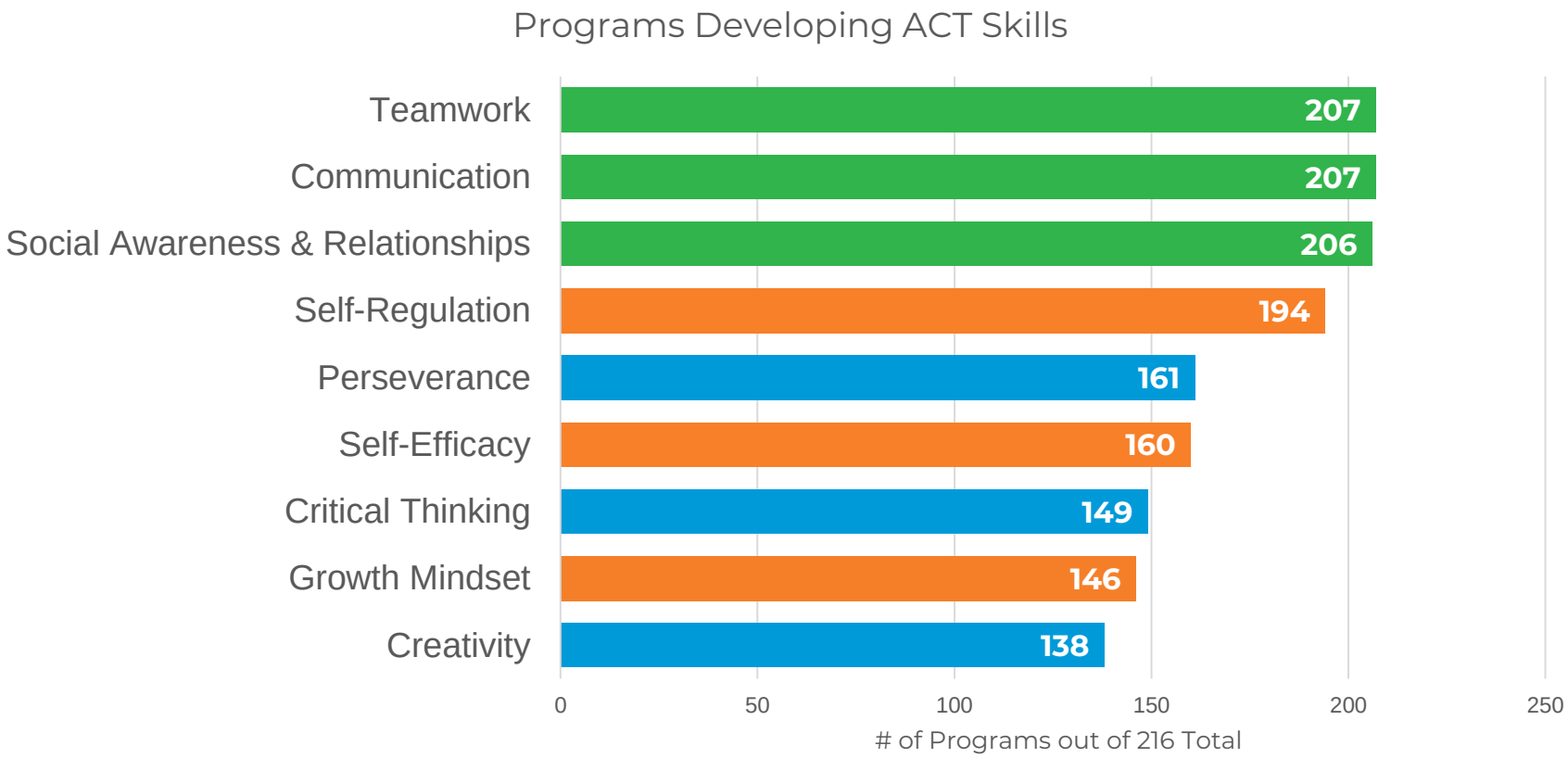
Boston
After School
& Beyond

# The ACT Skills: Self-Regulation

# The Achieve-Connect-Thrive Skills

# Connect Skills are the most widely taught




Representative of 2023-2024 School Year

# What is Self-Regulation?

Self-regulation is managing one's emotions, thoughts, and behaviors effectively in different situations.

Research shows that self-regulation influences academic achievement, including test scores and grades. Young people with strong self-regulation skills will reflect, plan, and think ahead; consider the impact and consequences of their behaviors; gain control or adjust their behavior as necessary; manage stress and delay gratification; and work well independently, focusing on tasks.

