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Self-Management Strategies: Theory, Curriculum, and Teaching Procedures

Michael Medland

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Educators and students interested in the topic of self-management will find this a highly practical guide that incorporates technology in the instructional design. . . . This book is a rich resource that responds to a nationally recognized goal of developing independent, lifelong learners. *Choice*

Written for students in educational psychology, elementary and secondary education programs as well as for teachers and school administrators, this book prepares educators to teach students to learn and solve problems either independently or cooperatively. In clear and practical terms, Michael Medland provides the theory, curriculum, skills, and procedures to teach self-management skills in a classroom, school, or district. Going far beyond textbooks which simply train educators to discipline students, *Self-Management Strategies* presents a workable solution to one of today's most pressing educational problems: how to prepare students to manage their futures once they leave school. Medland guides the skill development of teachers and other school personnel so that they can teach students a system of strategies that includes planning, learning, organizing, supervising, intervening, helping, and sharing within individual and group activities--and thereby help ensure their success in the world outside the classroom.

Divided into four parts, the book begins by showing how to establish an environment in which one can teach students sophisticated self-management strategies. Part II addresses self-management teaching skills. Medland demonstrates how to talk to and question students, how to formulate and use example sets and postings, and how to effectively correct behavior. The third part outlines teaching the self-management system strategies to students. It analyzes each of the strategies and describes teaching procedures and their transfer to other contexts such as home or on-the-job. Finally, Medland presents the theory and planning procedures that guide the building of a day-to-day instructional program. Separate chapters examine planning, implementing, and adapting the self-management program to meet the specific needs of a classroom, schools, or district. Numerous explanatory tables and figures enhance the text. By presenting a well-developed and easily implemented curriculum, Medland provides an indispensable resource for educators interested in teaching students to manage themselves in their world.

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