

Self-Regulation

**Presentation for
XYZ Organization**
DATE



1

Session at a Glance

- Introduction
- Pre-Assessment
- Overview
- Key Points
- Unpacking
- Essential Components
- Practice
- Next Steps
- Resources
- Summary
- Post-Assessment

2

Norms

- Begin and end on time.
- Be an engaged participant.
- Be an active listener and open to new ideas.
- Use electronics respectfully.

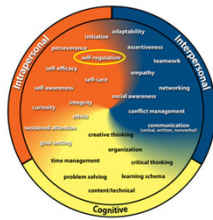
3

Pre-Assessment



4

Self-Regulation



College & Career Readiness
21st Century Skills

5

Overview of Self-Regulation

- The ability to monitor and manage emotions, thoughts, and behaviors to achieve desired outcomes.
- Self-regulated students strive to develop their self-awareness to effectively manage their time and efforts, understand their strengths and weaknesses, and redirect actions once mistakes or obstacles are recognized.
- Self-regulated students can master more complex skills and concepts.

6

Overview of Self-Regulation (continued)

- Self-control, confidence and knowledge gained from self-regulation give students resiliency and skills to successfully navigate college and careers.
- Self-awareness and self-critiques used in self-regulation help students stay on track and persevere toward goals, work well with others, and adapt to new situations.

7

Self-Regulation Video



8

Key Points

- At the end of this training, you should be able to:
- define self-regulation,
 - explain the four components of self-regulation (plan, monitor, control, and reflect),
 - and develop a self-regulation instructional plan that incorporates planning, journaling, and other strategies.

9

Unpacking Self-Regulation

- Self-regulation is not just for students who want to improve skill, knowledge or behavior.
- The four-step self-regulation process connects behavior directly to desired outcomes.
 - Students build confidence in their ability to perform at high levels, increasing self-efficacy (the belief they can achieve)

10

Essential Components of Self-Regulation

- Essential components “make up” the competency.
- Competencies are complex.
- Teach the essential components and use the essential components to shape your instruction.
- Essential components provide a checklist (learning schema) for our brains.

11

Self-Regulation

Make a plan

Monitor your plan

Take control and **make changes** to your plan (if needed)

Reflect on what worked

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12

Essential Components

- PLAN (What do you want to change?)
 - Analyze desired change (is it adding or removing a behavior; a one time, daily, weekly, or multi-step goal; what will it take?).
- MONITOR progress
 - Provides immediate feedback, engages students, increases awareness of their own behavior.
 - Students ask themselves what changes need to be made
 - Teachers remind students to follow their plan.

13

Essential Components (continued)

- CONTROL
 - Students take charge of their own actions to master self-regulation.
 - Implement strategies to stay on track to meet goals.
- REFLECT
 - Students make observations and ask themselves questions.
 - Teachers remind students they have the ability but maybe didn't use the best strategy or need more effort.

14

Examples of Teacher Instruction

- Define self-regulation for your students.
- Explain or illustrate why self-regulation is important.
- Introduce the essential components of self-regulation (plan, monitor, control, reflect) and provide examples related to the students' context.
- Develop an activity

15

Essential Components of Self-Regulation

As a reminder, the essential components are:

- Make a plan.
- Monitor the plan.
- Take control and make changes to the plan (as needed)
- Reflect on what worked and what could be improved.

16

Make a Plan

Think about your students and their current approach to their assignments, goals, and tasks (in your classroom, in academics overall, in other areas of life such as sports/extracurricular activities, etc.)

- Do they make a plan? Or do they wait for you to tell them how to proceed, or just dive in without thinking through all of the pieces first?
- If they make plans, what do they look like? Are they detailed and feasible? Or vague and unrealistic?

17

Monitor the Plan

Think about whether your students currently monitor their progress on assignments, goals, and tasks (in your classroom, in academics overall, in other areas of life such as sports/extracurricular activities, etc.)

- Do they know how to determine whether or not they are on track? Or do they not realize they are off-track until they reach the deadline?
- Are they able to identify relevant things to monitor to determine if they are on track, or do they only focus on monitoring outcomes?

