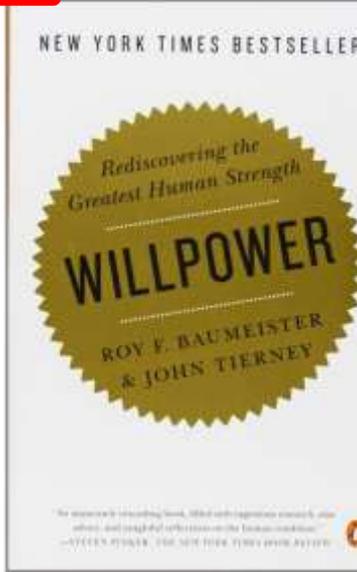
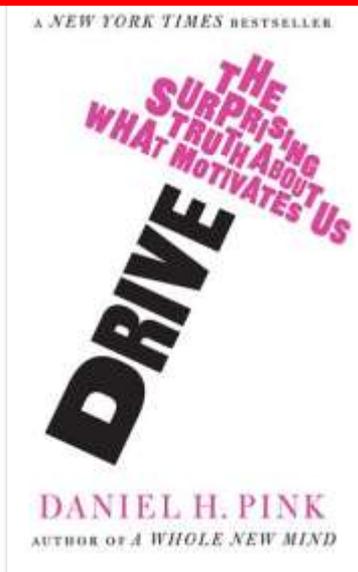
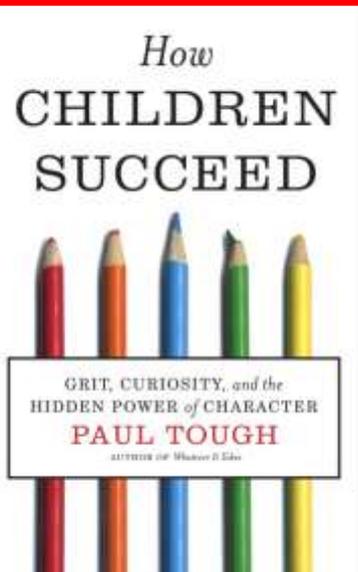
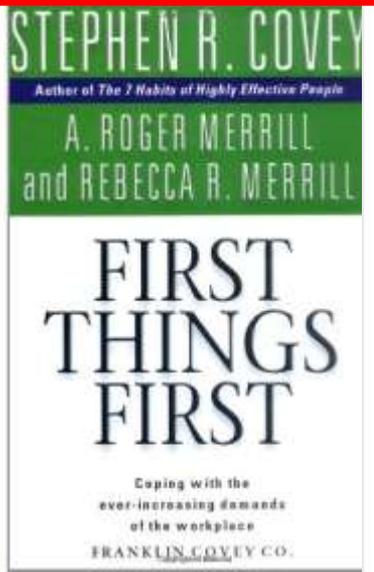
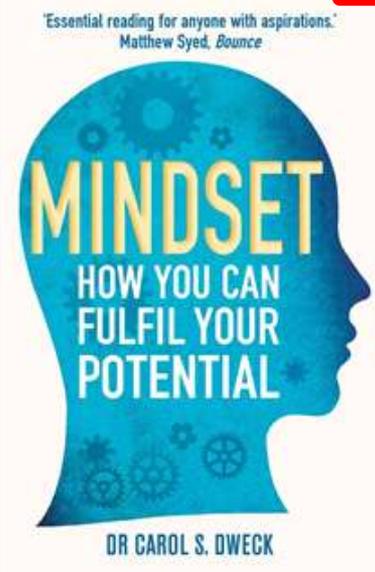


