



SEL 3.0: SELF-MANAGEMENT AND EXECUTIVE FUNCTIONING IN ELEMENTARY SCHOOL

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DO NOW: REFLECTION

Which of these do you feel is most challenging for your child during remote learning?

- X Impulse control
- X Stress management
- X Self-discipline
- X Self-motivation
- X Goal-setting
- X Organization skills

Was this different prior to COVID-19? How did it change?



GOALS/OBJECTIVES

Develop understanding of self-management

1. Know what it looks like
2. Understand the bigger picture - why it is important
3. Learn how we as parents can teach and reinforce self-management strategies
4. Know where to go if things are not working

Defined

WHAT IS SELF-MANAGEMENT?

SELF-MANAGEMENT IS A STUDENT'S ABILITY TO...

- ✗ Successfully regulate one's emotions
- ✗ Effectively manage stress
- ✗ Control one's impulses
- ✗ Motivate oneself
- ✗ Set and work toward personal and academic goals

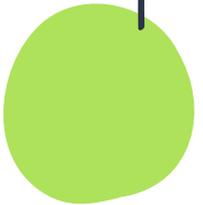




WHAT DOES SELF MANAGEMENT
LOOK LIKE?

SELF-MANAGEMENT DURING REMOTE LEARNING LOOKS LIKE...

- ☐ I have all my learning materials.
 - ☐ Log-in info
 - ☐ Folders
 - ☐ Writing Utensils
 - ☐ Books
 - ☐ Manipulatives
- ☐ My computer is charged.
- ☐ I know what to do if I need help.
 - ☐ Look at the screen to see what my friends are doing.
 - ☐ Ask my teacher or my guardian.
- ☐ I will wait to unmute my computer until it is my turn to talk.
- ☐ I will make sure I know when my assignments are due.

