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# Self-Management Handout 2: Student Vignettes

## **Directions**

Read the vignettes and use what you have learned so far to brainstorm answers to the questions that follow. If completing this activity in a group, discuss your answers.

## **Vignette: Ada**

Ada is a happy and confident third grader who enjoys school, especially socializing on the playground and at lunch. She has many friends and tends to lead playtime activities by choosing the game and directing how her friends participate. She works hard in class and earns good grades. Fairly often, though, she is corrected by her teacher for chatting too much with her tablemates or speaking out in group discussions in a way that interrupts others. When this happens, Ada puts her head down on her desk, covering her face with her arms. She once told a classmate that she was angry at her teacher saying, I don’t know why I am in trouble.” Lately, Ada has been missing items on reading quizzes, saying she doesn’t remember these questions being discussed in class, “I don’t know why I am in trouble.” Lately, Ada has been missing items on reading quizzes, saying she doesn’t remember these questions being discussed in class.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Ada? (Mark with an “S”)

* Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
* Recognize the skills needed to establish and achieve personal and educational goals
* Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Which sub-competencies are areas of improvement for Ada? (Mark with an “I”)

How could a teacher support this student in developing the self-management sub-competencies that are currently areas of improvement?

## **Vignette: Devon**

Devon is a sophomore in high school, and it is his first year in a new school district. He is very polite to his teachers, helpful to classmates, and has made a couple close friends while playing on the soccer team. Devon’s favorite subject is math, and at his old school, he excelled in math class and considered it a strength. Yet, this year, Devon notices that some of the math content that is review to his classmates is brand new to him. Devon was shocked to see that he failed his first math quiz of the year. Since then, Devon tends not to participate in group work in class. He told his teacher that “there is no point” because he “isn’t good at math anymore.” Devon has been showing less effort in soccer as well and, as a result, has been playing less in games.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Devon? (Mark with an “S”)

* Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
* Recognize the skills needed to establish and achieve personal and educational goals
* Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Which sub-competencies are areas for improvement for Devon? (Mark with an “I”)

How could a teacher support this student in developing the self-management sub-competencies that are currently areas of improvement?

## **Vignette: Ethan**

Ethan is a sixth grader and finds himself in the principal’s office often, especially during PE class. His PE teacher is known to be stern and often raises her voice when directing the students during class activities. When this happens, Ethan is noticeably agitated and becomes more aggressive with his classmates. One day, Ethan pushed a classmate during a game, and his mother was called to discuss the incident. The principal noticed that Ethan’s mom tends to raise her voice as well, and when she does, Ethan becomes visibly upset. Ethan’s teachers report that academically, his performance varies. He does well in some classes, not as well in others. According to Ethan, his effort in class tends to correspond with whether he “likes” his teacher.

## **Reflection Questions**

Which of the following sub-competencies are strengths for Ethan? (Mark with an “S”)

* Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
* Recognize the skills needed to establish and achieve personal and educational goals
* Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Which sub-competencies are areas for improvement for Ethan? (Mark with an “I”)

How could a teacher support this student in developing the self-management sub-competencies that are currently areas of improvement?

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