

Resources by Skill: Self-Regulation

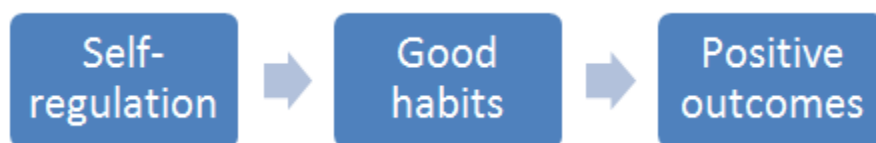
The Importance of Self-Regulation

Self-regulation is known to affect behavior, academic success, and health, among other desired results. A meta-analysis (**de Ridder et al., 2012**) of the effects of self-control on various behavioral outcomes (school and work performance, eating and weight-related behavior, sexual behavior, addictive behavior, interpersonal functioning, affect regulation, well-being and adjustment, deviant behavior, planning and decision making), and found an average effect size of between 0.19 and 0.26, depending on the measurement scale used.

Duckworth and Seligman (2005) report the effect of self-discipline on academic results (GPA of eighth graders), which was larger than the effect of a higher IQ. The correlation coefficient between self-discipline and GPA was 0.67, while correlation between IQ and GPA was only 0.32. Self-discipline accounted for more than twice as much variance in GPA as IQ.

Moffitt et al. (2011) performed a longitudinal study of the effects of self-control on health, wealth, and safety. Controlling for socio-economic status and IQ, high self-control in childhood predicted reduced adult health problems, including depression and substance dependence as well as physical health. Childhood self-control was also a predictor of adult socio-economic status and income, as well as financial planning skills and reduced numbers of credit problems. Children with poor self-control were also more likely to be convicted of a crime as an adult. The researchers also found children to exist on a continuum of self-control skills, and for their skills to change over time, suggesting the malleability of self-regulation.

Six studies performed by **Galla and Duckworth (2015)** showed that many areas can all be positively impacted by self-regulation, including homework habits, study habits, exercise habits, eating habits, and sleeping habits. Researchers argue that the habits mediate the relationship between self-regulation and positive outcomes such as health or student performance.



Cultivating Self-Regulation

The RULER (recognize, understand, label, express, regulate) curriculum, which is usually incorporated into ELA or history lessons, was studied by **Brackett et al. (2012)**. The study found significant effects found on ELA grades and adaptability/problem behavior. The RULER program centers lessons on feeling words; each unit follows these steps:

1. Introduction of feeling word: Students enhance their understanding and recall of words

2. Designs and personified explanations: Students use divergent thinking and visualize the elements and actions that represent meanings of feeling words
3. Academic and real world association: Students evaluate how people of different societies and time periods experience, express, and manage emotions
4. Family association: Parents are involved in students' academic work; Students have increased understanding of their parents' thoughts, feelings, actions, and pasts
5. Classroom discussions: Students expand each other's knowledge, are exposed to others' viewpoints, and learn strategies to enhance, maintain, or curtail emotions
6. Creative writing: Students incorporate their own ideas and personal experiences into writing and think critically about how emotions progress and transform life experiences

Huang et al. (2011) studies the Los Angeles' Better Educated Students for Tomorrow (LA's BEST) after school program. The program focuses on self-regulation, along with self-efficacy, communication, and critical thinking skills. Researchers found that the program had an effect on students' math GPA, standardized test scores, and course-taking patterns in high school. Self-regulation is promoted at LA's BEST by providing students with activities to develop skills such as conflict resolution, engaging in experiential or hands-on activities. Students learn self-regulation through working collaboratively, which increases their willingness to make necessary compromises and work respectfully within a diverse group.

Works Cited

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