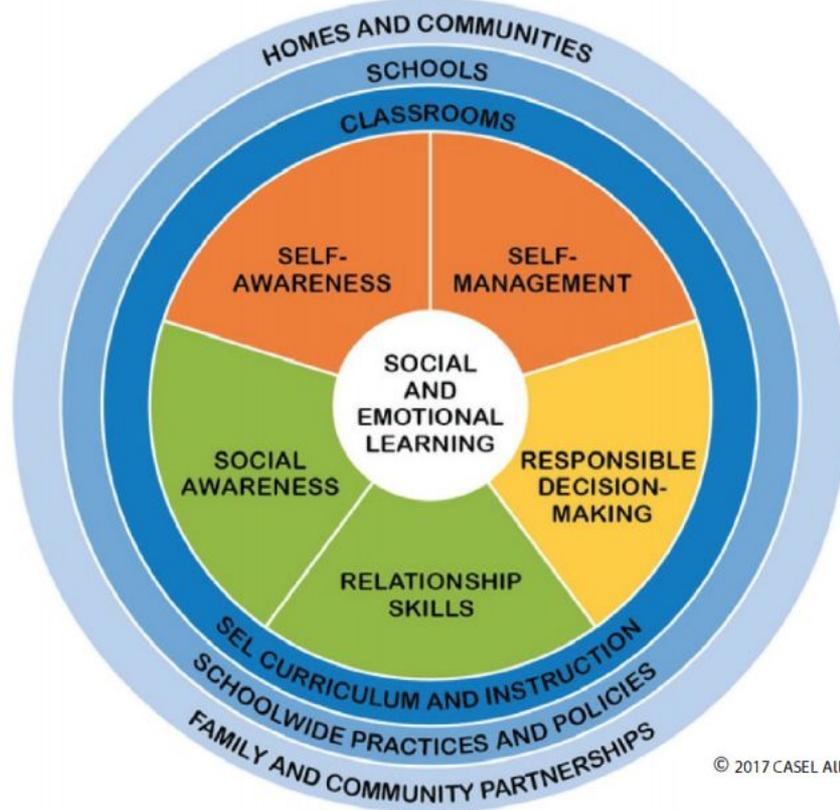




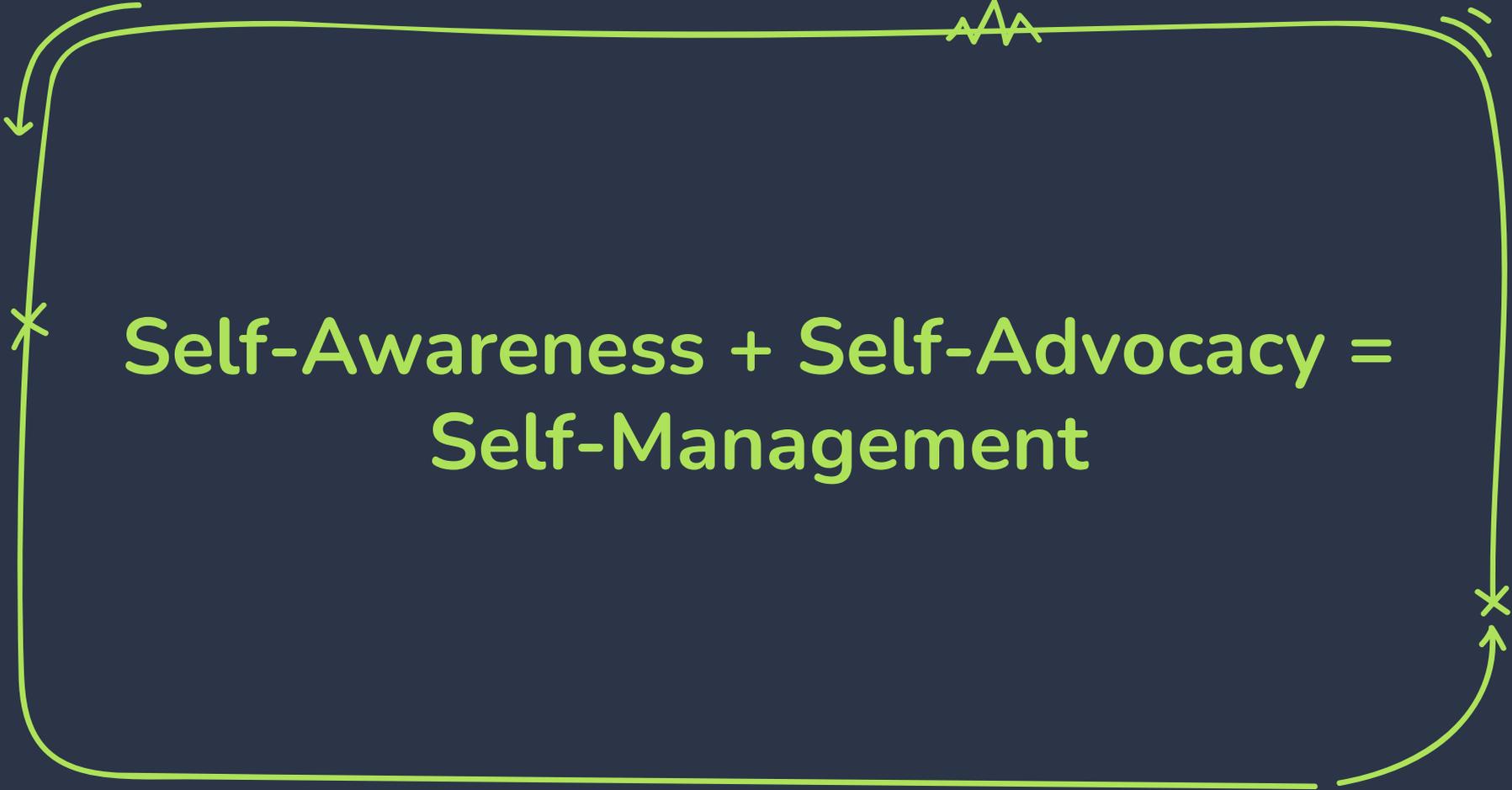
What could make completing that checklist more feasible?