# Why Self-Regulation?

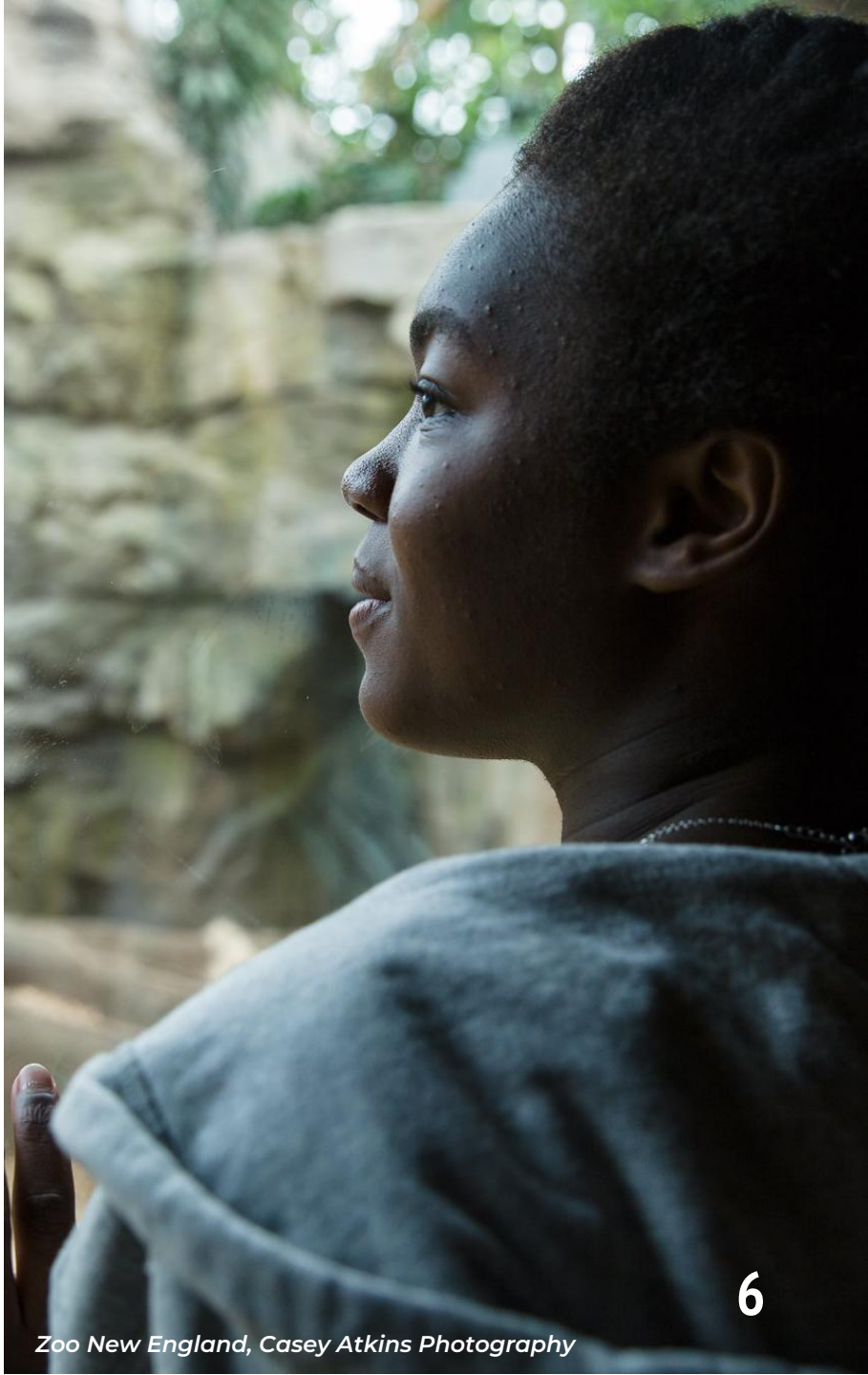
- Controlling for socio-economic status and IQ, high self-control in childhood predicted reduced adult emotional and physical health problems, and higher socio-economic status and income
  Moffitt et al., 2011

- Self-discipline had a larger, almost double impact on academic results (8th graders' GPAs) than a high IQ
  Duckworth and Seligman, 2005

- Self-regulation associated with better homework, study, exercise, eating, and sleeping habits
  Galla and Duckworth, 2005

# What does Self-Regulation look like?

- Maintain or regain focus (despite distractions)
- Physical control of body, even when angry
- Use techniques to manage sadness, anger, frustration, or fear
- Persistence at difficult tasks



