achievements).

### Pre-K-6 STEM SEL Strategies Self-Management

- Routinely ask students who they think might be able to help them in various situations, including if they need help with a math, science, or technology problem or using equipment or devices.
- Give authentic feedback when students persevere (e.g., “I noticed that you rearranged the math manipulatives, bars, until you found the solution,” “I noticed you respectfully asked a peer for help and tried that suggestion,” “I noticed that you looked at the chart to decide which strategy you could try next.”).
- Use fraction bars and other linear diagrams to represent motivating targets (e.g., mood thermometers or progress lines). During a lesson, talk about how you motivate yourself—to keep yourself-going—when you might want to give up.

### Pre-K-6 Healthy Lifestyles SEL Strategies Self-Management

- Teach self-management techniques such as belly breathing, yoga positions, counting to ten, self-talk, relaxation exercises, or mental rehearsal to help students develop concrete techniques for managing stress or anxiety.
- Show students how a balloon deflates and see if they can copy that in their bodies for when they feel stressed.

### Pre-K-6 Humanities SEL Strategies Self-Management

- Use stories or books to identify character emotions and triggers that affect behaviors.
- Help students increase their vocabulary of feeling words through books, role-play, and modeling that includes various settings.
- Lead discussions about positive ways we can express our feelings (e.g., talking to an adult or friend, putting our feelings into words, drawing a picture about how we feel, showing our feelings through dance).

- Routinely ask students, “Who might be able to help you?” in various situations. Offer to help when needed.
- Give students support and/or authentic feedback for expressing emotions appropriately.