

Adapted from:

Transforming Education. Self-Management Toolkit

There are three categories of Self-Management strategies. Please note, the earlier a student acts on one of these strategies, the more likely he or she is to succeed, but students need strategies at multiple levels.

The first of these categories of Self-Management strategies are termed Situation-Oriented. These typically require lead time to put in place.

- Teachers may decide to choose the situation or modify the situation.
- As an example of choosing the situation, place a student having difficulty completing a task with students who are working diligently.
- As an example of modifying the situation, you may sit a student at the front of the class instead of in the back with distracting friends.

The second of these categories of Self-Management strategies are termed Cognitive. These may require lead time or to be implemented immediately.

- Teachers may decide to change our attention or change how we think about a situation or a choice.
- As an example of changing our attention, teachers might track the speaker in class to increase everyone's focus (follow the speaker with your eyes).
- As an example of changing how we think about a situation or a choice, we might consider how good we feel once our homework is done and we are prepared for class as opposed to viewing it as a chore.

The third of these categories of Self-Management strategies are termed Impulse/Emotion Suppression. These are hard to implement, are the least effective and require the most cognitive energy to attempt.

- We may attempt to stop an undesired impulse or emotion after it has developed.
- For example, try to stop thinking about the cupcake sitting in front of you.