*Zoo New England, Casey Atkins Photography*

# What does a lack of Self-Regulation look like?

- Easily distracted
- Heightened response; struggle with transitions or change
- Struggle with anger management
- Underperforming in school

*Boston Scores, Casey Atkins Photography*

PEAR, Self-Regulation 2 Rubric

# How to Encourage Self-Regulation

1. Routines & Rituals

2. Teach Metacognition

   awareness of one's own thought processes

3. De-escalate

# 1) Routines & Rituals

- Keep expectations clear and consistent
- Welcoming routines (starting actions or tasks)
  e.g., “Do Now,” warm-up stretches
- Welcoming rituals (type of routine with special meaning)
  e.g. warm individualized greeting, opening prompt

PEAR Rubrics Self-Regulation 2
CASEL, 2019

*Crossroads*

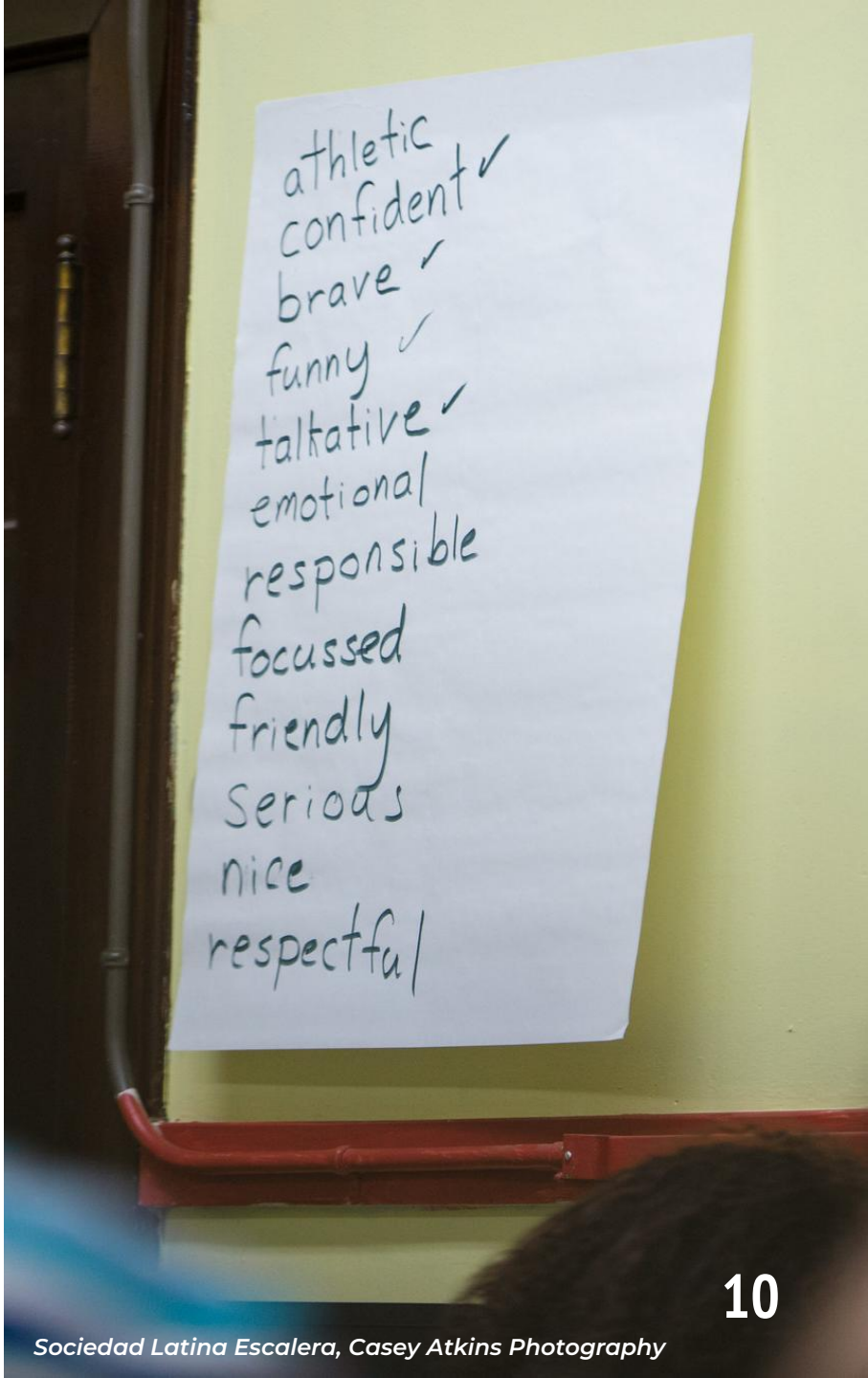
# 2) Teach Metacognition

Metacognition = awareness and understanding of one's own thought processes

For younger students

- Use vocabulary and visual aids about feelings
- Help students identify their feelings (emojis, mood meters)

