Self-Management: What It Is And How It Promotes Perseverance

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SAM Instructional Leadership Summit
Lauren Bates and Karyn Lewis
Today’s Presenters

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Karyn Lewis
Déjà Vu?

- Expanding on SAM 2015 presentation on Academic Tenacity

**What Is Academic Tenacity?**

Three constructs are particularly important for academic tenacity:

- Mindsets and goals
- Values, identity, and social belonging
- Self-regulation and self-control
Social-Emotional Learning in Montana

• Homegrown initiatives by school administrators, teachers, and counselors
  – *Mindset* book clubs
  – Daily assemblies to build social belonging
  – Focus on grit and perseverance during class

• State-supported programs
  – Montana Behavioral Initiative, including My Voice survey and process
  – Career & Technical Student Organizations
Learning Objectives

By the end of this session, participants will be able to:

• Define self-management

• Understand the importance of self-management for perseverance and academic success

• Learn strategies for supporting students’ self-management abilities in your setting
Activity: When Do You Persevere?
Can read at first-grade level:
☐ Yes
☐ No

Can ride a bike:
☐ Yes
☐ No

Has perseverance:
☐ Yes
☐ No
Perseverance

Why

How
Perseverance vs. Grit

Grit: working strenuously toward challenges and maintaining effort and interest over years despite failure and setbacks
Emphasis on 'Grit' Is Unfair to Some Students, Critics Say

By Evie Blad on January 29, 2015 11:59 AM | No comments

By Benjamin Herold. Cross posted from Digital Education.

"Grit" has in recent years captivated the imagination of educators and policymakers, leading many to embrace the idea that schools should seek to cultivate in their students a set of personality traits demonstrated by researchers to be closely tied to academic and personal success.

Increasingly, though, critics are offering a different take, arguing that grit is a racist construct and has harmed low-income students by crowding out a focus on providing children with the supports
The National Interest: Once a month, this column is tackling broader questions about what the country should do about gaps in achievement and opportunity, especially for boys of color, in a partnership with The Root.

Everyone seems to think that a lack of “soft skills” is the reason why students of color aren’t ready for...
Who Needs Support?

- Unsupportive home environment
- History of trauma
- Chronic stress

Disrupted development of self-management abilities
Emotional Competence
Perseverance
Self-Regulation

Why

How

Emotional Competence
Self-Regulation
Self-Management

Set of skills and abilities necessary to effectively manage attention, behavior, and emotions

Self-Regulation

Emotional Competence
Self-Regulation

Ability to resist temptations, control impulses, and fulfill obligations in order to effectively manage attention and behavior

• Related terms:
  – Self-control, self-discipline, conscientiousness
Self-Regulation

• Children who were able to delay gratification longer had:
  – Higher SAT scores
  – Higher educational attainment
  – Lower BMI
  – Better physical health
  – Less drug use
Self-Regulation

Figure adapted from Mischel, Shoda, & Rodriguez, 1989
Self-Regulation

Figure adapted from Kidd, Palmeri, & Aslin, 2013
Self-Regulation

• Self-regulation is not destiny!
• How can adults take responsibility for fostering self-regulation through changes to the environment?
Self-Management

Set of skills and abilities necessary to effectively manage attention, behavior, and emotions

- Self-Regulation
- Emotional Competence
Emotional Competence

Ability to identify, express, and cope with our own emotions and respond to others’ emotions in healthy ways

• Intrapersonal and interpersonal
• Related terms:
  – Emotional intelligence, emotional literacy, empathy
Emotional Competence: What?

- **Emotion regulation**
  - Ability to prevent, reduce, enhance, or modify emotional response

- **Early Childhood**
  - Increases in recognizing and labeling emotions
  - Begin to understand causes and consequences of emotions

- **Middle/Late childhood**
  - Able to tolerate frustration and disappointment
  - Suppress or conceal reactions
  - Development of empathy

- **Adolescence/ Early Adulthood**
  - Emotional turmoil
  - Suppressing anger still difficult
  - Brain development ongoing
Emotional Competence: What?

