

## What Is Self Regulation?

Self regulation is the control we have over our thoughts, feelings and actions. Self regulated learning includes:

- setting goals for learning
- concentrating on instructions
- using effective strategies to organise ideas
- using resources effectively
- monitoring performance
- managing time effectively
- holding positive beliefs about your capabilities

*(Duckworth et al, 2009)*

The concept of self regulation includes the ability to concentrate, become involved in group activities, restrain disruptive and impulsive behaviour and work independently.

## Why is Self Regulation Important?

Self regulation skills have important benefits for learning and attainment across the curriculum. These skills can be developed and improved with appropriate teaching and support.

## What helps Self Regulation develop?

- Brain maturation especially the frontal lobes
- Stability, organisation and predictability at home
- Emotional attachment to key adult(s)
- Adequate opportunities for children to exercise control over events
- “authoritative/responsive” parenting style
- Environment that models, values and rewards self regulation and personal responsibility
- Effective language development
- Positive adult-child interactions
- Development of a positive self esteem

*(adapted from Ylvisaker & Feeney, 2008)*

## What does a self regulated learner look like at Portmoak Primary School?

- They understand their own abilities and needs
- They set reasonable goals for themselves
- They make plans to achieve their goals
- They can inhibit impulses and distractions
- They initiate strategies at the right time
- They monitor their own performance and evaluate it in relation to their goals
- They think and act strategically and solve problems in an organised manner
- They try to learn from consequences
- They transfer skills from one context to another
- They can shift flexibly from one activity, thought or strategy to another

### P1-P3

Attention, inhibition and working memory are the foundations of positive classroom behaviour. Interest, active participation in class and a good attention span are positively associated with attainment.

### P4-P7

Self regulated learning skills can be improved with direct teaching of strategies for problem solving. Teachers encourage pupils to develop, modify and reflect on their own methods of learning and to make sense of the strategies used by their peers to help develop their understanding, and self-belief.

### Moving on to Secondary School and beyond

During the teenage years until the mid-20s, significant brain development takes place, allowing teenagers to consider a number of different factors when making decisions, increasing capacity for strategic thinking. The capacity for new learning is huge and teaching self regulated learning techniques can assist with reaching potential.

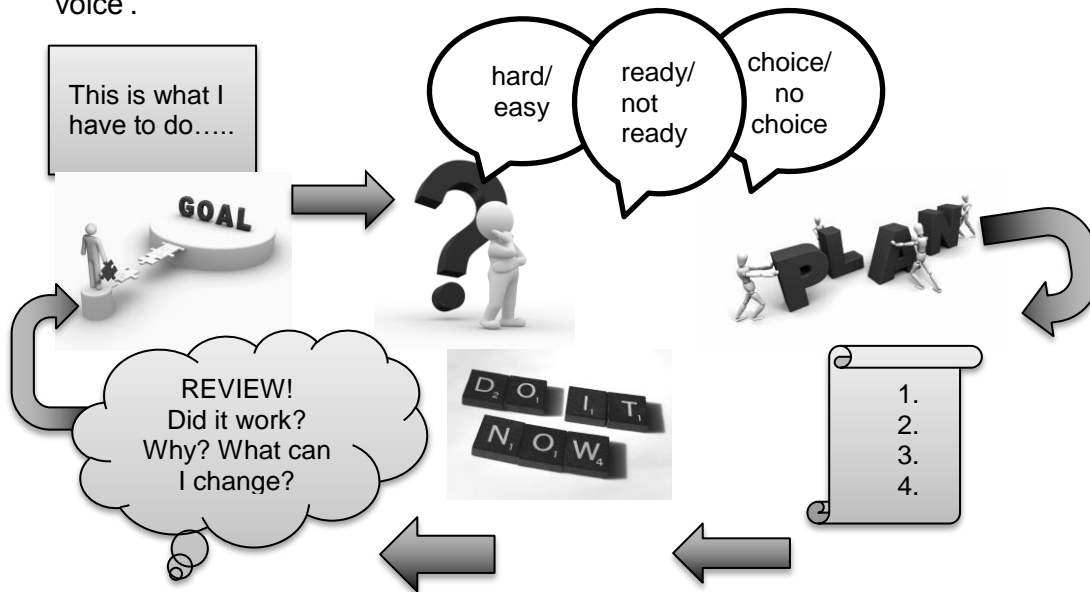
*(adapted from West Lothian Education Psychology Department – Self Regulation Information Sheet)*

## How can I help my child to self regulate?

1. Encourage them to do things themselves and make their own decisions
2. Allow them to make mistakes so they can learn from them
3. Model the behaviours you want to see in them e.g. self control
4. Try to show self regulation in your own words and actions
5. Teach your child strategies they can use independently
6. Provide structure and predictability

## How to use a self regulation script

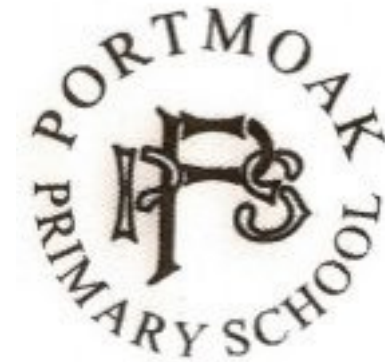
Using a script (**GOAL, PLAN, DO, REVIEW**) is a way of giving children the words to describe the problem they are facing and how to resolve it. When adults use the scripts repeatedly, children begin to use them as their 'inner voice'.



## Where can I find out more information?

- <https://www.westlothian.gov.uk/media/2687/Self-Regulation/pdf/Selfregulation>
- <http://www.parentingcounts.org/parent-handouts/information-for-parents-self-regulation>
- <http://developingchild.harvard.edu/science/key-concepts/executive-function/>

## Information for Parents



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