



SELF REGULATION

Self-regulated learning leads to better educational outcomes for students (S. Shanker; 2013) Evidence shows that students have better educational outcomes when in classes where teachers support them to develop strong emotional, physical, intellectual self-regulation skills

The North Shore STP is supporting school based staff and families in learning about Self-regulation (S-R) and embedding S-R into effective teaching and classroom practice. We are building on and contributing to the work of Dr. Stuart Shanker from York University and use the following definition of S-R by Baueister & Vohs, 2013:

- Matching energy level to the demands of a task or situation
- Monitoring and managing emotions
- Focusing attentions and ignoring distractions
- Understanding and engaging in social interactions
- Connecting with and caring about others

We ensure that S-R is not seen as a program or even a set of specific strategies but rather that it is a way of being in the classroom, school, playground, and life in general. S-R programs and curricula provide the entry point for explicit teaching about S-R to students. S-R is a framework we use to think about how we, all of us, function effectively as learners in the 21st century. We are providing in-services and information evenings to school based staff, families and community partners. We are working with individual teachers and schools to develop their school goals around self-regulation. We are contributing to the body of knowledge about the impact of S-R on teaching practise and student learning.

Through the school therapy program we are supporting all children by attending to universal supports within the learning environments. We are encouraging teachers to shift the lens through which they view student behavior to a S-R lens; We are helping teachers make physical changes to their classrooms by thinking about and identifying the potential stressors in the environment that can deplete a student's energy and the classroom design elements that support S-R learning. We are supporting student self-awareness by explicitly teaching them what they need to help them focus. By teaching them to use tools/strategies without prompting, supporting them by modeling S-R behaviour and using language associated with regulating oneself.

As our collective knowledge and implementation deepens, educators and therapists are better equipped to help students to feel regulated and teach them how to self-regulate.