

Unit 06: Life Management: Self Management

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.8.A	Income and Careers
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to
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create and communicate knowledge.

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.K-12.NJSLSA.W

Writing

Production and Distribution of Writing

LA.K-12.NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

LA.K-12.NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.K-12.NJSLSA.SL

Speaking and Listening

Comprehension and Collaboration

LA.K-12.NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.K-12.NJSLSA.L

Language

LA.K-12.NJSLSA.L2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.K-12.NJSLSA.L5

Demonstrate understanding of word relationships and nuances in word meanings.

LA.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.SL.9-10.1.D

Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

LA.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Learning how to take an active role in monitoring and reinforcing ones own behavior and its effects on others is a necessary skill for independent living.

Note of importance: practice and repeated presentation of the curriculum may be necessary for mastery. Goals and objectives of the IEP for each individual student will be aligned with the curriculum presented below. Certain curricular skills and topics should be taught one-on-one with students in a segregated setting.

[self_blank.pdf](#)

[self_example.pdf](#)

[using an ipod touch to teach social.pdf](#)

http://link.springer.com/chapter/10.1007/978-1-4939-1483-8_8

[camargo_2014_inclusive.pdf](#)

Meaning

Essential Questions

Essential Questions

1. How can learning self management become a strategy for replacing a problem behavior within myself?
2. How do my personal choices and emotions affect my daily life?
3. How do my self-management critical and adaptive skills help me fit in with the work group?

Enduring Understanding/Indicators of Understanding

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Students in the Self-management cycle of the vocations program will be able to:

1. function at a level of complete independence or with minimal assistance from others.
2. make socially acceptable decisions for handling problem behaviors or emotions within self.
3. acquire skills and reasoning for job readiness

[Scholarly journal - teaching self management](#)

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- skills to follow directions (2 cycles)
 - written directions - more than 7 steps
 - verbal directions - multi-step
- stress management skills and tools
- problem solving strategies in the workforce
- common decision making tools at home and school

- ways to identify their emotional state
- positive uses of checklists
- basic techniques to enhance memory and attention
- the difference between cause and effect and the application in everyday life
- how to follow a leisure schedule at home and at school

Self management skills for high school/severe illness

Skills

Skills

Student will be skilled at ...

Level 1 - Recall and Reproduction

- recognizing the signs of stress
- identifying emotions in self
- stating and defining the cause/effect in written and visual scenarios
- identify appropriate leisure activities when given free time

Level 2 - Skills and Concepts

- observing and solving problems
- relating emotional needs to an activity in order to reduce stress
- organizing schedules and tasks
- modifying content in order to remember important information

Level 3- Short-term Strategic Thinking

- use concepts to manage behavior in non-routine situations
- developing logical and skilled reasoning for decisions made on a daily basis

Level 4- Extended Thinking

- applying concepts in social and work environments

[webb depth of knowledge.jpeg](#)

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<http://kihd.gmu.edu/assets/docs/kihd/publications/11KingSears-2.pdf>

<http://csefel.vanderbilt.edu/kits/wwwbtk7.pdf>

Social Behavior and Self-Management: 5-Point Scales for Adolescents and Adults, K. Dunn (2012)

Stress Free Kids: A Parent's Guide to Helping Build Self-Esteem, Manage Stress, and Reduce Anxiety in Children, L. Light (2014)

Formative Assessment Strategies

Formative Assessment Strategies

- teacher observation
- student checklists
- task analyses
- activities and participation
- homework
- parent communication and transfer into the home
- task generalization skills in school building

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Week 1-2: skills to follow directions (2 cycles)

- Scholastic following directions - written (warm-up daily)
- read "Press Here" by **Hervé Tullet**. - complete following directions activity with book
- oral directions practice: <http://www.123listening.com/worksheetmakers/choosepicture3.php>
- Plan a party (high school level); <http://thespeechroomnews.com/2014/07/party-planning-therapy-activity.html>
- task analysis in classroom related tasks

Week 3: stress management skills and tools

- What is stress?
- How does stress present itself in individual learners? Does stress look the same in everyone?
 - <http://do2learn.com/activities/SocialSkills/Stress/SignsOfStress.html>
- Recognizing stress in others.
- Acute/Long term stress dos and don'ts
 - <http://www.med.umich.edu/painresearch/patients/Stress.pdf>
- Relaxation, deep breathing, meditation, yoga

Week 4-5: problem solving strategies in the workforce

- use social skills problem solving text
- common decision making tools at home and school
 - FOLLOW FIVE STEPS TO A GOOD DECISION - 1. Identify your choices 2. What's best for you now? 3. Consider others – Not only me 4. Consider your future – Not only now 5. Make a choice and go for it
 - 3 types of decisions - no decision, snap decision, good decision
 - activities and scenarios - https://access.bridges.com/usa/en_US/choices/pro/content/lessons/decisionmakingguide/dmg_usa_teachers.pdf

Week 6: ways to identify their own emotional state

- iPad emotions
- emotional check-in/check-out: http://do2learn.com/activities/SocialSkills/EmotionCheckIn-Checkout/EmotionalCheckIn-Out_level03.pdf
- what's your take: <http://do2learn.com/activities/SocialSkills/WhatsYourTake/WhatsYourTakeWorkSheet.pdf>

Week 7: positive uses of checklists

- Leaving and returning school checklists
- leaving and returning home checklists
- school-sleep schedule
- chores and duties weekly checklist

Week 8: basic techniques to enhance memory and attention (You can boost your memory powers by increasing meaningfulness of information, organization, and associations with older memories or with visual imagery. Brain stimulators can increase attention.)

- attention - Tools to attend to task
- storage - organize thoughts, make associations
- retrieval - written reminders, visual reminders, alarms, music, acronyms
 - <https://www.youtube.com/watch?v=8eq5KCFL1WQ>
 - <https://www.youtube.com/watch?v=aE4QYXUfeZ8>
- activities:
 - ♦ Daily cross-word puzzles ♦ Daily brain teasers ♦ Play chess ♦ Play video games that involve strategy ♦ Read books daily ♦ Read newspapers daily

Week 9: the difference between cause and effect and the application in everyday life

- Cause and effect in literature
- scenarios - how our emotional response can alter the path of the situation
- common situations that require a response

Week 10: how to follow a leisure schedule at home and at school

- interest surveys
- What is boredom?
- appropriate activities for school vs. home
- internet safety during free and unstructured time

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.