



Self-Management

I know how to manage my feelings and take care of myself in a healthy way. I can identify my emotions. I can inhibit impulsive behavior. I can use emotional self-care and know how to calm myself.

Defining Self- Management

- Self-management includes a range of skills such as
 - Managing your emotions
 - Delaying gratification
 - Motivating yourself
 - Focusing attention
 - Setting and working toward goals

Let's Talk About Self-Management



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The Video & Your Experience

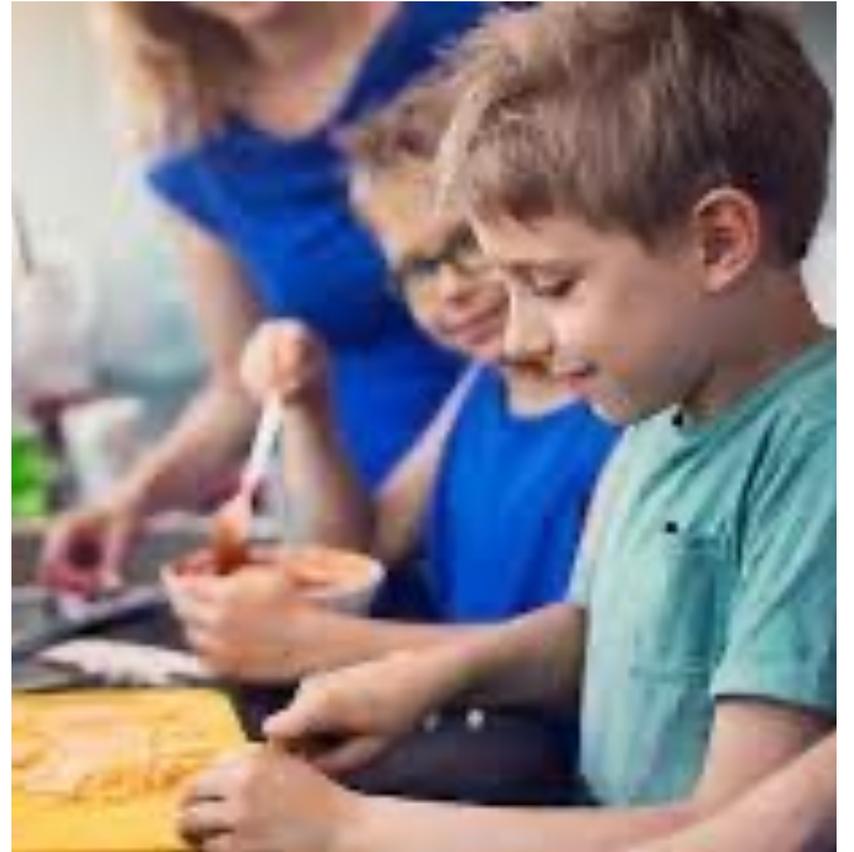
Discussion

- What resonated with you in the video?
- What strategies have worked with your mentee's in helping them build self-management skills?

Self-Management Strategies

Self-Management involves doing something different now (e.g., resisting a distraction, avoiding an undermining behavior, seeking out a different situation, etc.) in order to accomplish a goal later. That requires the youth to:

- Think about the future they hope to reach (e.g., earn an A on a project, get the second marshmallow, etc.)
- Think about how they approach situations and make decisions.
- The most effective strategies are typically proactive:
 - They involve action long before the distraction or decision point occurs.
 - They can, and should be, practiced repeatedly long before they are needed.



Self- Management Strategies

Three Categories for Self-Management: The earlier the youth acts on one of these strategies, the more likely he or she is to succeed.

1.) Situation-Oriented Strategy

- Choose the situation: Choose to be in places or with people that help you manage yourself.
 - E.g., hang out with students who are working diligently; take a route home that avoids the mall; etc.
- Modify the situation: Modify a situation you can't avoid.
 - E.g., sit at the front of the class instead of in the back with distracting friends.



2.) Cognitive Strategy



- Change your attention: Attend to aspects of a situation that reduce temptation or increase focus on a goal.
 - E.g., track the speaker in class.
- Change how you think about a situation or a choice: Make a distraction less appealing or the long-term goal more appealing.
 - E.g., instead of thinking of homework as a chore, think of how good you feel when your homework is done and you are prepared for class.

3.) Impulse Suppression Strategy



- Quash an impulse: Attempt to quash an undesired impulse or emotion after it has developed.
 - E.g., try to stop thinking about eating the treat sitting in front of you.

The WOOP Method

The WOOP strategy, which is positive thinking plus a dose of reality, contains four steps:

1. **Wish:** The youth names an important but feasible wish or goal they want to fulfill.
2. **Outcome:** The youth imagines, as vividly as possible, what the future will be like once they fulfill this wish (or reach the goal).
3. **Obstacle:** The Youth imagines the most critical personal obstacle that stands in the way of fulfilling that wish (or reaching the goal).
4. **Plan:** The youth names an effective behavior to overcome the obstacle and create a specific plan, using an if-then statement: "If X happens, then I will Y."

Ways to Help with Self- Management

Pausing, Calming and Visualization techniques help youth ride out difficult emotions or gather themselves when they are anxious or confused.

- **Step back and breathe:** The youth takes a physical step backward and a deep breath before reacting positively or negatively to any situation.
- **Expanding breaths:** The youth notices how many seconds of breathing in and breathing out they do. For each new breath, extend the inhale by one second and the exhale by one second. Take five slow, extended breaths.
- **Visualize memories:** The youth visualizes a memory of a time when they were happy, calm, proud, or another feeling they want to evoke

Resources

