





Provide Models





Self-management is defined as “the ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations” (CASEL, 2017). Several strategies exist for supporting the development of components related to self-management. Sample suggestions are outlined below. It is important that the teacher model the thought process and use of each identified strategy while having students practice and receive feedback on their own implementation.

Skill	Activity	Explanation
Impulse Control	“Think” Activities <ul style="list-style-type: none"> • Think Pad (Parking Lot) • Think Time 	<p>“Think” activities encourage students to take a few seconds before responding or acting on impulse.</p> <ul style="list-style-type: none"> • The “Think Pad,” sometimes referred to informally as the “parking lot,” involves a piece of paper, note card, or sticky note that the student utilizes to keep notes rather than shouting out. This helps students with impaired working memory to hold on to their thoughts without disrupting a class or activity with a question or comment. • Think Time is a useful strategy for building processing time, which can benefit students with slower processing speeds. Teachers can expect that students spend 3-5 seconds (or more) analyzing their verbal output before providing it. When this extra time is provided, we ensure that our words appropriately reflect our thoughts.
Stress Management	Relaxation 	<p>Relaxation strategies help to reduce and manage stress. Breathing exercises are the most common type of relaxation strategy and can include intentional breath practice (the connection of thought to breath). Students could follow a guide to develop the deep breathing technique. Current research suggests that 3 calming breaths can be sufficient to reset the amygdala, or the emotion center of the brain (Kriynovich, 2017).</p>
Self-Discipline	Zones of Regulation	<p>While the Zones of Regulation are a facet of self-awareness, this system can also support self-management by having students identify their current zone and then work to move themselves to a more positive zone. After identifying their current zones, students can work to develop strategies to change their behavior or mindset.</p>

Landmark Teaching Strategies



Landmark Teaching Principle™ #5

Goal Setting	SMART Goals	The creation of goals has proven to be a successful component in building self-motivation and supporting student learning. With goal creation, students can also monitor and track their own progress toward their goals. Specified check-ins will also allow them to make adjustments to their approach to meeting those goals.
Self-Motivation		
Organizational Skills	Master Binder 	The organization of physical materials is an important piece of self-management. One strategy for organizing school work is the master binder or a master filing system . Teachers can support this process by helping students to set up their binders and providing prompts for where to place papers.
	Graphic Organizer	Graphic organizers are one tool to assist in organizing mental information. Programs such as Inspiration can allow students to record and organize information in such a way that supports big picture thinking.
	Calendar 	Calendars are another essential tool in the organization component of self-management. A calendar provides a forum for tracking deadlines, engagements, and scheduled events. Utilizing a calendar can help students maintain the organization of time commitments.
	To-Do List 	To-Do lists help to keep requirements (or assignments) organized. There are several ways to create or track a to-do list, both on paper and via technology. When making a to-do list, it is important to consider how to prioritize those expectations in a way that allows each one to be accomplished in an appropriate order.
	Timers 	Timers are one final resource for managing time. A timer supports students' self-management since it can be set to assist in tracking time spent on activities. This exercise helps students understand how they use time to encourage more efficient time management.

HOW DOES THIS CONNECT TO PROVIDE MODELS?

Self-management is about the ability to control oneself through thoughts, behaviors, and actions. The strategies above suggest ways to improve students' self-management skills. When teachers model these skills through instruction, practice, and feedback, students are able to follow these models to develop effective self-management skills.