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Middle/Late Childhood
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Adolescence/Early Adulthood
- Emotion regulation
- Ability to prevent, reduce, enhance, or modify emotional response
- Temperament, parenting, and environmental experiences matter!

Temperament, parenting, and environmental experiences matter!
Brains Are Still Developing Even When Bodies Appear Fully Grown

Source: Gogtay et al., 2004.
Emotional Competence
Perseverance
Self-Regulation

Why

How

Emotional Competence
Promoting Self-Management
“You have to stop. And you have to figure out how to do that!”
Promoting Self-Management

“Stop! You have to stop. And you have to figure out how to do that!”

“What you’re doing isn’t working, let’s try this instead.”

Try This Instead
Promoting Self-Management

• Two routes to intervene:
  – Teach students specific techniques and strategies so they can be better equipped to self-manage
  – Changing classroom practices to scaffold strong self-management behaviors
Classroom Practices to Scaffold Self-Management

- WOOP method (Wish, Outcome, Obstacles, Plan)
  1. **Wish**: Students name important but feasible wish/goal
  2. **Outcome**: Students imagine what it will be like to achieve goal
  3. **Obstacle**: Students imagine critical obstacles to achieving their goal
  4. **Plan**: Students make if-then plans to overcome potential obstacles
Classroom Practices to Scaffold Self-Management

• Benefits of WOOP
  – Improved attendance and increased GPA
  – Increased persistence on tasks
  – Increased homework completion
Classroom Practices to Scaffold Self-Management

- Classroom practices to support WOOP
  - Have students set intentions for the day by completing a WOOP
  - Set up a regular journal-writing time for students to reflect on their WOOPs, start new ones, or modify existing ones
  - Include discussion of WOOPs during student conferences to help students start and pursue new goals
Classroom Practices to Scaffold Self-Management

- Implementing quiet time for students to engage in a group meditation practice.

Mindfulness is focusing awareness on the present moment, without judgment, to calmly acknowledge and accept one’s feelings, thoughts, and bodily sensations.
Classroom Practices to Scaffold Self-Management

• Benefits of integrating mindfulness practice:
  – For students
    • Improved self-regulation and emotional competence
    • Also improved academic skills, self-esteem, mood, and decreased stress
  – For teachers
    • Improved classroom management and relationships with students
    • Improved well-being and teaching self-efficacy
San Francisco Schools Transformed by the Power of Meditation
“I thought this is hippy stuff that didn’t work in the ‘70’s, so how’s it gonna work now,” said the school’s athletic director Barry O’Driscoll.
San Francisco Schools Transformed by the Power of Meditation

- Suspensions decreased by 79%
- Attendance increased
- GPA increased by .4 points
Classroom Practices to Scaffold Self-Management

• Roots in Buddhist traditions, but implemented in non-religious form
• Voluntary participation with alternative quiet activities

• Students *picture a safe place* where they feel protected and in control: a caring, supportive, and encouraging place.
• Before a task, students spend a few minutes *breathing deeply and imagining their safe space*
Emotional Competence
Perseverance
Self-Regulation
Future Orientation
Emotional Competence
Self-Regulation
Future Orientation
Why
How
Future Orientation

Ability to envision a positive future, set long-term goals, and monitor progress toward those goals, combined with hope that those goals can be met.
Promoting Future Orientation

Students take part in a 10-session workshop in which they are asked to imagine a future “possible self,” list the obstacles they might encounter to realizing that self and strategies they can use to overcome the obstacles.
Strategies Recap

• Goal-setting exercises such as the WOOP method
• Build in quiet time for meditation and mindfulness
• Possible-selves exercises for students to set goals and think through pathways and obstacles
Emotional Competence
Future Orientation
Future Orientation
Belonging
Why
Self-Regulation
Emotional Competence
How
Perseverance
Emotional Competence
Perseverance
Future Orientation
Growth Mindset
Belonging
Self-Regulation
Emotional Competence

Why
How
Want to Know More?

• Materials from sessions on belonging and growth mindset are available
Thank you!

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