1. Systems/Routines
2. Checklists
3. Regular “home” for materials

Context



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**Self-Awareness + Self-Advocacy =
Self-Management**

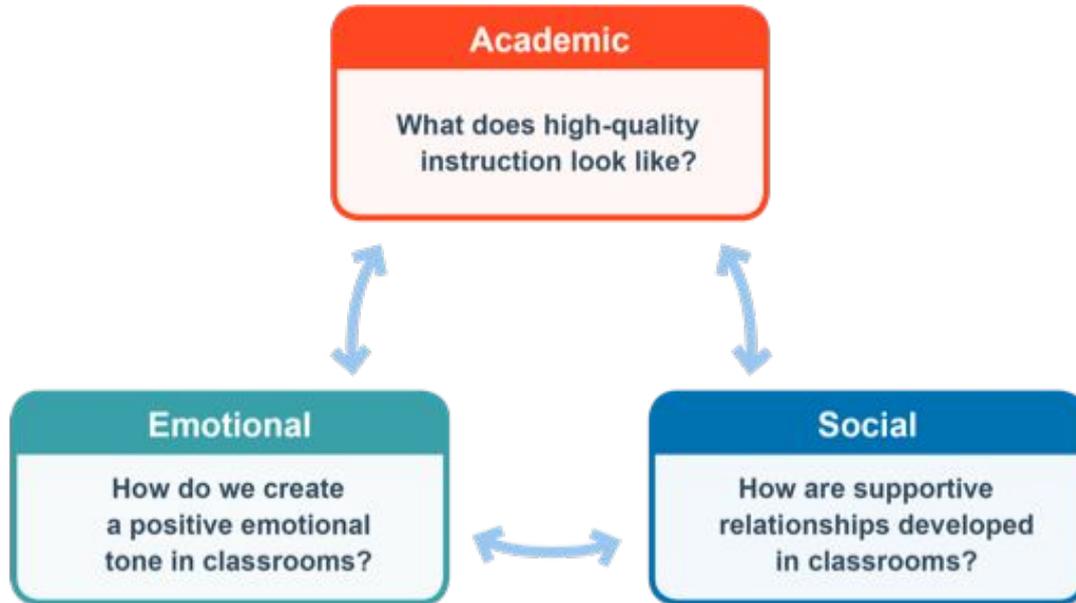


**Let's Talk About
Self-Management:
Marshmallows,
Stop Signs, Squeezy
Balls and Teaching**

WHY?

WHY IS IT IMPORTANT FOR MY
CHILD TO DEVELOP
SELF-MANAGEMENT SKILLS?

INTEGRATING SEL WITH ACADEMICS



NJDOE



It's Time to Stop Calling SEL "Soft Skills"



WHAT'S IN IT FOR US??

Our kids will be better able to...

- X Manage their emotions
- X Maintain healthy relationships
- X Solve problems independently
- X Take responsibility
- X Make responsible decisions

The better our children can manage themselves, the easier our job becomes!





WHAT STRATEGIES CAN I
USE AS A PARENT TO
HELP MY CHILD?

NOW VS. LATER

- X Self-management involves doing something different **now** in order to accomplish a goal **later**.
 - X Examples: resisting a distraction, avoiding an undermining behavior, seeking out a different situation
- X This requires students to think about:
 1. The future they hope to reach
 2. How they approach situations and make decisions



CHOOSING & USING EFFECTIVE STRATEGIES

The most effective strategies are typically **proactive**:

- X They involve action long before the distraction or decision point occurs.
- X They can, and should, be practiced **repeatedly** long before they are needed.



practice
practice
practice
practice



Strategies

THREE CATEGORIES

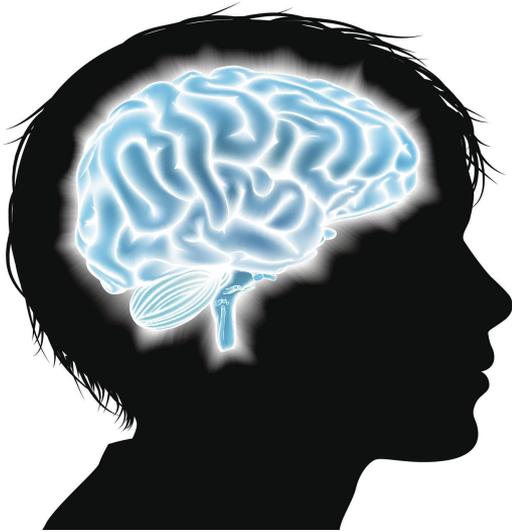
1. Situation-oriented
2. Cognitive
3. Impulse-Control/Emotion-Regulation