SELF-MANAGEMENT *RELOADED*



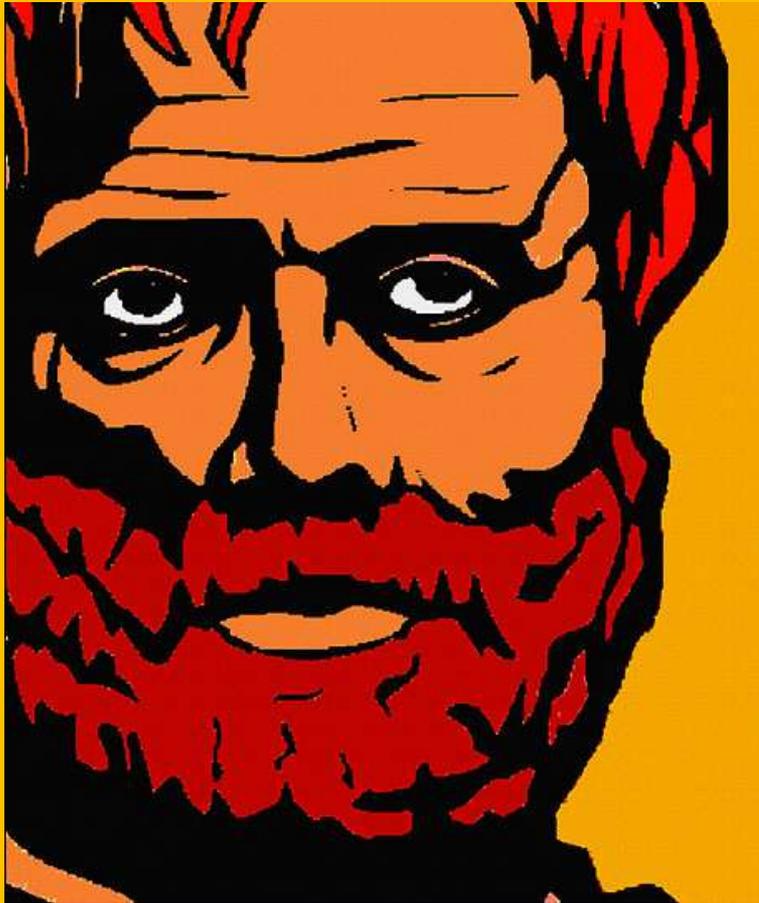
“ ...comprises **self-control** and a determination to **stay organized** and a healthy attitude to the value of **being independent**.

“ ...taking **responsibility** for one's behaviour and well-being.

SELF-MANAGING



IBSC



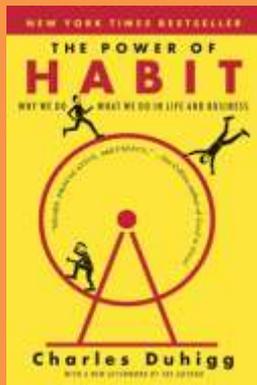
**“We are
what we
repeatedly
do”**

ARISTOTLE 385BC – 322BC

Habits, he noted, are what allow us to...

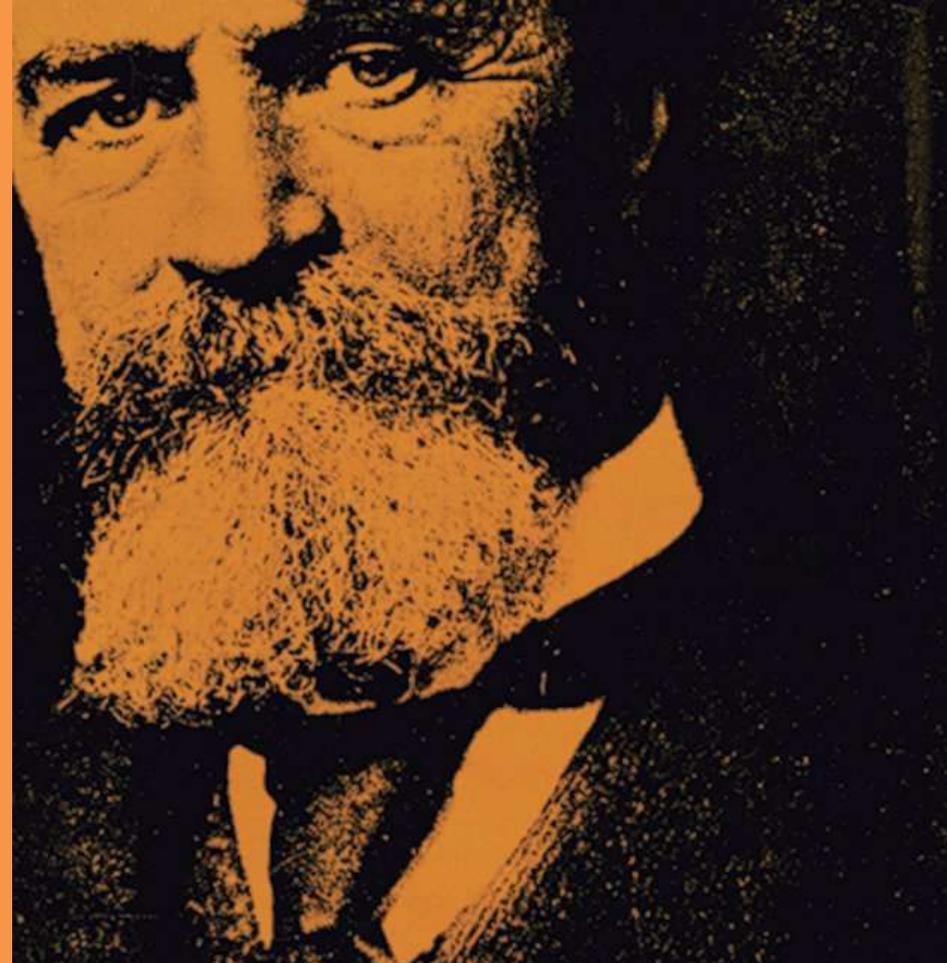
“...do a thing with difficulty the first time, but soon do it more and more easily, and finally, with sufficient practice, do it semi-mechanically, or with hardly any consciousness at all.”