Gonser, 2022



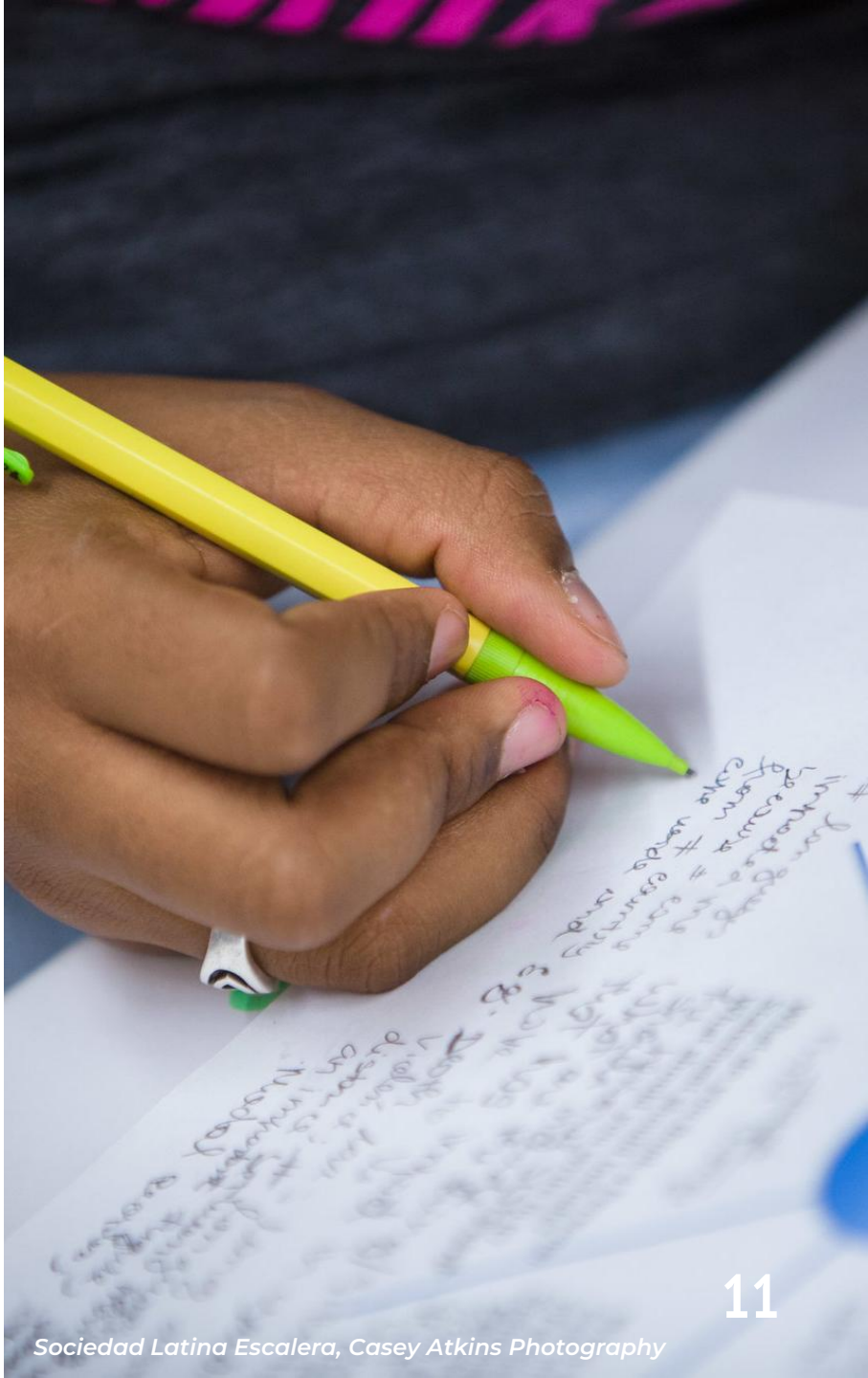

*Sociedad Latina Escalera, Casey Atkins Photography*

# 2) Teach Metacognition

For older students

- Wait—what is the source of this feeling?
- And how is this stress affecting me?
- Do I need to ask for help?
- What advice would I give to a friend with this problem?
- What can I control and what can't I control?
- What is one small step I can take to feel better?

