

What is Self-Regulation?

Self-regulation is the ability to develop, implement, and flexibly maintain planned behavior in order to achieve one's goals.
(Kanfer, 1970)

A set of conscious and unconscious processes that affect the ability to control our responses.

(Bandy & Moore, 2010)

The process whereby students activate and sustain cognition, behaviour, and affect, which are systemically oriented toward attainment of their goals.

(Schunk & Zimmermann, 1994)

The ability to manage your own energy states, emotions, behaviours and attention, in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships, learning and maintaining wellbeing. (Shanker, 2012)

One's ability to change or alter behaviour in accordance to a set of standards, ideals or goals stemming from internal or external expectations (Baumeister & Vohs, 2007)

- Ability to control thoughts and actions to achieve personal goals and respond to environmental demands (Zimmerman, 2008).

A Multitude of Domains

- Behaviour
- Physiology
- Cognition
- Attention
- Emotions
- Motivation

Self- Regulated Learning

- Strategic engagement;
 - Metacognition;
 - Motivation to learn.
-
- Learners are described as self-regulating when they are engaged, thinking, proactive, responsive, and reflective.

(SRL Consortium Canada)

SRL Myth Busters

- It's not the same as compliance
- It's more than self-control
- SRL is not synonymous with independent work

Nancy Perry, UBC

Outcomes & Implications of Self-Regulation

- ↓ in unhealthy & risky behaviours
 - ↑ in physical and mental health
 - ↑ academic achievement
 - ↑ school engagement
 - ↑ social acceptance
-
- Self-Regulation is a predictor of academic and life success

How is Self-Regulation
connected with learning?



Cognitive Developmental Neuroscience

Executive Functions: The Science of Learning

Working Memory: Holding information in mind while mentally working with it.

Cognitive Flexibility: Changing perspectives or approaches to a problem, flexibly adjusting to new demands, rules or priorities.

Inhibitory Control: Controlling one's attention, behaviour, thoughts and/or emotions to override strong internal predisposition or external lure.

What affects our executive functions?

- Sleep
- Diet
- Fitness
- Over- and under-stimulation
- Heightened Emotions
- Stress
- Trauma
- Sense of Isolation

How can we teach self-regulation?

- Consider our own well-being
- Model effective self-regulation
- Teach strategies explicitly
- Teach a rich emotion vocabulary
- Use literature to explore regulation (emotions, thoughts, physiology)
- Decrease stimuli from the environment
- Create safe places for students to work quietly (or calm down)
- Teach mindfulness