(pg 273)



“overwhelmed by the minutiae of daily life”

(pg 20)



William James
**THE PRINCIPLES
OF PSYCHOLOGY**

Volume Two

The Famous Long Course. Complete & Unabridged

The golden list of
Good Habits

Diary – dating and deadlining

Priority sheet (WHAT'S NEXT?)

Changing **WHEN** you work

Changing **WHERE** you work

Changing **HOW** you work (self-control app? / timing it)

Changing **after-school commitments**

Using technology for reminders (phones)

Banishing technological distractions

Use **post-it notes** – on your bedroom door? By light switch?

Using a portable **timetable**? Stick **colour-coded** one in locker?

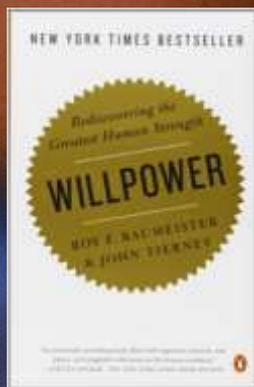
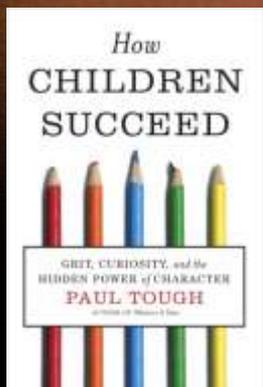
Tidying work space