18

Take Control and Make Changes to the Plan

Think about how your students react when they realize they are not on track on assignments, goals, and tasks (in your classroom, in academics overall, and in other areas of life such as sports/extracurricular activities, etc.)

- Are they able to identify where/how they have gotten off-track?
- Are they able to identify (and put into practice) specific ways to adjust their plans to get back on track? Or do they just stick with their original plan, even though it is not working?

19

Reflect on What Worked and What Could be Improved

Think about what your students do during and after working on long-term assignments, goals, and tasks (in your classroom, in academics overall, and in other areas of life such as sports/extracurricular activities, etc.)

- Do they spend time reflecting on progress, barriers, adjustments, etc. throughout the process?
- Once finished, do they reflect on what went well and what they could improve for future similar situations? Or do they just do the work and move on without taking time to learn from the experience?

20

Personal Example



College & Career Competency
Standard Framework

21

Reflective Questions

- How do you help students learn self-regulation strategies and monitor their own behavior to succeed in school?
- How do you use self-regulation in your professional life?

22

Guided Practice

- Provide opportunities for students to practice (i.e., Think-PAIR-Share activities).
- Provide feedback and support as they practices.
- Guide students through reflection and application of self-regulation.

23

Student Independent Practice

- Support students as they personalize application of self-regulation.
- Reinforce self-regulation.

24

Benefits of Self-Regulation

- Attention focus and distraction avoidance
- Improved homework and test scores
- Improved social interaction with teachers and other students
- Increased self-confidence and self-efficacy
- Core skills that continue to be effective in and out of school and the workplace

25

Reflection

- How do you model self-regulation?
- What distractions do students encounter that could be ignored or changed through self-regulation?
- How will you instruct students to plan, monitor, control, and reflect regarding behaviors?
- What ways can students practice self-regulation on their own throughout the school year that ensure reflection?

26

Next Steps

- Think about what you can do in the next week, the next month, and for the remainder of the school year to help your students become self-regulated learners.
- Using what you have learned today, meet with your colleagues to discuss ideas for teaching self-regulation.

27

Resources

- <https://www.jackstreet.com/jackstreet/KCQA.BowmanHarrisKoonlaba.cfm>
- Resource page



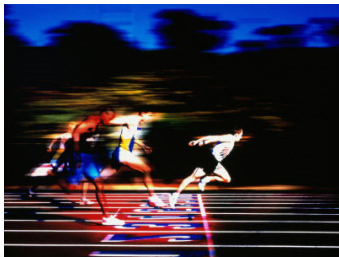
Summary

In today's training, you have had the opportunity to

- learn about self-regulation, the ability to monitor and manage emotions, thoughts, and behaviors to achieve desired outcomes
- review the four components of connecting behavior directly to desired outcomes
- and reflect on how self-regulation can be taught and reinforced in the classroom.

29

Post-Assessment



30

Question 1

Teachers can help students develop self-regulation by:

- a) asking parents to initial all completed homework assignments.
- b) posting a chart in the classroom that shows all students' progress on major assignments.
- c) providing a work plan that students can use for major assignments.
- d) **asking students to reflect on study strategies they used for a recent test.**

31

Question 2

Students who use self-regulation strategies in school:

- a) **can avoid distractions.**
- b) never need teacher assistance.
- c) don't have to study at home.
- d) ignore mistakes.

32

Question 3

Which of the following statements about self-regulation is **NOT** true?

- a) **Self-regulation cannot be taught.**
- b) Self-regulation involves goal setting.
- c) Self-regulation can predict academic achievement.
- d) Self-regulation involves reflection.

33

Question 4

After getting a lower grade than expected on a test, a student decides to change his studying strategy. This is an example of which component of self-regulation?

- a) Planning
- b) Monitoring
- c) **Controlling**
- d) Reflecting

34

Question 5

After getting a lower grade than expected on a test, a student thinks about all the factors that might have contributed. This is an example of which component of self-regulation?

- a) Planning
- b) Monitoring
- c) Controlling
- d) **Reflecting**

35
