

# Self-Management Handout 1b: Developmental Indicators Activity Answer Key

## Directions:

After you complete the developmental indicators matching activity on Handout 1a, use this answer key to check your answers. Remember, although social and emotional competencies can be related to developmental indicators, individuals are constantly learning, and relearning competencies based on their context.

**Reflect individually or as a group on the following questions:**

* Did your answers differ from the ones on the Handout 1b answer key? Discuss your thought processes.
* As students develop, how might they be expected to display each self-management sub-competency in their classrooms at each grade level?
* Identify how the developmental indicators might change based on environmental context — at school versus at home versus with peers. Do you see your students differ in the use of these skills across contexts? How?
* Reflect on how students may develop, apply, or demonstrate developmental indicators differently based on their cultural context. How might these differences appear in your classroom?

**Key:** **EE** = Early Elementary, **LE** = Late Elementary, **MS** = Middle School, **HS** = High School

## Self-Management Sub-Competency 1:

Student will be able to understand and practice strategies for managing one’s emotions, thoughts, and behaviors. (Completed Sample)

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| **Grade Band:** **MS** | **Grade Band: HS** | **Grade Band: EE** | **Grade Band: LE** |
| * Identify multiple ways to manage negative emotions (i.e., stress and anger). * Identify ways to increase one’s own positive emotions such as joy and optimism. * Demonstrate the capacity to maintain concentration on a task. | * Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors. * Identify strategies for dealing with areas of personal discomfort. * Describe strategies for releasing negative feelings and managing negative moods. * Utilize strategies for coping with and overcoming feelings of rejection, social isolation, and stress. | * Identify ways to self-soothe. * Demonstrate control of impulsive behavior. * Express one’s needs and emotions verbally. | * Use “I” messages to present one’s own perspective and feelings in response to an emotional experience. * Recognize own thoughts and emotions in order to act before becoming overwhelmed. |

## Self-Management Sub-Competency 2:

Student will be able to recognize the skills needed to establish and achieve personal and educational goals.

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| **Grade Band: HS** | **Grade Band: EE** | **Grade Band: MS** | **Grade Band: LE** |
| * Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. * Demonstrate an understanding that goal-setting promotes lifelong success. * Name the features of goal planning that are important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.). * Define a measurable, personal goal that reflects an area of improvement or development they want to pursue. * Develop an action plan linked to a personal goal. | * Identify a goal, wish, or dream. * Identify simple steps needed to perform a routine task or accomplish a goal. * Describe something one has accomplished. | * Identify and set a short-term goal and make a plan for achieving it. * Monitor progress and analyze why one achieved or did not achieve a goal. * Demonstrate goal-setting skills related to potential career paths. | * Distinguish between short- and long-term goals. * Describe the steps in setting and working to achieve a goal. * Evaluate what they might have done differently to achieve greater success on a recent goal. * Understand the relationship between prosocial behavior in the classroom and goal achievement. |

## Self-Management Sub-Competency 3:

Student will be able to identify ways to persevere or overcome barriers through alternative methods to achieve one’s goals.

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| **Grade Band: LE** | **Grade Band: MS** | **Grade Band: HS** | **Grade Band: EE** |
| * With increasing independence, begin to recognize that everyone has personal strengths, and those resources can be used to achieve personal goals. * Name positive and negative social and environmental influences on personal and academic success. | * Identify and understand personal factors that lead to goal achievement (i.e., time management, confidence, perseverance, adequate resources, support from others, etc.) and develop plans to enhance those personal factors to achieve one’s goals. * Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. | * Assess lessons learned from experiences and mistakes. * Continue to build upon and strengthen one’s ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals. * Use creativity, problem solving, and innovation to generate multiple possible solutions when experiencing obstacles. | * With adult support, describe how working through tough challenges can lead to positive emotions. * With adult encouragement, make multiple attempts to meet a goal. |

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