Creating a **filing/folder** system

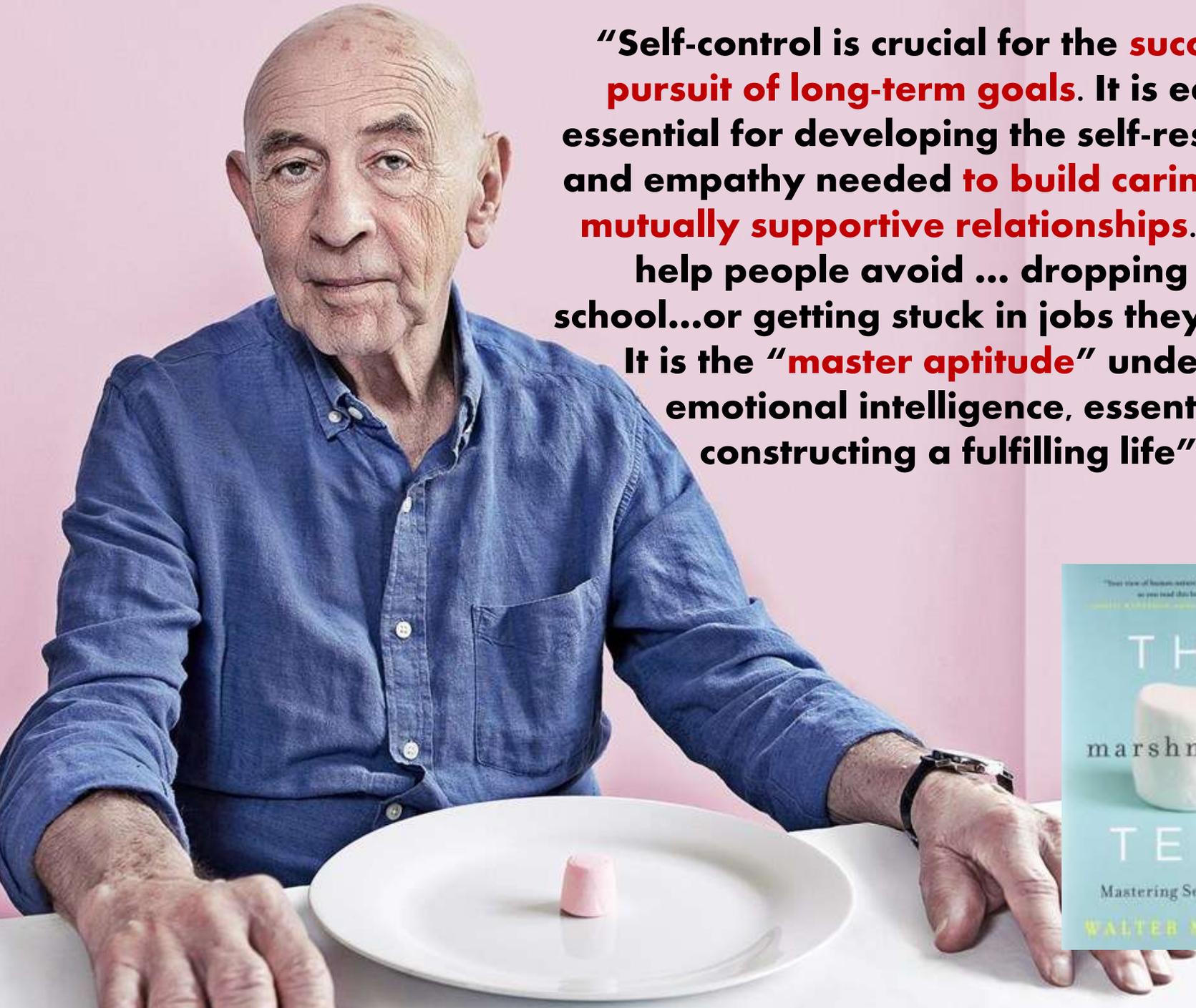
Bag packed **night before**

“...a more reliable predictor of students’ grade-point averages than their I.Q.s”

“...helped the students show up more reliably for classes, start their homework earlier, and spend more time working and less time watching television.” (pg 12)

