 

# Self-Management Handout 8: Action Planning

## Directions:

Individually or in a team, plan steps to support students’ development of one or more self-management sub-competencies.

## Sub-Competency 1

**Understanding and practicing strategies for managing one’s emotions, thoughts, and behaviors,** which includes identifying how thoughts influence feelings and behaviors, and identifying ways to increase one’s positive emotions while setting up coping strategies to overcome negative emotions.

### Action Planning

How does this sub-competency currently look and sound in your classroom(s)? What are student strengths and areas for improvement?

Considering what you’ve learned, what is one method of supporting the development of this sub-competency that could be successful in your classroom, and that you would like to actively implement?

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Your chosen method reflects which of the following strategies? (We encourage using all of them but starting off with just one.)

* Direct instruction regarding the sub-competency.
* Integration of the sub-competency with academic content.
* General teaching practice that supports the sub-competency.

What resources and support will you need to do this well?

What will the method look and sound like if successful? What data can you collect to monitor its effectiveness?

## Sub-Competency 2

**Recognizing the skills needed to establish and achieve personal and educational goals,**which includes the ability to set both short- and long-term goals, establish structures to manage and achieve those goals, and effectively monitor progress and reflect on successes or challenges.

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## Sub-Competency 3

**Identifying and applying ways to persevere or overcome barriers,** which includes understanding the personal factors that lead to goal achievement, recognizing resources and supports, and implementing specific strategies to support goal setting and achievement.

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