School Mental Health Communities of Practice

Self-Management SEL Micro-Skills:
Model self-management techniques for your students and give authentic praise to students who display those skills appropriately

Micro-skills are moment-to-moment activities that K-12 building and district administrators, educators and classroom personnel, school psychologists, counselors, and social workers (among other school personnel) can use to promote mental health, behavioral health, and academic success among K-12 students. Micro-skills are designed to assist you in knowing how to respond and intervene directly with students in need (e.g., those who are experiencing MH/BH concerns). Micro-skills are strength-based and asset-driven in nature, and can be used by individuals without formal MH/BH training (e.g., micro-skills are NOT clinical strategies that must be delivered by formally trained MH/BH professionals). Identifying actionable strategies that all school personnel can take to support students spreads the onus of responsibility for addressing the MH/BH needs of students to the entire school staff, providing a broad (and needed) level of support for students.

SEL Standard: *Self-Management*: The ability to navigate one's emotions, thoughts, and behaviors across different situations while managing stress, controlling impulses, and motivating oneself. Self-management includes the ability to set personal and academic goals and work toward achieving those goals.

Self-Management Micro-Skill: Model self-management techniques for your students and give authentic praise to students who display those skills appropriately

Self-Management Resources:
- Act for Youth's Self-Management Resources: http://www.actforyouth.net/youth_development/professionals/sel/self-management.cfm
- CASEL's Self-Management Video:
- https://www.youtube.com/watch?v=tXKFNDFjKwY&list=PLqSvevVI2ir-MthHDHyBhgEvWVsjgqbzO&index=4&t=0s
- Landmark School Outreach's Self-Management (Social Emotional Learning): https://www.landmarkoutreach.org/strategies/self-management-sel/
- Transforming Education's Self-Management Toolkit: https://www.transformingeducation.org/self-management-toolkit/

The following are micro-skills that school personnel can use to model self-management techniques for your students and give authentic praise to students who display those skills appropriately:

Teach students to use self-management techniques	•School personnel can help students learn effective self-management techniques to regulate their feelings, thoughts, and behaviors: •Deep breathing exercises, such as belly breathing •Yoga and mindfulness excercises •Pause and count to ten •Positive self-talk •Relaxation excercises •Mental rehearsal (e.g., imagining the desired outcome)
Model self-management techniques for your students	•School personnel can use a "Growth Mindset" approach while modeling self-management techniques for your students (e.g., "*challenges help me grow*" and "*taking a deep breath gives me time to think about solutions.*") •School personnel can consistently model effective self-management in an age-appropriate way for students ("*I'm feeling a little frustrated, so I'm going to stop and take a breath before I decide what to do next.*")
Incorporate self-management techniques into school routines	•School personnel can use morning announcements to start each day with a deep breathing exercise and/or remind students of the locations in the building where they can go to 'cool down' or 'calm down'. •School personnel can encourage students to role play difficult conversations or interactions ahead of time and brainstorm alternate (positive) endings.

Give students authentic and specific praise for self-management

- School personnel can give students age-appropriate, authentic, and specific praise for self-management (e.g., instead of saying "good job!"- *explain why the job was good*.)
- "I saw the way you waited your turn just now (e.g., to get your lunch, to look in the microscope). I know you were (e.g., hungry, excited) and it was hard to do, but I saw you take a deep breath. I'm proud of you for using your skills, and I hope you are proud of yourself, too."

Give students authentic and specific praise for expressing emotions appropriately

- School personnel can give students age-appropriate, authentic, and specific praise for expressing their emotions appropriately.
- "I know you're angry at her right now for _____ (e.g., tripping you). What are some calm ways you could tell her what you're upset about?"
- "I know you were feeling sad about what happened earlier. I was proud of you for _____ (e.g., coming to talk to me about it)."

Teach students to use the THINK process

- School personnel can help students recognize responsible social media use before posting unkind or untrue remarks about another person using the THINK process.
- T = Is it true?
- H = Is it helpful?
- I = Is it inspiring?
- N = It is necessary?
- K = Is it kind?