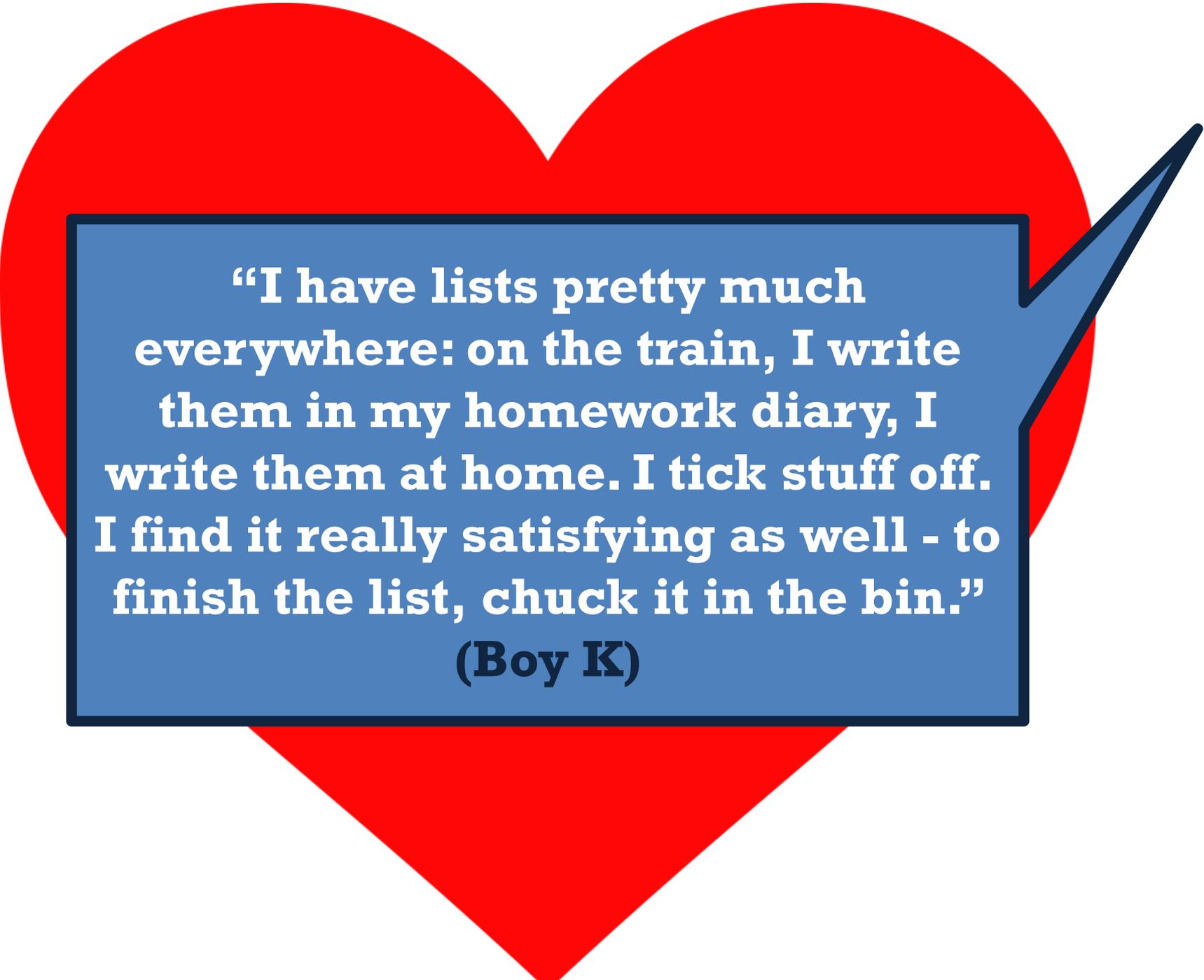


“Self-control is crucial for the **successful pursuit of long-term goals. It is equally essential for developing the self-restraint and empathy needed **to build caring and mutually supportive relationships**. It can help people avoid ... dropping out of school...or getting stuck in jobs they hate. It is the **“master aptitude”** underlying emotional intelligence, essential for constructing a fulfilling life” (pg 6)**



FIRST THINGS

FIRST



“I have lists pretty much everywhere: on the train, I write them in my homework diary, I write them at home. I tick stuff off. I find it really satisfying as well - to finish the list, chuck it in the bin.”

(Boy K)



ARE YOU A PASSIVE PASSENGER?

OR ARE YOU IN

THE DRIVING SEAT OF YOUR SCHOOL LIFE?

SELF-MANAGEMENT RELOADED: WEEK 2

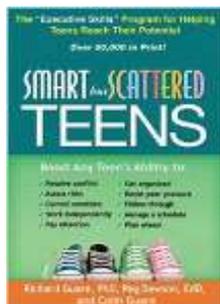


“I don’t really feel in the driving seat of my life most of the time *which really annoys me* and stops me from being calm or relax[ed]. ... I would prefer it if my parents became more ‘hands off’.”

“Generally when my parents tell me to do a piece of work, I purposely won’t do it.”

GUARE:

“Parents fear that if they don’t deploy their own frontal lobes in the service of their children, their kids will crash and burn. ... **And their kids both resent the intrusion and come to depend on it, creating a lose-lose situation. Executive skills develop through practice - but with micromanaging parents, the opportunities for practice are often kept to a minimum”** (p. 55).



from '**SMART BUT SCATTERED TEENS**'
(Guare, R., & Dawson, P., 2013)

SELF-MANAGEMENT *RELOADED*: COURSE CONTENT 2014/15

WEEK 1:

- Share findings of pre-workshop questionnaire
- Highlight 'First Things First'
- Introduce 'The Good Habits List'

Trial a habit for a week and evaluate its efficacy

WEEK 2/3:

- Share any benefits of newly adopted habits
- Discuss 'being in the driving seat' and impact of parents
- Intrinsic/extrinsic motivation
- Watch Duhigg's 'habit loops' cookie clip and study flow-chart