SITUATION-ORIENTED STRATEGIES

- **Choose** the Situation
 - ◆ Choose to be in places or with people that help you manage yourself.
- **Modify** the Situation
 - ◆ Modify a situation you can't avoid.



COGNITIVE STRATEGIES



- Change your **attention**
 - ◆ Attend to aspects of a situation that reduce temptation or increase focus on the goal.
- Change **how you think** about a situation or choice
 - ◆ Make a distraction less appealing or the long term goal more appealing.

IMPULSE CONTROL/EMOTIONAL REGULATION

Quash an Impulse

Attempt to quash an undesired impulse or emotion after it has developed.



THE WOOP METHOD

1. **Wish:** Students name an **important but feasible** wish or goal they want to fulfill.
2. **Outcome:** Students **imagine**, as vividly as possible, what the **future** will be like once they fulfill this wish or reach the goal.
3. **Obstacle:** Students imagine the most **critical personal obstacle** that stands in the way of fulfilling the wish or reaching the goal.
4. **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 do Y.”



QUICK CONNECTION

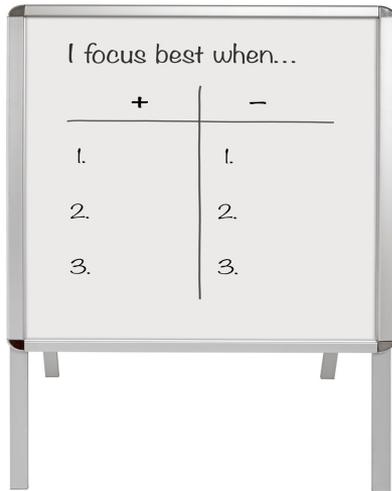
Complete the following phrases:

1. "I focus best when..."
2. "I learn best when..."



CREATING SELF-AWARENESS

Help students understand how they learn best so that they can seek out & create situations to maximize their learning.



Ask children to:

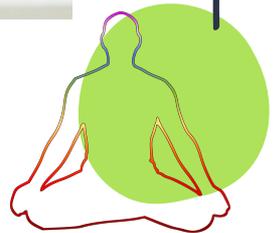
- Answer the questions for themselves.
- Identify **3** things to seek related to when they learn best and **3** things to avoid.

Be sure to check in and see if they are doing these things!

PAUSING, CALMING, AND VISUALIZING

Techniques that help students ride out difficult emotions or gather themselves when they are anxious or confused.

1. **Step back and break:** Students take a physical step backward and a deep breath before reacting positively or negatively to any situation.
2. **Expanding breaths:** Students notice how many seconds of breathing in and breathing out they do. For each new breath, extend the inhale by one second and the exhale by one second. Take five slow, extended breaths.
3. **Visualize memories:** Students visualize a memory of a time when they were happy, calm, proud, or another feeling they want to evoke.





STILL STRUGGLING?



RESOURCES FOR HELP IN SOUTH BRUNSWICK

X Self-Regulation
reflection questions
for parents & teachers

X Social-Emotional
Learning in SBS
Website

SEL resources (free):
SEL Providers Council

ACCESSING COUNSELORS

On your school's website, the counselor's name will be listed. Please reach out for information and questions on SEL, support services, as well as the counseling curriculum and lessons.

DISTRICT SEL COMMITTEE MEMBERS:

Amy Finkelstein

Brian Eichert

Michele Santamaria

Michael Dugan

Raphael Morales

Rebecca Hye

Sandy Fehte

John Harding

Blair Eiseman

Heidi Henning

Michele Downie

Lynne Scaglia

Jack Medina

Kelsey Mininger

Jackie Turner

Sandi Hinson

THANKS!

Any questions?