Tutt, 2022



*Sociedad Latina Escalera, Casey Atkins Photography*

# 3) De-escalate

- Provide an environment to meet students' emotional needs
  e.g., a calming corner, permission to step away, use of fidget items
- Model and engage in de-escalation activities
  e.g., deep breathing, drawing, meditation, headphones w/ music, gratitude journaling

*Camp Harbor View*

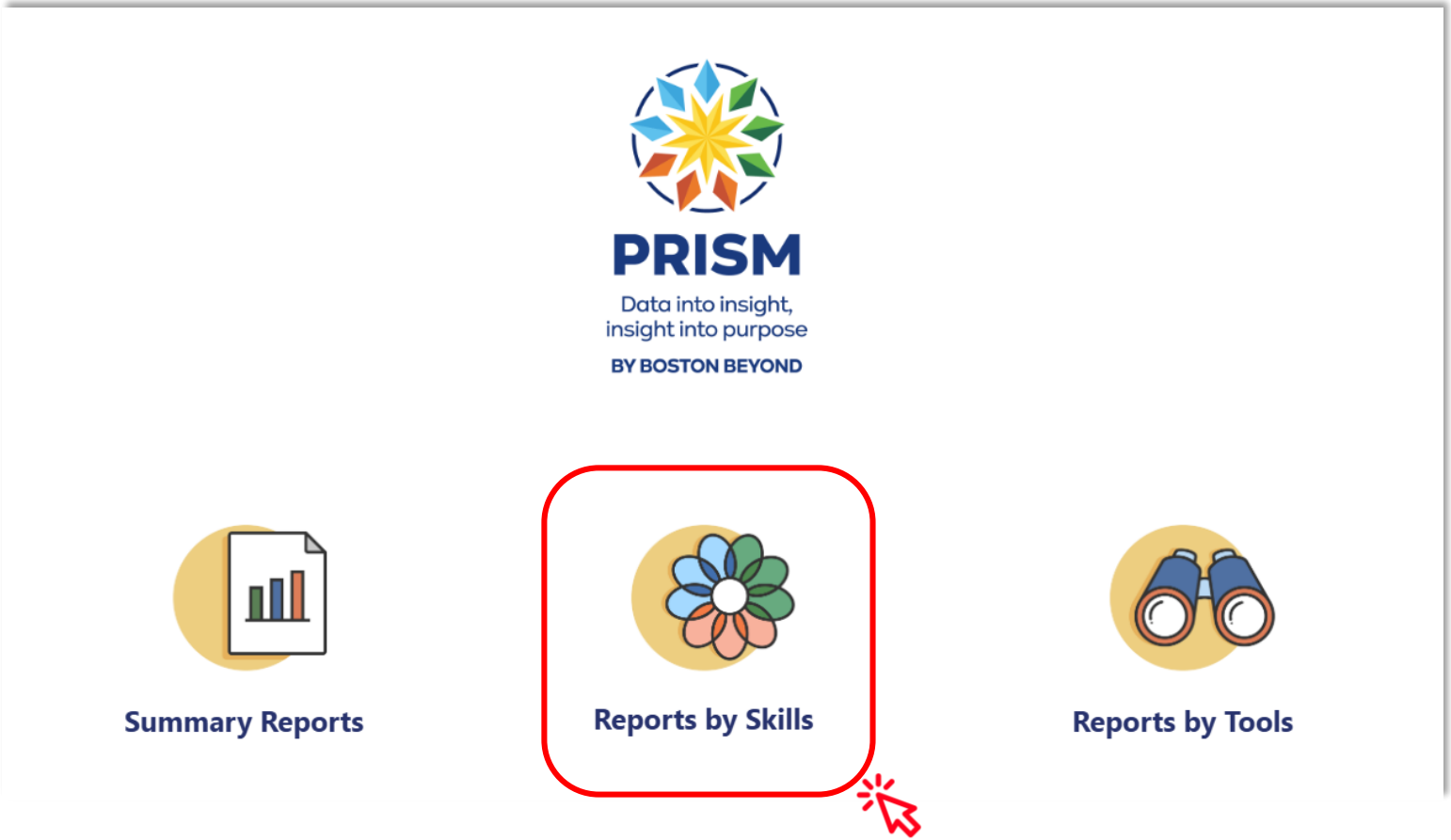
Weller, 2023
Kesty & Ploszay, 2023

# Building Self-Regulation beyond school

THE HOME FOR LITTLE WANDERERS

AFRICAN COMMUNITY ECONOMIC DEVELOPMENT OF NEW ENGLAND
ACEDONE

# Don’t forget the Reports by Skills in the PRISM



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