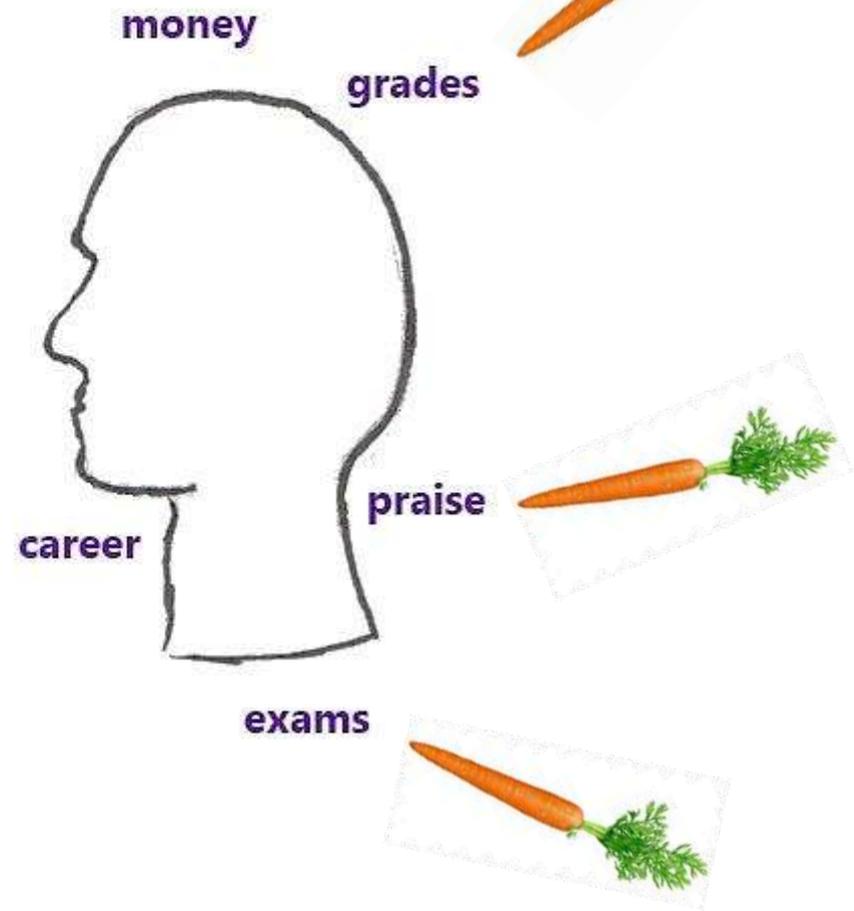
*Reflect on parental impact and try to convert a bad habit into a good one by using a **habit loop***



Intrinsic Motivation



Extrinsic Motivation



Non self-determined

Self-determined

	Amotivation	Extrinsic Motivation			Intrinsic Motivation	
Regulatory style:	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Source of motivation:	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
Motivation regulators:	No intention Incompetence Lack of control	Compliance External rewards or punishments	Ego-involvement Approval from others	Valuing an activity Endorsement of goals	Congruence Synthesis with self	Interest Enjoyment Inherent satisfaction

The Self-Determination Continuum

HOW TO CHANGE A HABIT



CHARLES DUHIGG'S HABIT LOOPS

THE HABIT YOU WANT TO CHANGE

DIAGNOSE THE THREE PARTS OF THE HABIT



When you feel the urge for your habit, ask yourself...



What time is it?

Where are you?

Who else is around?

What did you just do?



What emotion are you feeling?

ONE OF THESE 5 THINGS IS THE CUE.

Look for which one stays the same every time you feel the urge.

What craving do you think your habit is satisfying?

TEST THAT THEORY:

Substitute another reward (i.e., instead of eating a cookie, have a cup of coffee.)
Is the craving gone?

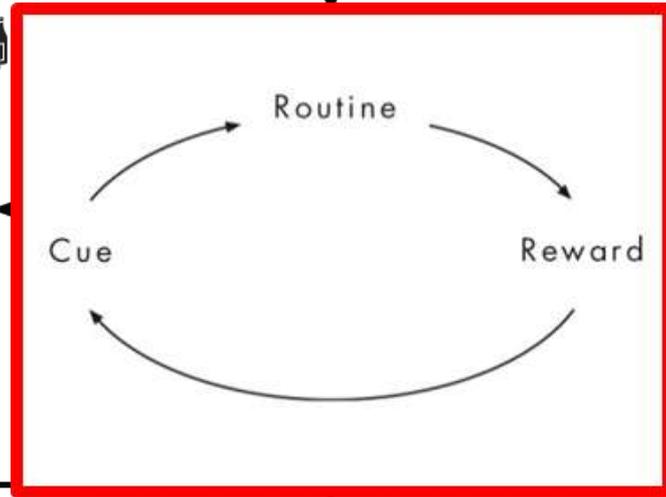
No

Substitute the opposite reward (i.e., instead of eating a cookie, take a walk.)
Is the craving gone?

No

Keep experimenting until you find something new that satisfies the urge.

THAT'S WHAT YOU'RE REALLY CRAVING.



