Self-Regulation

Description: Self-regulation, or emotional control, is the constructive ability to manage your emotions in a way that they do not alter your behavior. Self-regulation is the capacity to control and alter one's behaviors. It is the process by which individuals attempt to constrain undesirable urges and present only behaviors that are congruent to a set of social standards and personal goals. Facilitators should set up activities in a way that students can be successful practicing self-control, thinking before they act, and regulating their emotions.

Elaboration: Someone who struggles with self-regulation is likely to be easily distracted, have a heightened response to stimuli (people and situations), have issues with anger management, and under performs in school. Someone who self regulates resists distractions, manages frustrations, focuses attention, and persists at difficult tasks.

Strategies:
Set Behavioral Standards: Set up standards of expectations early to give students clear guidelines of what is expected of them and their behavior. Behavioral standards should be visual for students, for example, in the form of posters with expectations.
Rituals: Rituals are important for students who struggle with self-regulation. By having a pattern of behavior that is expected, for example the same beginning and ending activities in a class every week, students know what to expect and get into a rhythm of behavior, which helps to regulate their behavior and cue their brains to the unique.
Calming Rituals/Space: Rituals for when a student's behavior may be escalating and would help set expectations for the student on when and how to regulate their own behavior. Provide a calm, comfortable space in which students can calm down.
Calm Environment: Provide students with a calm environment to naturally enforce self-regulation and ease this process for students. A calm environment could include setting expectations of using quiet voices to lower volume in the room and therefore creating a calmer atmosphere. Have posters in the room of calming methods, e.g. deep breathing exercise. Work calming techniques into a lesson plan. If students struggle transitioning from a more active task back to being at their seats, try a group cool-down to get them back to a calmer state. Communicate clearly and firmly when trying to calm a student.
Facilitator Modeling Appropriate Responses: Make sure to model expected behavioral responses. For example, not yelling when students misbehave, time warning before transitions, etc.
Goal Setting: Help students set small, measurable, and attainable goals. Provide students with positive reinforcement through praise when on task and working towards their goal(s). Allow students to set their own goals to help them to regulate their own behavior in order to reach these goals.

Self-Regulation Rubric			
Evidence Absent	**Inconsistent Evidence**	**Reasonable Evidence**	**Compelling Evidence**
There is little or no evidence that facilitators are using strategies that allow students to build skills in self-regulation.	There is limited evidence that facilitator are using strategies that allow students to build skills in self-regulation.	There is clear evidence that facilitator are using strategies that allow students to build skills in self-regulation.	There is consistent and meaningful evidence that facilitator are using strategies that allow students to build skills in self-regulation.
1	**2**	**3**	**4**
Facilitator doesn't use any strategies to build self-regulation. OR Facilitator uses a strategy in a negative way. For example, the facilitator might be trying to create a calm environment, but in the process does so in an intimidating or authoritarian manner.	Facilitator uses 1 (maybe 2) strategies to build self-regulation, but not consistently or effectively. For example, the facilitator has a strong closing ritual in place, but it takes so much time and staff preparation that it often gets cut short or skipped.	Facilitator consistently and effectively uses 1 (maybe 2) strategies to build self-regulation. For example, the facilitator has calming space for students that is used when students are upset and need a break.	Facilitator consistently and effectively uses 2 or more strategies to build self-regulation. For example, the facilitator has students set goals and monitor their progress, has a morning opening ritual, and has a calming space that students utilize.