When CUE I will ROUTINE because

it provides me with REWARD

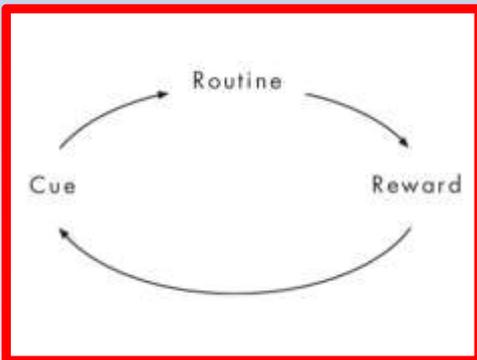
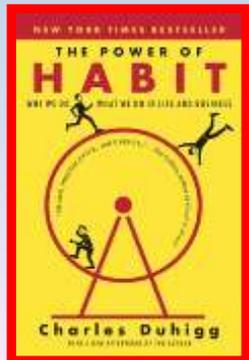
Post this plan where you will see it.
Try it for a week.
Eventually, studies say, the new behavior will become automatic.

“

My habit used to happen when I got **halfway through my homework, and I started to get tired and demotivated**. I would often give up and **go on my phone** for a while and therefore leave my homework until late. This would make me even more tired for the next day, and would **cause my homework to be rushed and low-quality**.

After realising **my cue was getting halfway through my homework**, I decided that after an hour of work, I would leave my desk and **go get a drink from downstairs, and have a 10 minute break**. This would **refresh my mind** and make the rest of **homework equally productive**. I would also get my homework done quicker and be less tired.”

CLS 4th Former



COLD COGNITION

RATIONAL

CONTROLLED

CONSCIOUS

EFFORTFUL

ASSOCIATED WITH
THE MIND

HOT COGNITION

EMOTIONAL

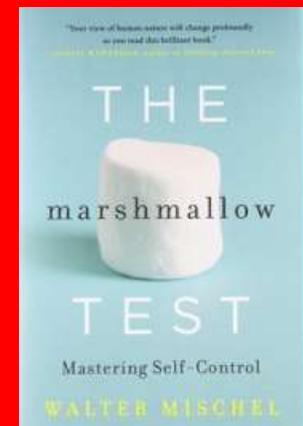
AUTOMATIC

UNCONSCIOUS

EFFORTLESS

ASSOCIATED WITH
THE BODY

“Two closely interacting systems within the human brain, one “hot” – emotional, reflexive, unconscious – and the other “cool” – cognitive, reflective, slower, and effortful.” (7)



Eight Pillars of *Capability* (Executive Function)

Initiation



Attention



Cognitive
Flexibility



Working
Memory



Organization



Planning



Self-
Monitoring



Emotional
Control



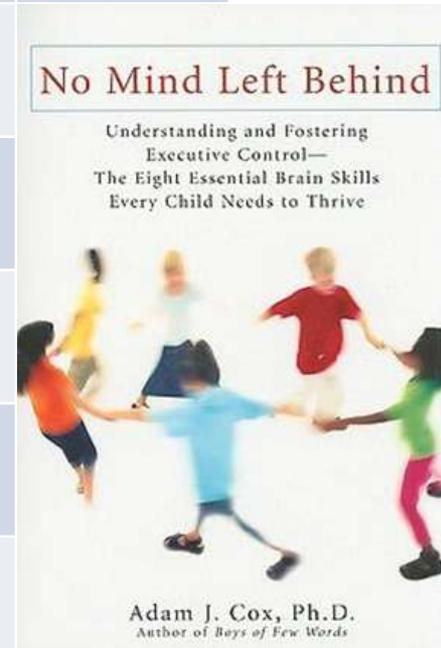
© Adam J. Cox, Ph.D.

DrAdamCox.com

See Dr. Adam Cox's questionnaire p.26-27

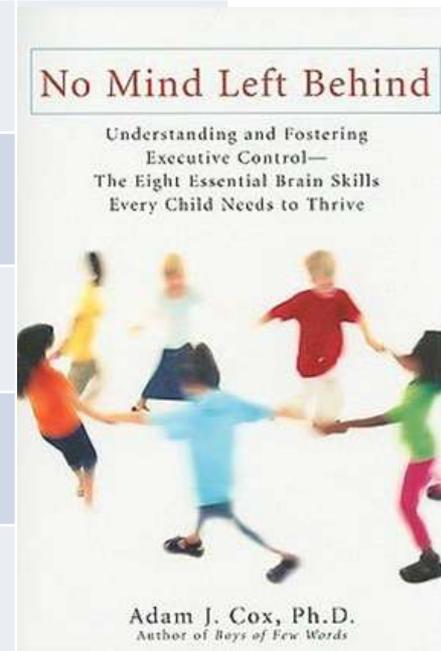
Dr. Adam Cox – survey sample

ORGANIZATION	ABOUT AVERAGE	LAGS BEHIND
Consistently brings all homework/school notices home		
Keeps personal belongings organized and accessible		
Can pull together elements of a personal wardrobe		
Bedroom basically neat messes confined, not “chaotic”		
Could follow the directions to make a simple recipe, such as pancakes		
Uses school book bag/locker effectively		



Dr. Adam Cox – survey sample

PLANNING	ABOUT AVERAGE	LAGS BEHIND
Is rarely short of time to complete projects		
Can think beyond “today”, saving money for tomorrow or next week		
Is able to coordinate multistep projects in order, e.g., draw, cut, paste.		
Considers consequences of actions		
Understands what a priority is and why they are useful		
Notices factors that could impact plans, e.g., checks weather before dressing		



DUCKWORTH & OETTINGEN'S '*mental contrasting*' which involves

“concentrating on a positive outcome and simultaneously concentrating on the obstacles in the way” (p.93).

“If I get distracted by the internet when working on a computer, then I will exit all tabs and switch on my *SiteBlock* app” (Boy O)

from '*HOW CHILDREN SUCCEED: Grit, Curiosity and the Hidden Power of Character*'
(Tough, P., 2013).

SELF-MANAGEMENT *RELOADED*: COURSE CONTENT 2014/15

WEEK 3:

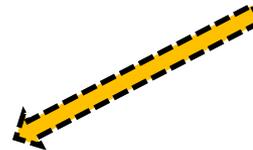
- Introduce the Executive Functions



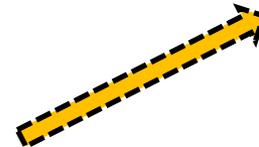
*Answer Dr Adam Cox
questionnaire to identify EF
strengths and weaknesses*

WEEK 4:

- Introduce If/Then statements
- Outline WOOP
- Discuss self-control: delaying gratification / the **marshmallow** test



*Using questionnaire findings,
create IF/THEN rules and/or
WOOP*

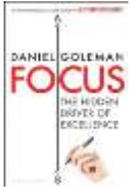


- **composed little songs**
- **made funny and grotesque faces**
- **picked their noses**
- **cleaned their ear canals**
- **created games with their hands and feet,
playing their toes as if they were piano
keys**



“Think of the cookie as something else”

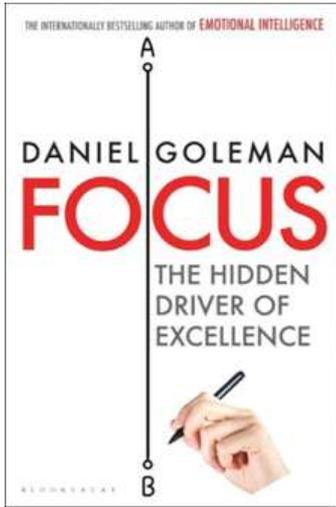
Walter Mischel (pg 83)



COGNITIVE REAPPRAISAL

#CONTROLMESELF





“If you can deal with hot emotions, then you can study for the SAT instead of watching television. And you can save more money for retirement. It’s not just about the marshmallow.” (pg 89)



**“I asked my Mum to put locks on my phone that I don’t actually know the answer to” (she turns it off for the school day)
“I feel a lot happier – it’s kinda peaceful ‘cos I don’t have to worry as much as before” (BOY S)**

**“Before we met, I would just be on Facebook and Twitter...”
“It makes me feel a lot older and mature – just like doing my homework in my room, getting my homework done on time...I can feel like I’m growing up.” (BOY H)**

**“I started to do work in my room. I usually did it in the kitchen and it was quite loud.” (BOY H2)
“I basically got home and then for two and half hours sat there like a potato.” (BOY H1) – *he know has a half hour break before work***

**“If your phone’s next to you on your desk you are probably going to pick it up and look at social media or something. I do keep it at the other end of my room.” (BOY R)
“I started to incorporate using lists. Using apps on my phone I’ve written down everything I need to do with the time.” (BOY G)**